

INSPECTION REPORT

DERRY HILL CE (VA) PRIMARY SCHOOL

Calne

LEA area: Wiltshire

Unique reference number: 126400

Headteacher: Mr John Bellamy

Reporting inspector: Mrs Mary Speakman
21581

Dates of inspection: 4th – 7th March 2002

Inspection number: 222209

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Church Road Derry Hill Calne Wiltshire
Postcode:	SN11 9NN
Telephone number:	01249 812139
Fax number:	01249 812139
Appropriate authority:	The governing body
Name of chair of governors:	Mr Crawford Hogarth
Date of previous inspection:	28 th February – 3 rd March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21581	Mrs Mary Speakman	Registered inspector	English Music	The characteristics and effectiveness of the school The school's results and pupils' achievements How well pupils are taught How well the school is led and managed
19664	Mr John Bayliss	Lay inspector		How well the school cares for its pupils How well the school works in partnership with parents
20230	Mrs Jenny Clayphan	Team inspector	Areas of learning for children in the Foundation Stage Science Geography History English as an additional language	Pupils' attitudes, values and personal development
20846	Mr Alan Wilson	Team inspector	Mathematics Design and technology Physical education	The curricular and other opportunities offered to pupils Equal Opportunities
18342	Mrs Megan Spark	Team inspector	Information and communication technology Art and design	Special educational needs

The inspection contractor was:

*Criterion School Inspections
Juniper House
23 Abbots View
Abbotswood
Cinderford
Gloucestershire
GL14 3EG*

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Derry Hill Primary School is a voluntary-aided Church of England school in the village of Derry Hill, near Calne in Wiltshire. It has 204 pupils on roll, which is an average size for a primary school. Almost all pupils are of white ethnic origin, and the very few pupils from other nationalities in the school are either Pakistani or Chinese. All the pupils speak English as their first language. Most pupils come from owner-occupied homes. Two per cent of pupils are eligible for free school meals, which is well below average. Eighteen per cent of pupils are registered as having special educational needs; this is a little below the national average. Around one per cent of pupils have a statement of special educational needs, which is about average. The majority of pupils on the special needs register require additional help with the learning of basic skills, a few have emotional and behavioural difficulties and a few have physical impairments. Children's attainment on entry to the Reception class varies greatly from year to year. When the children who are currently in the Reception class started school their attainment was well above average. This is considerably higher than that of the pupils currently in Years 2 and 3.

HOW GOOD THE SCHOOL IS

Derry Hill Primary School is a good school with some significant strengths. Teaching is good overall. In many subjects standards are above average and, in English, mathematics and history, pupils reach standards at the age of eleven that are well above average. The school is well led and managed by an experienced headteacher who works closely with staff and governors. The school ensures that all pupils are treated equally and given support when it is needed. Pupils behave well and have positive attitudes to school. The school gives satisfactory value for money.

What the school does well

- The consistently very high quality of teaching in Years 5 and 6 enables these pupils to make considerable progress in their learning.
- Pupils achieve well in English and mathematics and, at the age of eleven, reach standards that are well above average.
- In both Key Stage 1¹ and Key Stage 2² pupils achieve well in design and technology and reach standards that are above average at the ages of seven and eleven. Pupils in Key Stage 2 achieve very well in history and at the age of eleven standards are well above average. Pupils' achievement in music in Key Stage 2 is good and standards are above average at the age of eleven.
- The headteacher, deputy headteacher and governing body work in close partnership, giving effective leadership.
- The school's provision for pupils' social development is instrumental in developing pupils' personal relationships, their growing independence, and sense of initiative, very effectively.
- There are very good systems in place for tracking pupils' progress and these are used well by the teachers.

What could be improved

- The curriculum provision and teaching of children at the Foundation Stage³ does not provide enough challenge for the higher-attaining children.
- The accommodation for the Reception class is unsatisfactory.
- There are insufficient computers for information and communication technology to be used regularly to support other subjects.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of children in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 2000 and was judged to have serious weaknesses. This is no longer the case. The school has made very good progress in addressing the issues raised during the last inspection, and there have been considerable improvements in the quality of teaching, the provision for pupils with special educational needs, and for higher-attaining pupils; the management of the curriculum including the monitoring of teaching and learning, the leadership and management of the school, including the increasing involvement of the governing body,

¹ Key Stage 1 caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2.

² Key Stage 2 caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6.

³ The Foundation Stage applies to children from the age of three to the end of the reception year.

the programme of school development initiatives and the layout of the school operational plan. All these improvements have been instrumental in raising standards in reading, writing, numeracy, science, information and communication technology and design and technology.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools ⁴
	1999	2000	2001	2001
English	C	A	A*	A
Mathematics	A	A	A*	A*
Science	A*	A*	A*	A*

Key	
very high	A*
well above average	A
above average	B
Average	C
below average	D
well below average	E
very low	E*

The standards reached by pupils at the end of Year 6 in the national tests, in 2001, in English, mathematics and science, were very high indeed, being in the highest five per cent of schools nationally. Pupils' attainment in tests over the last three years is one of improvement at a rate of that above the national trend. Standards in national tests in English were well above average when compared with similar schools, and very high in mathematics and science. The standards seen during the inspection, of pupils currently in Year 6, although well above average in English and mathematics and above average in science, were not as high as those seen in the tests. These standards represent good progress for the current group of eleven-year-olds. The standards reached in reading by pupils at the end of Year 2 in the national tests, in 2001, were well above average. In mathematics, results were above average and below average in writing. Although the number of pupils reaching the expected Level 2 in writing was close to the national average, the number of pupils attaining the higher Level 2A, was below the average and no pupils achieved the even higher Level 3. The standards seen during the inspection of pupils currently in Year 2 differ from those found in the tests in 2001. Standards in reading were above the national average and writing and mathematics were in line with the national average. These standards represent satisfactory progress for this group of pupils.

At the ages of seven and eleven, pupils achieve standards that are above average in design and technology. At the age of eleven, pupils achieve standards in geography and music that are above average and in history they are well above average. At the ages of seven and eleven, pupils achieve average standards in art, information and communication technology and physical education. This is also the case at the age of seven in geography and history. From Year 2 onwards, pupils are set individual targets for improvement in English and mathematics. Pupils are set targets for attainment in the tests at the age of eleven. Account is taken of the progress pupils make in Year 6 and these targets are adjusted during the school the year. The targets set for the pupils currently in Year 6 are challenging but achievable. Pupils with special educational needs make good progress. Higher-attaining pupils are provided for well, and gifted and talented pupils are identified and provision for them is adjusted when appropriate. There is no significant difference in the attainment of boys and girls.

Children in the Foundation Stage attain standards that are at least above those expected for their age in most aspects of the Foundation Stage curriculum and most will achieve the expected standards before the end of the school year. For some of these children, this represents satisfactory progress. However, higher-attaining children do not make the progress of which they are capable in writing and in numeracy, because they are not sufficiently challenged by the work they are given.

⁴ 'Similar schools' are defined by the proportion of pupils eligible for free school meals. This measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school, they work hard and involve themselves enthusiastically in all that school has to offer.
Behaviour, in and out of classrooms	Pupils behave well in classrooms and around the school. They understand the school's expectations of behaviour and fulfil them.
Personal development and relationships	Relationships between pupils, and pupils and adults are very positive. Pupils look after each other very well and learn to respect each other's points of view. They show initiative and a strong sense of responsibility, for instance, when fulfilling their various duties as monitors.
Attendance	Attendance is very good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall. Teaching for pupils in Key Stage 1 and in Reception is satisfactory. In Key Stage 2, it is good with some particular strengths in teaching in Years 5 and 6.

In Key Stage 2, teachers have a very high level of subject expertise and high expectations of what pupils can do. Lessons are usually stimulating and conducted at a brisk pace. Pupils are expected to work hard and generate a lot of work. Although this is also the case for some lessons in Key Stage 1, the quality of teaching is more variable and expectations are not always as high. The teaching of English, including literacy, is good in Key Stages 1 and 2. The teaching of mathematics, including numeracy, is good in Key Stage 2 and satisfactory in Key Stage 1. Pupils in Key Stage 2 benefit from the arrangements for numeracy to be taught in classes organised according to pupils' ability. The additional attention given to the teaching of writing throughout the school is enabling pupils to make good progress in this aspect of English. Teachers regularly give pupils good opportunities to write independently in many subjects. The teaching for pupils who have special educational needs is effective and enables them to make good progress towards achieving their individual learning targets.

The teaching in Reception is satisfactory and children learn at a satisfactory pace in most aspects of the curriculum. The early stages of reading are taught systematically. However, the teaching of writing and aspects of numeracy to children in Reception does not provide sufficient challenge for higher-attaining children and they do not make the progress of which they are capable. The pace of pupils' learning is satisfactory overall in Key Stage 1, with some good achievements taking place in writing. The pace of pupils' learning is good overall in Key Stage 2, and sometimes very good in Years 5 and 6. Pupils make good use of the opportunities they are given in many subjects to discuss and work independently in small groups.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum provided for pupils in Key Stages 1 and 2 is broad and balanced and offers pupils a good range of worthwhile opportunities. Provision for children in Reception is satisfactory.
Provision for pupils with special educational needs	Good. Pupils are supported well. The experienced, effective special educational needs co-ordinator, support assistants, and class teachers, all have a clear understanding of their pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social development is very good. Provision for pupils' moral and cultural development is good, and that for their spiritual development is satisfactory.
How well the school cares for its pupils	The school cares for its pupils well. There are comprehensive procedures in place for the monitoring and support of pupils' development. Arrangements for the assessment of pupils' progress are of a very high standard.
Partnership with parents and carers	Good overall. The school provides parents with a very wide range of useful information. A good number of parents give regular and effective help in school and their assistance is valued by staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides effective leadership and management and is supported well by an efficient deputy headteacher. Curriculum co-ordinators are clear about their roles and manage their areas of responsibility well.
How well the governors fulfil their responsibilities	Good. The governing body is developing its monitoring role well and playing an increasing part in the life of the school. It has a realistic view of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. The headteacher and senior staff have an accurate understanding of what the school needs to do to improve further, in both the short and longer term. Staff and governors are fully involved in evaluating and improving the quality of provision.
The strategic use of resources	Satisfactory. The budget is managed efficiently. Priorities for development are costed appropriately. The school's application of the principles of best value is improving, as the governors are increasingly analysing available data.
The adequacy of staffing, accommodation and learning resources	Satisfactory overall. However, there are deficiencies in the accommodation for children in the Reception class and in the level of equipment available for their outdoor play. There are not enough computers for pupils to have regular access in lessons other than in information and communication technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school has high expectations of what their children can achieve. • Behaviour is good. • Teaching is good. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Some parents would like more information about their children's progress. • Some parents thought the school did not work closely enough with them.

The inspectors agree with most of the parents' positive views, although more good teaching and higher expectations were seen at Key Stage 2 than at Key Stage 1. The provision for activities outside lessons is good for a primary

school of this size. Overall, the inspectors judged that liaison with parents is good. The quality and quantity of information provided for parents is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, there has been a very good improvement in standards since the last inspection two years ago. By the age of eleven, pupils reach standards in many subjects that are above average and sometimes, as English and mathematics, they achieve higher than this. The results of the national tests, in 2001, taken by pupils at the end of Key Stage 2, indicated that standards were very high in English, mathematics and science, being in the top five per cent of schools nationally. At the end of Key Stage 1, in the national tests in 2001, pupils attained standards that were well above the national average in reading and above average in mathematics. In writing, the standards in the tests were too low, being below national averages. The proportion of pupils who reached the higher than expected levels in the tests, was well above average in reading and mathematics and below average in writing.
2. At Key Stage 1, pupils' attainment in the reading and mathematics tests has improved at a good rate. However, their attainment in the writing tests varies greatly from year to year. This is because:
 - in the past there has been a lack of expertise in the teaching of writing at Key Stage 1;
 - children's attainment in writing, when they start school, is lower than in other aspects;
 - there is insufficient challenge in writing for the higher-attaining children during their year in Reception.
3. However, the school has monitored the teaching and learning of writing and this has resulted in additional training and subsequent changes in approach, which account for the improvement in standards seen in the current Years 1 and 2.
4. At Key Stage 2, pupils' attainment in the national tests has improved over recent years at a rate that is greater than the national trend. This is because:
 - there have been major developments in curriculum provision since the last inspection;
 - there is consistently high quality teaching in Years 5 and 6.
5. The findings of the inspection indicate that the standards reached by the pupils currently in Year 2 are, overall, similar to those found nationally and this represents satisfactory achievement. The assessment of attainment on entry to the school indicates that the pupils in this particular year group had levels of attainment that were average overall. In reading, standards at Year 2 are above average and in mathematics and writing they are in line with the average. In Year 6, inspection findings indicate standards to be well above average in English and mathematics and above average in science. Whilst these standards are not as high as those attained in the tests in 2001, a study of pupils' work, and analysis of the school's assessment data, shows that this represent good achievement and that the pupils are on line to meet the targets that have been set for attainment in the tests in 2002.
6. Assessments undertaken when children enter Reception indicate that their levels of attainment vary from year to year. However, the attainment of children on entry is broadly above that usually seen, with those currently in the Reception class having levels of attainment well above average. Children's attainment on entry, in the early stages of writing, tends to be lower than other aspects of communication, language and literacy. The good provision seen at the time of the last inspection has not been maintained. Provision now is satisfactory, although there are features of provision that require some improvement. Children in the Reception class settle to school routines quickly and attain standards in most areas of development that are above those usually seen. However, given their capabilities on entry to school, many children could be achieving better than they are in aspects of literacy and numeracy. This is because the tasks that the higher-attaining children are set in these areas of learning do not challenge them sufficiently.

7. Standards in subjects have improved, or been maintained, since the last inspection. Standards at Key Stages 1 and 2 in reading, writing, science, design and technology and information and communication technology have improved. Standards in other subjects have been maintained at the same level.
8. Standards in art, geography, history, information and communication technology, and physical education are in line with expectations at the end of Key Stage 1, as are standards in art, information and communication technology and physical education at the end of Key Stage 2. At the end of both key stages, standards in design and technology are above expectations and at the end of Key Stage 2 standards are also above expectations in geography and music. Standards in history are well above expectations at the end of Key Stage 2.
9. These improvements have been achieved by:
 - major revisions to the curriculum;
 - rigorous monitoring of teaching and learning in all subjects and provision of support and training for teachers where a need has been identified;
 - improvements to the quality of teaching;
 - improved use of assessments of pupils' progress when planning the curriculum and lessons.
10. The school has well-established procedures for assessing pupils' progress and this information is used to set individual targets for pupils for their achievement from Year 2 onwards. The targets set for pupils in Year 6 to attain in the national tests, in 2001, were exceeded. Consequently, for this school year, the targets for the pupils currently in Year 6 have been revisited and updated more frequently and, although ambitious, are realistic given the current capabilities of this group.
11. The school has improved the unsatisfactory provision for pupils with special educational needs found at the last inspection and the provision for these pupils is now good. The co-ordinator has thoroughly reviewed pupils' individual education plans, alongside class teachers, and targets are carefully focused and measurable. The level of expertise offered by teachers and support staff, working with pupils identified as having special educational needs, ensures good progress for these pupils towards the specific targets in their individual education plans. There is register of gifted and talented pupils and their individual education plans identify where their particular strengths lie, so provision for them is extended in these areas. This ensures an additional challenge is provided where it is needed and these pupils achieve well.
12. No perceptible differences between the attainment of boys and girls were evident during the inspection or in the results of national tests in recent years. Pupils from ethnic minority backgrounds make similar progress to their classmates. There is good provision for higher-attaining pupils at Key Stages 1 and 2 and they achieve well. Higher-attaining children in Reception are not always sufficiently challenged in aspects of literacy and numeracy although they are in the other areas of learning.

Pupils' attitudes, values and personal development

13. The particular strengths in this area are:
 - the school council is very effective;
 - pupils' attitudes to school are always positive;
 - relationships are good.
14. Pupils' attitudes to school and to their learning are good and their behaviour in and around school is also good. Additionally, relationships between all members of the school community are very good. Of parents who completed and returned the questionnaire, 95 per cent had positive views about behaviour in school.
15. In classrooms, pupils' attitudes and behaviour are nearly always good, or very good, and this often reflects the quality of teaching. There was no unsatisfactory behaviour observed in lessons during the inspection. Standards of behaviour in the dining hall and around school are consistently good and pupils are well mannered and helpful towards visitors. Behaviour in the playground is usually

good, but, on occasions, it becomes boisterous, and it is a matter that the school council is debating this term. There was no unsociable behaviour seen during the inspection, although there have been occasional instances of bullying in the recent past in the playground, which the school has dealt with firmly and sensitively. Pupils are well aware of the rewards for good behaviour and try hard to earn them. There have been no fixed-term exclusions, but, since the start of the school year, one pupil was excluded from lunchtimes for a period of three days.

16. Pupils have a very good understanding of right and wrong, and usually show high levels of respect for other members of the school community. All pupils enjoy coming to school and take part enthusiastically in all activities. They are proud of their school and ensure that there is no litter, and that coats are hung up tidily.
17. Relationships are good and pupils work and play together well. All staff in school work as part of a team. They enjoy good relationships with the pupils and build high levels of trust. For example, during a debate in Year 5 about foxhunting, pupils who defended a minority point of view, did so confidently and the rest of the class totally accepted their right to hold it. The high quality of adult-pupil relationships in the classrooms has a positive impact on pupils' learning and development, as all pupils are included in all school activities.
18. Pupils respond very well to opportunities for them to take responsibility in school. In particular, the pupils who have been elected to be members of the school council take their responsibilities very seriously. They carry out surveys among pupils about matters that affect everyone, such as the form of the new school day, and concerns about behaviour in the playground at lunchtimes. The school council appointed two pupils in Year 6 to run the school's healthy tuck shop who, in turn, showed high levels of initiative when they asked the headteacher for an interest-free loan in order to buy a refrigerator in which to keep their stocks. The loan has now been paid off. The school council wrote to the governors about the site for a bicycle shed, and pupils are starting to understand how long it takes to get decisions from local councils. One class representative is currently learning how to take minutes in her role as secretary. Pupils in all classes take their duties seriously. All these activities have a very positive impact on pupils' personal development.
19. Pupils' attendance is very good. The high level of attendance found at the time of the last inspection has been maintained. There is some unauthorised absence, usually as a result of parents organising extended holidays during term time, but the level is below the average and there is no evidence of truancy. Punctuality in the morning is good. When instances of lateness occur, they are of a minor nature and are not disruptive to lessons. These high levels of attendance provide a secure basis for the pupils' learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. Taking account of the teaching observed during the week of the inspection and a study of pupils' work and teachers' planning, the quality of teaching is judged to be good overall.
21. Of the teaching observed, 96 per cent was satisfactory or better. Of these lessons, 57 per cent were judged to be good or better, with 24 per cent being very good or excellent. These findings represent significant improvement in the quality of teaching since the last inspection.
22. Teaching at Key Stage 2 is good, and at Key Stage 1, and in the Foundation Stage, it is satisfactory. At Key Stage 2, the great majority of teaching seen was good or better and in Years 5 and 6, the majority of teaching seen was very good. In Key Stage 1 and the Foundation Stage, good and better teaching was seen, but the majority of lessons were satisfactory, with two lessons being unsatisfactory. This represents an improvement in teaching since the last inspection at Key Stage 1, but a decline in teaching at the Foundation Stage.
23. Since the last inspection, the school has addressed the key issues related to improving the quality of teaching by:
 - improving the quality of teachers' lesson planning and use of assessment data;
 - establishing a coherent teaching and learning policy that addressed the last inspection's concerns about the quality of teaching, particularly at Key Stage 1;

- the monitoring the quality of teaching and learning by senior staff and curriculum co-ordinators, and using the findings to inform the staff training schedule;
 - improving the provision, and teachers' expertise, in aspects of English, science, design and technology, and information and communication technology;
 - improving the quality of provision for the highest-attaining pupils and those with special educational needs;
 - ensuring equal access to all aspects of the curriculum for all pupils.
24. The quality of teaching at the Foundation Stage enables children to make satisfactory gains in most areas of learning, and most will achieve the Early Learning Goals⁵ by the time they start Year 1. However, the provision for the teaching of writing, and aspects of mathematical development, does not challenge the capabilities of the higher-attaining children who, despite reaching a higher than average standard by the end of their time in Reception, are capable of more. Lesson planning lacks necessary detail. For example, insufficient consideration is given to ensuring that independent activities, such as water and sand activities, are stimulating and are making a relevant contribution to children's learning.
25. Teachers' management of their pupils is good at Key Stage 2 and in the Foundation Stage, and satisfactory at Key Stage 1. In the main, at both Key Stages 1 and 2, teachers maintain secure control of their classes in a friendly but purposeful manner. Teachers anticipate difficulties or problems and circumvent them skilfully. They use humour effectively and show concern and a commitment to enabling pupils to do their best. As pupils progress through the school, they learn to work with increasing independence and support each other when difficulties arise.
26. At the time of the inspection, the Key Stage 1 and Year 3 classes had recently been reorganised to accommodate changes in teaching staff. This has been, largely, successfully accomplished and most pupils are settling well into their new classes. Judicious use of the school's behaviour policy and agreed routines has reduced the impact of the changeover for most pupils. However, some pupils have found it more difficult to cope with a change of teacher and their rate of progress has slowed for a short while. Teachers adhere consistently to the class and school rules and insist that agreed conventions of behaviour in class are followed. This application of the behaviour policy is usually effective although, during the inspection, there was an occasion when one or two pupils found it more difficult to settle than the great majority and slowed the progress of the lesson so that insufficient learning took place.
27. The teaching of literacy at both key stages and numeracy at Key Stage 2 is good. Teaching of numeracy is satisfactory at Key Stage 1, where teachers' expectations of what pupils can achieve are not as high as at Key Stage 2. In both literacy and numeracy, there is a carefully planned structure for the week's lessons. In literacy, teachers make good use of a wide range of texts and, at Key Stage 1 use traditional stories, to support discussion about, and promote different styles of writing. At both key stages, work on sentence construction, grammar, punctuation and spelling is linked well to the texts or stories that pupils are considering. For instance, during a very good lesson seen in Year 2, pupils were working at improving their narrative writing and a considerable level of challenge was built into the lesson for higher-attaining pupils. In numeracy, teaching is good at Key Stage 2, as teachers have high expectations of what pupils may achieve and they are well rewarded by the gains in learning that pupils make. Teachers make good use of assessment information when planning their lessons to ensure that pupils' tasks are precisely matched to their learning needs.
28. Lesson planning is good at Key Stages 1 and 2 and this represents a considerable improvement since the last inspection. Teachers' detailed lesson plans are based on longer-term plans. Planning shows the intention of the lesson, how it is going to be achieved, how tasks will be adjusted to suit the learning needs of pupils of differing attainment and how pupils' progress will be judged. Teachers use the reverse of the lesson plan to record how successful the lesson has been and how much, or little progress the pupils have made. This information is then used to inform further planning. Some teachers' lesson planning in science confuses lesson objectives

⁵ The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

with lesson activities and, when this is the case, it leads a lack of focus on what pupils should achieve by the end of the lesson. Teachers' marking of pupils' work is conscientious and up-to-date, although it is variable in quality. Good quality marking of pupils' English work was seen at both key stages, with teachers noting in pupils' books how they might improve their work still further. However, this level of detail was not seen in some of the marking in mathematics.

29. Teachers have good relationships with pupils with special educational needs and this is very effective in raising pupils' self-esteem and modifying behaviour. The support of staff from the Behavioural Support Service has been valuable in assisting the co-ordinator and the class teachers in providing appropriate programmes of work for pupils with behavioural difficulties. The provision for these pupils has improved since the time of the previous report. Work for pupils with special educational needs is effectively matched to their individual education plans and carefully monitored by the co-ordinator. This ensures that pupils make good progress. Pupils with special educational needs generally have good attitudes to learning and they work with concentration, both within small groups and with individual support. The school's plans to increase the use of support staff within literacy and numeracy will ensure support that is even more effective in the future.
30. In the better lessons, teachers' expectations of what pupils can achieve are high and lessons proceed at a brisk pace. Where these expectations are high, pupils respond very well and work hard and with enjoyment. Pupils are expected to settle quickly and to produce neat and well-presented work, which they generally do. At the start of every lesson, teachers make it clear to pupils the intention of the lesson. Usually, these objectives are displayed on the whiteboard. Towards the end of the lesson, pupils are given an opportunity to evaluate how much progress they think they have made. This was observed in many lessons during the inspection and pupils' self-evaluation is particularly well developed English, art and design, design and technology, music and physical education. In an excellent design and technology lesson seen in Year 6, pupils were invited to demonstrate the musical instruments they had designed and made. Every pupil in the class, including those with special educational needs, had achieved well and could talk confidently about their musical instrument, how they had planned their work and how they could improve their instruments further. The standards achieved, and the level of pupils' understanding, were above expectations and, at the end of the lesson, pupils and teacher appraised the quality of the lesson together.
31. In those lessons where teachers' expectations are not as high, pupils learn at a reasonable pace and achieve satisfactorily, but there is less sense of urgency on the part of the teacher or pupils. Sometimes, the work set for some pupils in these lessons, although relevant and supporting the purpose of the lesson, does not interest the pupils sufficiently to encourage them to work really hard.
32. The quality of pupils' learning is satisfactory at the Foundation Stage, and at Key Stage 1, and good at Key Stage 2. Where the teaching is effective, all groups of pupils are making impressive strides in their learning, developing a good level of independence, and taking a pride in their growing understanding and achievement. The pace of learning accelerates considerably at Year 5 and this continues through Year 6, because of the constantly high quality experience that pupils receive across the whole curriculum in these two year-groups.
33. The provision of homework is good overall. Homework is very carefully linked to current learning and shown on the teachers' short term planning. Parents at the meeting with inspectors were generally satisfied with the quality and organisation of homework.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

34. The curriculum is good at Key Stages 1 and 2. This reflects very good improvement since the last inspection, most notably because:
 - the school now provides a full entitlement to a broad and balanced curriculum. This curriculum is managed well;

- the teaching of science at Key Stage 1, and of information and communication technology, and design and technology, now meets the requirements of the National Curriculum;
 - teachers now promote the development of pupils' literacy and numeracy skills well, through lessons in other subjects;
 - weekly planning is detailed and fully meets the needs of pupils of different attainment within the class;
 - the curriculum for the higher-attaining pupils, and those with special educational needs, is now good.
35. The headteacher and subject co-ordinators have worked hard to review and improve practice over the past two years and have successfully addressed each of the last inspection's key issues. The school's curriculum fully meets statutory requirements. There has been very good improvement in the curriculum for design and technology, to the extent those standards are now above expectations throughout the school. Similarly, the science curriculum is now good, due in particular to a much greater emphasis on an investigative approach to teaching and learning. The curriculum for information and communication technology is much better than it was and provides a secure framework for the teaching of computer skills, step-by-step, as pupils grow older. The pupils make some use of these skills in other lessons, although there is room for further improvement in this aspect of teaching. Literacy and numeracy are successfully promoted through the national strategies and through teaching in other subjects. The school has achieved this by developing a curriculum plan, through which teachers identify interesting links between subjects and integrate these into their planning. This has had a positive effect on the quality of teachers' planning overall, which is now satisfactory in Key Stage 1 and good in Key Stage 2. The Foundation Stage curriculum is satisfactory. It has reasonable breadth and balance across all the required areas of learning. However, the planning does not always take account of the needs of the higher-attaining children.
36. There is a good programme in place for the development of pupils' personal, social, and health education, supported by a useful scheme of work. Issues, such as healthy eating, are explored through science teaching and there is a gradual and sensitive promotion of drug awareness for pupils, from an early age, particularly through the 'Good Citizen Day', which is a strong feature of the scheme of work. The school nurse discusses issues related to sexual development with the older pupils. The school's environment club provides opportunities to consider and improve the quality of the school surroundings, for example, by caring for the flowerbeds. The school council is an effective vehicle for enabling all members of the school to examine moral and social issues, ranging from care for each other, to eradicating litter.
37. Since the last inspection, the school has made every effort to ensure that all pupils have equal access to all that is offered and no entitlement to the curriculum is lost through the withdrawal of pupils from lessons. In addition, teachers, throughout the school, actively seek opportunities to ensure that the contributions of all pupils, particularly those with special educational needs, are valued and many examples of this were seen during the inspection. The curriculum for pupils with special educational needs is now good. The work provided within class is matched well to the needs of these pupils, and in literacy and numeracy lessons the requirements of pupils' individual education plans are effectively met. The use of 'setting' in numeracy ensures very well focused provision for pupils with special educational needs in Key Stage 2. Record keeping is thorough and the co-ordinator tries to involve parents closely at all stages. The school has also introduced a register for gifted and talented pupils and the provision, resulting from the closer identification of these pupils' needs, is having a positive effect on their achievement.
38. The school provides a good range of extra-curricular activities and there is a positive contribution to learning made by its links with the community and partner institutions. The strengths found at the time of the last inspection have been maintained. Although a small number of parents would like more activities to be provided out of school, it is quite usual, and appropriate, for there to be more opportunities for older pupils than younger ones. As pupils get older, they are presented with a wide range of activities that are much enjoyed. There is something for everyone, including a variety of sporting activities, an environmental group, music tuition, computer activities and residential visits. Links with the local, and wider, community, including the Church, are good. These enrich the

curriculum by extending pupils' knowledge and appreciation of activities outside school. The school benefits from being at the heart of its community.

Pupils' spiritual, moral, social and cultural development

39. As was found during the last inspection, the school makes good provision overall for pupils' spiritual, moral, social and cultural development. Parents overwhelmingly endorse this. Of those who returned the pre-inspection questionnaire, almost 95 per cent agreed that the school helps children to become mature and responsible.
40. Pupils' spiritual development is soundly promoted, chiefly when pupils meet together in assemblies. These are planned around a weekly theme and are pleasant occasions, giving pupils a quiet time during the busy school day, when they can reflect on wider issues, such as behaving with kindness to others regardless of the circumstances. The time of reflection and prayer within classroom assemblies is particularly effective, when teachers create an atmosphere of worship within the classroom, with a special focus for the assembly and time for pupils to reflect in peace and serenity. Similar opportunities, however, are not often exploited in lessons. Pupils' talents and gifts are nurtured well. For instance, during the inspection, pupils in Year 6 were amazed as one pupil discovered for himself the formula for calculating the area of a circle and explained this to his classmates, and pupils during orchestra practice were visibly moved by the expressive playing of the music from *'Titanic'*. These occasions are not, however, commonly planned for in lessons.
41. Provision for pupils' moral development is good. The ethos of the school is based on care and consideration for others and is reflected in the good examples set by all staff. Teachers show pupils the difference between right and wrong at an early age. The school's Code of Conduct is displayed in all classrooms and is clearly understood. In addition, several classes have drawn up their own rules and these, too, are prominently displayed. Pupils in Year 6 consider that the rules are fair and contribute to the good behaviour of the pupils. Pupils know the rewards and sanctions that operate in the school and teachers consistently abide by them in lessons. Regular opportunities to discuss moral issues occur during personal, social and health education lessons and during 'circle'⁶ time when pupils come together and discuss matters that are important to them sensitively. A weekly assembly celebrates pupils' good work and behaviour.
42. Provision for the social development of pupils is very good and is linked closely to how the school promotes moral development. Staff provide good role models by promoting values, such as courtesy and respect for others. As a result, pupils are polite and courteous to one another. Visitors are greeted with a smile and are made to feel very welcome. Pupils are encouraged to work together responsibly and in a co-operative way during lessons. Teachers provide many opportunities for pupils to practise and develop their social skills in class discussions and assemblies. When talking to inspectors, those in Year 6 displayed a mature attitude and offered considered and sensible views about school. The school council is highly regarded. Pupils are elected from each class to sit on the council and discuss issues of concern that have been referred to it from whole-class discussion during personal, social and health education lessons. The school council is highly effective, deciding for example to negotiate an interest-free loan to purchase a refrigerator for use in the school's tuck shop, and commenting, very intelligently, on best value purchases within the school itself. There are many opportunities for pupils to socialise outside lessons, because of the good range of clubs and visits, including residential experiences for pupils in Years 5 and 6. Pupils often take part in community events such as local environmental days in the village, country dancing at the village fête, and services at Christmas in the local church. Pupils have responsibilities within their own classes and older pupils have jobs around the school, for example, preparing the hall for assembly, or overseeing the tuck shop, and they carry out their duties conscientiously. These tasks, which are unsupervised by adults, are performed with diligence and in a responsible way. Pupils do not regard the tasks as chores but, rather, as a pleasurable experience, which will stand them in good stead when they transfer to secondary education. The school helps to prepare pupils for good citizenship by giving them opportunities to support charities, chosen by the school council, including Christian Aid and Comic Relief. Pupils in Key Stage 2 organise 'bring and buy' sales in support of the Blue Peter Appeal and, at Christmas, pupils collect Christmas boxes for children in Eastern Europe.

⁶ 'Circle' time is an activity where pupils are able to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

43. Provision for pupils' cultural development has improved significantly since the last inspection and it is now good. Activities during the annual environmental day include working alongside a parent who is a professional artist, where pupils are able to experience pavement art and work collaboratively to create exciting and attractive images. The curriculum now brings an awareness of traditions from a wide range of countries, as pupils learn about dance, art, music and literature from many different cultures.
44. Visits to museums in the area allow pupils to become familiar with local cultural traditions and also with the traditions from Ancient Egyptian and Ancient Greece. A visitor from Action Aid gives a good insight into life in village India for pupils in Year 3. Studies of the Tudors, Victorians, and the latter part of the 20th Century, give pupils a good understanding of how British society has been shaped over time, and older pupils visit the Houses of Parliament to see for themselves what is happening today. In personal, social and health education lessons, pupils learn about festivals and celebrations from the major world faiths, and musical instruments from other cultures enrich the music curriculum. In assemblies, pupils hear music by composers from many different cultures and this is complemented by visits from peripatetic musicians and African drummers. The school now has a wide range of literature available for pupils reflecting many different cultures. Correspondence with schools across the world, through using e-mail, gives pupils in Years 5 and 6 a useful knowledge of differences in the languages, cultures and lifestyles of other countries.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school has improved its provision for the overall welfare of its pupils since the last inspection. At that time, although the school was reported to provide a caring and supportive environment, there were judged to be a number of issues that needed attention if the school was to provide a good standard of care. The health and safety issues, which were of a very minor nature, have all been suitably addressed, so that the school's overall provision for the care and support of the pupils in its charge is now good. Inspection evidence supports the view of parents that the school is a caring one and that their children enjoy being a part of it.
46. The school aims to provide an environment which is stimulating, friendly, safe, clean, secure and welcoming and in which pupils' personal as well as academic development is promoted. In this, it is successful. School staff and governors, who undertake regular risk assessments, have proper regard for the health and safety of the school community. Effective supervision ensures that the physical well being of all is protected. First-aid arrangements, and the school's procedures for dealing with the very occasional accident, are secure and appropriate records are maintained. There are good procedures for liaison with parents when necessary. Fire safety arrangements are good.
47. All staff respond sensitively and positively to the individual needs of the pupils. One parent's view that she was astounded by the detailed knowledge that teachers have about the children in their care, met with universal agreement by others present at a pre-inspection meeting with inspectors. There is a supportive atmosphere within the school, which aids pupils' learning. The school ensures that all are treated equally and given proper support appropriate to pupils' individual needs, whatever their background or personal circumstances. The lunchtime supervisory staff relate well to the pupils and provide effective support that has a positive effect on pupils' behaviour and safety. The pupils confidently turn to adults when they need help or advice, knowing that they will be dealt with sensitively.
48. Pupils with special educational needs receive a good level of care. There is good liaison with outside agencies ensuring high quality support for staff and pupils. The support offered by the psychological services of the local education authority, together with advice and support from the behavioural support service is valuable. This enables the school to deal very effectively with pupils with emotional and behavioural difficulties.
49. The school's policies and procedures for ensuring the well being of the pupils are well organised and of generally high quality. Child protection arrangements are good. They meet statutory requirements. All the members of staff understand their duty to be aware of the need to be attentive and they undertake this responsibility conscientiously and well.

50. The school's very good procedures for monitoring and improving pupils' attendance contribute to the high level of attendance that is consistently achieved. Records of attendance are properly maintained and comply with statutory requirements. Procedures for recording unauthorised absence are rigorous and there are very good procedures to deal effectively with any unexpected absence.
51. The measures that are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. The school's policies are well focused on the need to promote good behaviour and there is good definition of rewards and sanctions. These are well understood and accepted by the great majority of the pupils. There is a successful whole-school approach to the promotion of good behaviour and the development of positive attitudes and self-discipline. Despite having a number of pupils with identified emotional and behavioural problems, all teachers have positive relationships with the pupils within their classes and have good strategies for dealing with the occasional instances of inappropriate behaviour. As a result, there is very little disruption to the flow of lessons.
52. The school's arrangements for the promotion and monitoring of pupils' personal development are very good. The promotion of personal development is a strong feature of the school's provision, with many opportunities being provided for pupils, such as opportunities for them to take on responsibilities as school and class monitors, by taking part and helping in assemblies, during 'circle' time, when pupils can share ideas and experiences, and by being involved in an effective school council. These all contribute successfully to producing mature, well-rounded individuals. Although there is no formal record of achievement, procedure arrangements for monitoring, including teacher records and summaries in the pupils' annual reports, are well organised with some particularly good elements such as the objective reporting of non-academic progress included in the reports. Pupils' individual personal files, and achievement folders, provide useful supporting evidence. Informal arrangements for supporting pupils' personal development, which benefit from teachers' knowledge of pupils as individuals, are also very good.

Assessment

53. The school has improved the assessment procedures, and their use, since the last inspection. Very good assessment systems are now in place throughout the school for each pupil, with appropriate focus on English, mathematics and science. Careful records of each pupil's test results are kept, from when they start school, and are passed on from year to year. The school carries out a detailed analysis of test results, based on optional tests as well as the statutory tests at the end of Years 2 and 6, to predict the levels of attainment they expect individual pupils to achieve by the end of the year. Staff are now using this information, particularly in Key Stage 2, to set targets for individuals and groups of pupils. Similarly, they use this to identify where additional support is needed and to group pupils in Key Stage 2 according to their ability in mathematics and English. There are systems for assessing achievement in many subjects other than English, mathematics and science and teachers are in the process of deciding on suitable arrangements for the remainder. They also make good use of detailed and helpful day-to-day marking, particularly in English, to inform planning for the next lesson. The assessment co-ordinator, who provides very good leadership for this aspect of teaching, has introduced some very promising innovations, which provide a solid platform for further improving the use of assessment throughout the school. For example:
 - the co-ordinator has introduced a system of setting targets at the end of each term in key areas and colleagues are becoming increasingly skilled in making these more sharply focused;
 - teachers make good use of the back of their daily planning sheets to record useful assessment information and this helps them to plan the next day's work.
54. The main areas for future development are:
 - to continue to introduce appropriate systems of assessment for all subjects;
 - to ensure that teachers are skilled in measuring standards of work against nationally agreed levels in all subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. At the time of the last inspection it was judged that the school had developed a satisfactory partnership with parents, though with strengths and weaknesses. The parental survey was much less positive than usual with concerns about a number of the elements of the school's provision. The position is very much improved. The very large majority of parents, including those who responded to the pre-inspection questionnaire and attended the parents' meeting, and those who met with inspectors during the inspection, hold the school in high regard. However, there continues to be a very small number of parents that feel the school should be doing more for their children, and are unhappy with the provision, as at the time of the last inspection. Inspection evidence finds little to support the views of these parents insofar as the school is not doing what it should, or is able, to do for their children. Overall, parents are realistic in accepting the constraints under which the school has to operate. They feel, rightly, that the school is a good one.
56. The view of the large majority of parents that the school has good links with them is supported by inspection findings. This is an improved picture, when compared with that reported at the time of the last inspection, with the strengths being maintained and the weaker elements largely overcome.
57. Home school links are supported by a home-school agreement that provides for commitment by all to the improvement of standards. The school encourages parents and other helpers to participate in its work. Many do so, making a significant contribution to the work of the school. There is a supportive Friends' Association that fosters relationships between home and school. Its activities provide opportunities for parents, staff and pupils to socialise and raise funds that provide much welcomed additional financial support to the school.
58. The overall quality of information provided formally by the school is very good. It has improved greatly since the last inspection when it was judged that there were weaknesses in the governors' annual report to parents, in pupils' annual reports, and in reporting on pupils' progress.
59. Newsletters, including a lively and informative 'Governors News' that includes articles and illustrations by pupils, a comprehensive information pack, homework and curriculum information from teachers, and a variety of liaison activities held throughout the year, keep parents well informed about school activities providing they avail themselves of the opportunities provided. Parents are welcome to visit the school at any time, though preferably by appointment to ensure availability. Those with experience of doing so, speak highly of the response to their suggestions or concerns. The school prospectus is a well-organised, comprehensive document that gives parents all the information they need to ensure a smooth start to school life for their children. The governors' annual report to parents, though somewhat formal, is an informative document that gives parents a lot of useful information in which the school's financial position is explained well. Both documents now fully meet statutory reporting requirements. Parents speak highly of the accessibility of governors and of the much-improved arrangements for the governors' annual meeting for parents, compared with those at the time of the last inspection.
60. Parents are provided with regular opportunities to be informed of their children's progress throughout the year and, annually, through a written report. Parents are invited to meet regularly with teachers, both formally and informally, to discuss their children's progress and, from Year 4 onwards, the individual targets their children are set. Pupils' annual reports have improved since the last inspection and there is now some good reporting for the youngest children and of pupils' progress in English, mathematics and science, as well as their personal development. Reporting on pupils' progress in other subjects, although satisfactory, is not so strong, and is much as found at the time of the last inspection. Statutory reporting requirements are met. Teachers use a general comments section very well, clearly indicating pupils' non-academic strengths and weaknesses, and giving a good guide to their personal development. Teachers' observations are objective, providing a good record of pupils' personal development as they move through their school life.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The key issues identified at the last inspection embraced many major aspects of school management and provision and the school was judged to have serious weaknesses in its leadership and management. This is not now the case. The shared sense of purpose, demonstrated by the school's leadership, has enabled the school to address all the key issues from the last inspection, very effectively, and to achieve a very good pace of improvement since the last inspection.
62. Since the last inspection, the school has addressed the key issues related to improving the quality of leadership and management and now:
- the headteacher, deputy headteacher and curriculum co-ordinators follow a systematic programme of monitoring of teaching and learning and use their findings to identify priorities for staff training and school development;
 - a school operational plan has been devised which contains a wealth of relevant detail about how school improvement will evolve, over what periods of time initiatives will take place, how these initiatives will be evaluated, and by whom;
 - the involvement of governors has been increased in significant elements of school management and development, such as them analysing data available to the school, and playing a greater part in school improvement planning.
63. The leadership and management of the school by the headteacher and deputy headteacher are now good. The deputy headteacher's precise role in the management of the school is now well established, which was not the case at the time of the last inspection. The school has a close and productive partnership with its governing body, which is much more involved in the life and work of the school than at the time of the last inspection, and is becoming much more analytical and questioning in its approach to its role. The school's philosophy is committed to providing a broad and balanced education within a Christian ethos. There is a caring atmosphere in which pupils and staff are valued and work hard. The school's values are well demonstrated in the daily life and work of the school.
64. There are now curriculum co-ordinators for all subjects of the National Curriculum. The role of curriculum co-ordinators and the special educational needs co-ordinator are clearly defined. Subject co-ordinators have a good level of expertise in the subject for which they are responsible, giving helpful support to their colleagues when necessary and leading the development of their subject well. Co-ordinators are involved in the monitoring of standards and teaching in their subjects, through observation of lessons, scrutiny of pupils' work and teachers' planning. Co-ordinators for English, mathematics and science are involved in analysis of data in these subjects, gleaned from national tests. The co-ordinators increased knowledge of the needs of their subjects means that they are able to make a meaningful contribution to the identifying of priorities for improvement and in deciding how these improvements are going to be carried out. The headteacher is aware of the importance of continuing to develop and consolidate the role of the co-ordinator, within the school, in order to allow for staff changes that sometimes necessitate changes in responsibility. This ongoing development is featured in the school's improvement planning. Arrangements for performance management are well embedded and are part of the school's overall development and monitoring process.
65. The management of special educational needs is good, and there is effective, caring provision. This represents considerable improvement since the last inspection when aspects of the management of special educational needs were judged to be in need of improvement. The co-ordinator has effectively developed procedures for early identification of pupils' needs. She is directly responsible, together with class teachers and outside agencies, for compiling each pupil's individual education plan and is fully involved in reviews and assessing pupils' progress. The school plans to improve the provision, further, through the use information and communication technology when writing pupil's individual education plans.
66. Teaching staff and governors participate fully in establishing school development priorities both in the short and longer term. Since the last inspection, staff and governors spend one day a year together when they take a considered look at where the school is going, what needs to be done next, and what their longer term vision is for the school. These days have been most effective, not only in ensuring the full involvement of the participants in school planning, but in developing the

governors awareness of themselves as a cohesive body that is closely involved in the life and work of the school. The current priorities in the school operational plan build sensibly on issues that were addressed after the last inspection. The plan is a detailed document that includes actions to be taken to achieve improvement targets, the staff responsible, time spans, costs and arrangements for monitoring and evaluating the success of these initiatives. The school's evaluation of how well it is achieving is based on a wide range of evidence, including discussions with pupils, analysis of test data, scrutiny of pupils' work, and observations of teaching and learning. The school has, therefore, gathered a great deal of information about its own performance, and teachers have rightly recognised that a major priority is to improve the quality of writing at both Key Stages 1 and 2. Consequently, a range of initiatives has been put into place and standards have risen, notably at Key Stage 2 and are rising at Key Stage 1, albeit at a slower rate. Since the last inspection, improvements in the provision for information and communication technology and design and technology have been instrumental in raising standards in these subjects. The school's 'operational plan', as well as including details of strategies for improvement up to July 2002, also includes a broader outline of the school's priorities for development in the longer term. This longer-term vision for the development of the school has at its centre the further broadening of pupils' educational experiences and the subsequent further raising of standards and achievement.

67. Overall, staffing, accommodation and learning resources are satisfactory. There have been numerous changes to the staff since the last inspection. This has caused some disruption to teaching and learning, particularly in the Foundation Stage and Key Stage 1. However, the situation has now stabilised. All teachers are in permanent posts and each curriculum area has an appointed co-ordinator. Induction and mentoring procedures for staff new to the school, and those in their first year of teaching, are good.
68. Support staff provide a valuable contribution to the quality of teaching and learning in the school. In addition, the finance and administration staff, and the lunchtime supervisors and cooks, contribute well to the smooth running of the school, as well as to the pupils' day-to-day welfare.
69. The attractive rural school building is well maintained and provides satisfactory accommodation overall for teaching the curriculum. The grounds are well used for environmental education and there is a 'quiet' garden and grassed area for use in warmer months. When these good facilities are not in use, play is confined to somewhat cramped hard surface playgrounds, which are sometimes congested. Inside the building, there are a number of spacious classroom areas, which are enhanced by attractive and stimulating displays. There are also some small teaching spaces, such as the kitchen, library, and the music and special educational needs rooms, which make a good contribution to learning. On the other hand, a minority of rooms, such as the one currently used for teaching pupils Year 4, are small, and conditions for teaching and learning are cramped. The main area for future development is the space currently used for teaching children in the Reception class, which is unsuitable because:
 - it does not adapt well to the variety of activities required for teaching the younger children;
 - it is too far away from the toilets;
 - it is used as a thoroughfare to and from other parts of the school.
70. The school has satisfactory, and improving procedures for ensuring that the financial resources available to it, which are higher than those enjoyed by many similar schools nationally, properly support the educational needs of its pupils. Governors, especially those directly involved in financial matters, feel ownership of the budget. There is a satisfactory identification of priorities related to improving the quality of education and raising standards. There is a clear cycle of financial planning, linked to the school's improvement plan, and the monitoring of expenditure is secure. Overall, the picture has improved since the last inspection when, although financial decisions were satisfactory, and the day-to-day running of the school's finances was well managed the strategic use of resources, teachers, and subject co-ordinators, was judged to be unsatisfactory. This is not so now.
71. The amount of money the school holds in reserve to protect it against unexpected happenings, or to support planned projects, are being reduced this year, from a relatively high level, to one that is more realistic. Monies that have been purposely accumulated in the past have been released to

directly benefit pupils' attainment and progress, in support of planned improvements to the buildings and grounds, and staffing levels, and improving the provision of learning resources in line with the school's improvement plan. Governors have proper regard for the use of accumulated financial reserves. They are aware of the risk of fluctuating roll numbers and their decisions are taken against this background. Prudent contingency planning is in place aimed to ensure, as far as possible, that the school's finances will be sufficient to ensure the continuation of its present strategies.

72. The specific funds element of the school's finances, and other additional funding, are allocated carefully. This has a positive impact on the quality of learning provision for the pupils who need additional support.
73. The school's overall administration arrangements, and the day-to-day control of its finances, are satisfactory. The school office works smoothly and effectively. The school's most recent audit, in November 2000, found nothing of significance. There is appropriate use made of new technology to support the work of the school. Effective use is made of the information available from the school's computerised management system and there are financial and administrative procedures in place that allow the recently appointed finance officer to already make a positive contribution to the financial monitoring of school activities.
74. Within the governing body, supported by the headteacher, the application of the principles of best value is developing. It is presently satisfactory overall with some good elements. The proper implementation of these principles means that the school's spending is evaluated and targeted to ensure that the quality of education provided for the pupils is consistent with the school's development planning.
75. Governors have made good progress in their understanding of the principles of best value since the inspection in 2000 judged that arrangements for monitoring the impact of spending decisions on raising standards were not in place. Governors are now playing an increasingly effective role as a 'critical friend'. They question the school's performance using a variety of information to inform them about how the school's performance compares with what is expected and what is achieved elsewhere. Governors have established a data analysis group, which is a very positive step forward and one that is already showing benefits in increasing their understanding of how the school is performing. Governors are aware of the need to obtain best value in purchasing services and resources and have good procedures for ensuring that value is obtained. They are aware of the need to consult about their plans for the school, such as when they involve the school council, and to challenge what is going on in the school and are beginning to do so sensitively but with increasing rigour.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. To improve the quality of education further, the headteacher, in partnership with the governing body and staff, should now:

- Make adjustments to the planned curriculum for children in the Foundation Stage by:
 - improving the quality of teaching to ensure that the higher-attaining children are challenged sufficiently and, in particular, by reviewing the planned activities that are provided for children's writing and mathematical development.
(Paragraphs 6, 12, 34, 76, 78 and 79)
- Ensure that the accommodation for the Reception class allows children and staff sufficient space to follow the Foundation Stage curriculum comfortably, and that it is self-contained and close to the toilets. *(Paragraphs 68, 76 and 83)*
- Raise standards in information and communication technology, further, by:
 - devising and implementing a programme to acquire additional computers so that pupils have more frequent opportunities to use computers in other subjects, as well as in information and communication technology.
(Paragraphs 156 and 159)

Other issues which should be considered by the school for inclusion in the action plan:

- to continue to improve the quality of provision for children's outdoor play, by broadening the range of equipment to which they have regular access.
(Paragraphs 76 and 80)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

52

Number of discussions with staff, governors, other adults and pupils

35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	17	20	2	0	0
Percentage	5	19	33	39	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	204
Number of full-time pupils known to be eligible for free school meals	5
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	37
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	2.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	18	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	16	16	16
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	91 (89)	91 (93)	94 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	16	16	16
	Total	31	32	32
Percentage of pupils at NC level 2 or above	School	91 (89)	94 (89)	94 (86)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	11	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	20
	Girls	11	11	11
	Total	31	31	31
Percentage of pupils at NC level 4 or above	School	100 (90)	100 (93)	100 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	20
	Girls	11	11	11
	Total	30	30	31
Percentage of pupils at NC level 4 or above	School	97 (87)	97 (87)	100 (97)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	3
White	172
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6]

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	24
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	5.0
Total aggregate hours worked per week	100

Qualified teachers and support staff: nursery

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.6
Number of teachers appointed to the school during the last two years	6.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/01
	£
Total income	425,495
Total expenditure	411,618
Expenditure per pupil	1,932
Balance brought forward from previous year	14,941
Balance carried forward to next year	28,818

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	123
Percentage of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	5	0	0
My child is making good progress in school.	54	44	2	0	0
Behaviour in the school is good.	44	52	4	0	0
My child gets the right amount of work to do at home.	41	50	10	1	0
The teaching is good.	50	46	2	1	0
I am kept well informed about how my child is getting on.	33	50	16	1	0
I would feel comfortable about approaching the school with questions or a problem.	55	38	2	4	0
The school expects my child to work hard and achieve his or her best.	60	33	5	0	2
The school works closely with parents.	26	54	17	2	2
The school is well led and managed.	37	44	13	5	1
The school is helping my child become mature and responsible.	51	43	2	2	2
The school provides an interesting range of activities outside lessons.	31	42	14	4	9

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

77. The last inspection found that standards in the Reception class were good overall. The present teacher is relatively inexperienced, and the curriculum has changed. Several areas are no longer satisfactory:
- higher-attaining children are not being taught consistently at appropriate levels;
 - planning is not sufficiently clear and detailed;
 - assessment does not show clearly how each child is developing within each area of learning;
 - although the school has improved the outdoor facilities by providing an enclosed hard surface playground for children, the internal accommodation is not well adapted to the use of young children.
78. Children are admitted to the Reception class in September of the year in which they become five, attending both full and part-time sessions in the first term, dependant upon their age. The majority of children have had pre-school experience. The school has satisfactory links with parents. Staff do not visit families at home, at present, but visits to school are arranged both for parents and children. Parents do not come into school at the start of the school day to settle their children for the day, or to chat to adults, but are welcome at the end of the day.
79. Children enter the Reception class with levels of attainment that vary between year-groups from average for children of this age, to well above average. This year, children's attainment is well above the expected level in speaking and listening, reading, writing and mathematics. Many children already attain the level that they are expected to reach by the end of the Reception year in these areas of development. These children are not achieving well because they are not being consistently and appropriately challenged and stimulated, particularly in developing their early writing skills. Many already reach the Early Learning Goals in their personal, social and emotional development. Children make sound progress in their knowledge and understanding of the world, and in physical and creative development, so that they achieve most aspects of the Early Learning Goals by the time they leave the Reception class.
80. The curriculum has been adapted since the last inspection and now covers the requirements of the Foundation Stage curriculum, but there is not enough provision to meet the needs of the higher-attaining children in order to ensure that they are learning at levels appropriate for them. The overall planning is satisfactory with good attention to providing a balance between areas of learning, but it does not show how children are to work towards the Early Learning Goals. The curriculum has not been clearly adapted to suit the requirements of this class. This carries into the weekly plans, which are not sufficiently detailed in order to identify clearly what the children are to learn from all the activities.
81. Some improvements have been made to the curriculum for outdoor activities, since the last inspection, and there is now a secure, hard-surface play area. Its use is limited by the lack of outdoor equipment. For example, there are a few wheeled toys, but no climbing frame, and the Reception class uses resources, such as balls, from the main school stock. Aspects of the Foundation Stage curriculum are over directed and controlled, so that too much is done for children and their growing independence is curtailed.
82. The teaching is satisfactory overall and in some aspects it is good. However, the activities are often mundane and are not presented to the children in an exciting way. This means that when the children have a choice, several are not inspired or enthusiastic, but wander about or hesitate. The teacher and classroom assistants have high expectations of good behaviour and the children respond well. Adults use praise and encouragement appropriately, and relationships between adults and children are good. Classroom assistants ensure that the children who learn more slowly, and those with special educational needs, are fully included in all activities, although they do not always play an active, but discreet part when the teacher talks to the whole class. Overall,

support staff make a good contribution to the learning of these children and ensure that they make good progress.

83. Assessment procedures are not satisfactory and the school plans to use a different system from September. The assessment that is in place at present is not updated regularly, or often, and, therefore, it is not being used to ensure that all planned work is taught at the right level for the children's abilities. Children who have special educational needs are identified early and have appropriate individual education plans.
84. The indoor accommodation is not well adapted for use by such young children. The room is small, which limits children's freedom of movement and it is also used as a corridor by two other classes. The 'quiet room' is shared with pupils in Year 1, and, therefore, cannot be used freely. Toilets are in the same complex, but at an unsatisfactory distance from the Reception class.

Personal, social and emotional development

85. The large majority of children will achieve the Early Learning Goals in this area of learning, before the end of the Reception year, and many have attained most aspects already. The teaching of this area of development is satisfactory. Children concentrate well during activities and sit quietly while the teacher talks to them. Children are encouraged to take responsibility to record their choice of activity, but do not always help to tidy away efficiently at the end of the sessions. Not enough emphasis is placed on developing children's independence during lessons. This is particularly true during creative development.
86. Children all behave well and know what is expected of them in lessons and at playtime. They are kind to each other, and co-operate well, for instance, when playing in the 'electrical shop'. Children take turns well and show satisfactory levels of concentration, particularly when the activities are enjoyable. Opportunities to develop children's social interaction and independence are missed during milk time.

Communication, language and literacy

87. The teaching of communication, language and literacy skills is satisfactory overall. The skills of oral communication and of reading are taught well. However, higher-attaining children are not consistently given writing tasks that use and develop their skills appropriately. Many children already attain most aspects of the Early Learning Goals and achieve above average standards by the end of their year in the Reception class. .
88. Good opportunities are provided to develop further the children's already good listening and spoken language skills. For example, on Mondays children take turns to talk about what they did at the weekend, and record their contributions on tape. They usually speak clearly, in complex sentences, which encourage other children to listen with interest. Role-play offers the chance for children to talk and discuss as they pretend to be adults in the shop.
89. Children show a well-developed interest in books. Already, children of all abilities read simple books with pleasure and good levels of understanding. They know the sounds of all the letters in the alphabet and the highest attaining children recognise the sounds that 'oo', 'th' and 'ow' make. Children read regularly in school. Lessons are structured on the literacy hour, but are adapted to the needs of the children, and care is taken to ensure that children read at the correct level for them. There are books for children to read, but there is insufficient space to provide a comfortable seating area in the classroom. All children take books home on a regular basis and receive good support for their parents.
90. Children practise their writing regularly in a variety of planned activities. Children learn to form their letters correctly and are encouraged to write or copy a sentence about their drawings, but there are no extended activities. During the inspection, there were no planned opportunities for children to write informally, such as writing lists, letters and books, and the writing table was unused. Neither were computers used to promote children's early writing skills and or to familiarise them with the keyboard during the literacy sessions.

Mathematical development

91. By the end of the Reception year, children's mathematical development is above the level expected for children of their age. Teaching is satisfactory with some strengths. However, higher-attaining children are not always challenged appropriately. Children respond enthusiastically to impromptu opportunities to use their knowledge of number. For example, during registration, several children took one away from 28 and confidently knew that it left 27. They knew how to record 27. Children name common two-dimensional shapes, confidently, and know their properties. Many can also name common three-dimensional shapes and can begin to describe their properties. Children start to have a good idea of sequencing colours and shapes into patterns. They measure, using cubes as a measure of length, and start to understand the concept of full, half full and empty.

Knowledge and understanding of the world

92. Children make sound progress so that, by the end of their time in Reception, most of them have reached the expected levels and many attain beyond these. Teaching is satisfactory, with some good features. Children build on their knowledge of the world around them. Through adult-led discussion, they learn the order of the days of the week and start to recognise which month it is. They learn about people who help them and come to appreciate them more. They become knowledgeable about the advantages of electricity, and also its dangers, and understand that electricity comes through the mains and in batteries. A group of boys playing in the 'electrical shop', were aware that they needed to plug an appliance into a socket to make it work, but were unsure where electricity came from. Children in Reception show great interest in computers and become confident users of the mouse to create patterns, but opportunities for them to use the tape recorder, independently, are few. Children learn about their own culture, but there was only limited evidence to indicate that they are aware of other people's cultures.

Physical development

93. Children make sound progress in their physical development and, by the end of the Reception year, they reach most of the Early Learning Goals in this area of learning. They have regular access to an outside area where they run and play, controlling wheeled vehicles confidently. Groups only go out five or six at a time, which means that social interaction is limited. In dance lessons, children use their hands, feet and bodies, with increasing imagination, as they move to 'Rainbow fish' music created and played by other children. They have the opportunity to climb and balance using the apparatus in the hall.
94. Children learn to use brushes and scissors competently. They cut, stick and draw with increasing control, but opportunities to do so are sometimes restricted by too much adult intervention. Children enjoy both the mental stimulation and the physical challenge of solving jigsaw puzzles.

Creative development

95. Children make satisfactory progress and reach levels that are in line with those expected for children of this age in this area of learning. However, there are too few opportunities for children to explore and create for themselves, because activities are too closely supervised. For example, during the inspection, both fish shapes and coloured tissue were pre-cut for children when they were making an underwater collage. Children use their imagination well when playing with wooden blocks. They join in familiar songs and rhymes with enthusiasm. The few children who used musical instruments in a dance lesson, during the inspection, did so with enjoyment and great concentration, proud to provide music for the rest of the class.

ENGLISH

96. Since the last inspection, in 2000, results in national tests at the end of Key Stages 1 and 2 have improved, with the exception of writing at Key Stage 1, which, in 2001, was below the national average in the number of pupils attaining the expected and higher levels. Test results in reading at the end of Key Stage 1 were well above the national averages both at the expected and higher level. At the end of Key Stage 2, pupils' results, in the tests taken in 2001, were very high and in the top five per cent in the country. When compared with similar schools, standards in tests at the end of

Key Stage 1, in 2001, were above average in reading, and well below average in writing. At the end of Key Stage 2, the standards attained in English were well above those seen in similar schools. Standards seen during the inspection in Year 2 were similar to those in the tests in reading and higher in writing. Standards seen during the inspection in Year 6 were slightly lower than those found in the 2001 tests but still well above the national average. There is no perceptible difference between the standards achieved by boys and girls, either in lessons, or national tests.

97. The attainment of pupils currently in Years 2 and 3, when they started school, was average for reading and slightly below average for writing. When the standards reached by these pupils today, are compared with their attainment when they started in Reception, the test results represent very good achievement through Key Stage 1 in reading and satisfactory achievement in writing. Pupils' achievement in writing increases in Key Stage 2 and the pupils currently in Year 6 are achieving standards that are above and, for some, well above the standards that are usually seen. Pupils' achievement in reading continues to be good throughout Key Stage 2, and the current group of pupils in Year 6 are achieving standards in reading that are well above average.
98. The principle reasons for this acceleration in progress, as pupils move through the school, are that:
 - teachers in Key Stage 2 build effectively on the thorough grounding in English that pupils have been given in their two years in Key Stage 1. This is particularly the case for less able pupils and those with special educational needs who are given additional support in Years 2 and 3.
 - teaching in Years 5 and 6 is of a consistently very high quality.
99. Standards in writing have improved during the current school year because teachers in Key Stage 1 have evaluated their practice and are showing pupils, very specifically, how to structure writing for different purposes. Teachers give pupils a good range of opportunities to write for different audiences.
100. There has been good improvement in provision and standards, at both key stages, since the last inspection. This is because:
 - relevant in-service training and monitoring of teaching has resulted in an improvement in teachers' subject expertise and raised the quality of teaching;
 - the school has become much more expert at using its assessments of pupils' levels of attainment. Pupils' progress is tracked carefully. Those pupils who need additional help or more challenge in aspects of the subject are identified and then a learning programme is provided that closely matches their needs.
 - Lesson planning is now very detailed, and the purpose of the lesson is identified and shared with pupils. Provision for higher-attaining pupils, and those with special educational needs, is shown clearly.

Speaking and listening

101. Pupils achieve well in speaking and listening throughout the school. By the age of seven, most pupils talk confidently with an extensive and interesting vocabulary. They listen with good concentration during their literacy hour and are very keen to participate and share their ideas and opinions with their classmates and the teacher. Teachers give pupils many opportunities to work together in small groups and as they become older, they learn to listen and take account of other views as well as asserting their own. They talk confidently in lessons and in social settings, such as at playtime. By the age of 11, they speak with clarity and authority on a wide range of topics. They benefit from the many opportunities that teachers give them to express their views on significant issues. For example, during a literacy lesson seen in Year 5, pupils were confident in expressing their views on whether or not foxhunting should be banned and, although the majority were for banning foxhunting, the few pupils who supported hunting were very comfortable in expressing their views to the class and did so with conviction and clarity. Although their audience did not agree, they listened to them carefully. In a Year 6 lesson, when pupils could only support the argument for school uniform, the teacher set homework that encouraged pupils think of reasons against the wearing of uniform, so that the whole class could form a balanced picture.

Reading

102. Pupils achieve well in reading at Key Stage 1 and are attaining standards that are above average. This represents good progress from their attainment, which was average when they started in Reception. By Year 2, the majority of pupils read aloud with fluency and expression. They have a good range of strategies to help them recognise unknown words. The younger pupils in Year 1 make a secure start to reading, using letter sounds and the shape and construction of common words to help them understand the text. They understand how to use the contents and index in information books to help them find the page they need, although they do not have the opportunity to choose books from the key stage library independently.
103. As pupils move through Key Stage 2, they continue to achieve well, reading with growing confidence over a widening range of texts. They understand how to use information books to help them with personal study and how to use the Key Stage 2 library to find the books they need. They use reference books confidently and understand how to scan the text to find the information they need quickly. Pupils report that they use the library whenever they need to. Although classes are timetabled to use the library for information and communication technology lessons, they are not allocated a specific class time for library use. In Key Stage 2, most pupils are enthusiastic readers and talk knowledgeably about the books they read. During literacy sessions pupils learn about the different strategies that writers use to establish character and atmosphere in story and can identify these features in the fiction they read. In Year 6, one pupil explained how, in the story, 'Treasure Island', Stevenson changed the style of the characters' speech and grammar to show the difference between the formally educated Doctor Lively, and the less educated, although worldly-wise, captain of the ship. Older pupils have a good general knowledge about significant children's authors, both modern and classical, and enjoy the writing of authors, such as Robert Louis Stevenson, J K Rowling, Roald Dahl, and Nina Bawden. They express their preferences, giving interesting reasons for their likes and dislikes. Pupils in Key Stage 2 maintain reading diaries and older pupils include thoughtful critiques of the books they have read. Although pupils whose attainment in reading is below average are not so enthusiastic about reading, most can read a good range of children's literature with understanding. This is a considerable improvement in standards in Year 6 since the last inspection.

Writing

104. At the end of Key Stage 1, standards in writing are securely in line with the national average and this is an improvement on results of the national tests in 2001.
105. At both key stages, pupils' writing skills are benefiting from the increased attention being given to writing, during literacy lessons, and from the many opportunities that pupils are given to write independently in other subjects. For example, as part of their work in history in Year 1, pupils made their own books that told the story of the Great Fire of London. Their work was carefully presented and many pupils told the story in full sentences. They included index, glossary, contents and title page in their books and the story was illustrated very attractively. By the age of seven, the majority of pupils produce writing of a reasonable length for their age. Most pupils' writing is punctuated accurately with full stops and capital letters, and, as they progress through Year 2, their use of punctuation becomes more consistent and accurate. Accuracy of spelling improves and in Year 2 most words are spelt correctly or are recognisable. Pupils of average attainment progress during a term, from writing logical, but unpunctuated and unedited, pieces of writing, to producing logically structured writing, punctuated with full stops and commas using legible, joined handwriting. Higher-attaining pupils are using language to good effect, for example, when trying to evoke a mysterious atmosphere in an empty building with sentences, such as 'somewhere a door banged', or by using humour to tell the story of a disastrous night spent in tent. In a very good literacy lesson, observed in Year 2, the pupils were set tasks, which helped them to understand that the interesting ideas, and language they shared in conversation with the teacher and with each other could be used to enliven their narrative writing. This was achieved by the whole class taking part in a shared writing of the story of 'Jack and the Beanstalk', when pupils benefited from listening to each other's ideas. The teacher drew their attention to the descriptive language they had 'collected', during an earlier lesson, and pupils were keen to use this language to enliven their writing.

106. This good progress continues throughout Key Stage 2 and pupils are given frequent opportunities to write for a wide range of purposes, such as writing up their science investigations, narrative, poetry, play scripts, instructions and argument. Pupils present their work well, their spelling continues to improve in accuracy, and they use an increasing range of punctuation. Throughout the key stage, pupils learn to draft and redraft their work in order to improve the quality of their writing and, by Year 6, they can produce extended writing of good quality that has been drafted, redrafted and assessed and commented on by their fellow pupils. Older pupils, writing to present arguments for and against transplant, 'Should a life save a life?' and for and against foxhunting, show that they are gaining a very good grasp of how to use language persuasively to present controversial points of view convincingly. In Year 4, pupils learn how to set the scene effectively in their narrative writing and describe the setting on the 'dark, misty planet Zog'.

Teaching and learning

107. Taking account of lessons observed, and the findings of the scrutiny of pupils' work, teaching is good overall, with very high quality teaching seen in Years 5 and 6. During the inspection, most teaching seen at Key Stage 1 was satisfactory, but the scrutiny of pupils' work, over a longer period of time, shows that teaching is often good and enables pupils to learn at a good pace. Teachers have a secure knowledge of English, and of the requirements of the literacy strategy, and their expectations of what pupils can achieve are high. This has a positive impact on the pace at which pupils learn and the standards they achieve. Lesson planning is very useful and teachers use the plan as a basis for assessing how well pupils have progressed within the lesson. Their findings are noted on the reverse of the lesson plan and this information, as well as information from the results of a range of optional tests are used to set pupils achievable but demanding goals.
108. The best lessons proceed at very brisk pace and in these lessons teachers demonstrate high expectations of how much pupils are going to learn and work they are going to accomplish. Teachers enthuse pupils and the tasks are purposeful and interesting. Pupils work very hard and gain a great deal of satisfaction from their achievements.
109. The occasional less successful lessons are characterised by an unevenness of pace and provision. Sometimes, lessons start very well, with an interesting presentation by the teacher and with pupils being highly motivated to work. The highest attaining pupils are challenged and interested by the tasks they are set and the less able are supported well. However, for those pupils with more than average capabilities, the tasks set underestimate their capabilities and are, therefore, not very interesting. Consequently, the rate of learning slows for these pupils, as they are not as highly motivated by the activity provided as other pupils in the class.
110. There is good provision for pupils with special educational needs, both in whole-class lessons and in small groups. Class teachers' lesson planning ensures that less able pupils and those with special educational needs are given additional support and tasks are moderated so that they are at an appropriate level for their learning needs. Provision within the small groups arranged for less able pupils is of a very high standard, because of the high level of the teacher's expertise and her knowledge of the pupils' needs. Pupils benefit considerably from these sessions both in terms of the progress they make in English and, also, in the development of their confidence and belief in their own capabilities.
111. The co-ordinator has a very high level of expertise in this subject and manages the subject effectively. There is a consistency of provision throughout the school that does much to enable pupils to achieve well. All classrooms are rich with language displays and examples of pupils' written work. These displays are well presented and, for the younger pupils, who are in the early stages of writing independently, they provide a good range of word prompts and spellings. The older pupils are surrounded by examples of high quality work and so are constantly made aware of what can be achieved. There is some use of information and communication technology in English lessons, but the school is aware that this is an aspect of the subject that needs further improvement. Good use is made of test scores and other data to identify areas in need of development and the school has recently identified, within its curriculum planning, all the opportunities in other curriculum subjects that can be used for the promotion of literacy.

112. The areas for further development are:

- to increase the use of the school library for independent study and the teaching of referencing skills;
- greater use of information and communication technology to support the teaching of literacy;
- to continue the increased emphasis on the teaching of independent writing.

MATHEMATICS

113. At the end of Key Stage 2, standards have been rising faster than the national average in recent years and in the tests, in 2001, they were high compared with results nationally. Inspection findings indicate that the school is maintaining these high standards and the pupils currently in Year 6 are on track to achieve standards well above expectations for their age. This is because:

- the quality of teaching is consistently good throughout the key stage, and particularly in Years 5 and 6;
- these teachers make good use of assessment to plan work at the right level of difficulty for every pupil and provide good support for those who need it.

114. Consequently, all pupils, including those with special educational needs, achieve well. In Key Stage 1, results in the national tests have been above average in recent years. Inspection findings suggest that the pupils currently in Year 2 are on track to achieve standards broadly in line with national expectations. The school's assessment records show that this is an accurate reflection of the attainment of these pupils when they started Year 1, and that pupils of all abilities are achieving satisfactorily in relation to their prior attainment. There is no significant difference in the achievement of boys and girls at either key stage.

115. In Year 1, most pupils are confident with numbers to 20 and beyond. The majority recognise and use ordinal numbers, for example by placing a row of 10 toy cars or soft toys in the correct order from first to tenth. By the end of Key Stage 1, most pupils recognise odd and even numbers and tell the time accurately to the hour and to the quarter or half-hour. A small number of higher-attaining pupils recognise more than one line of symmetry in common shapes. A minority of lower attaining pupils at this stage need some help from adults to complete tasks expected of their age group, for example when adding sums of money and giving the correct change from £1.00. From Year 3 onwards, classes are split into groups according to pupils' ability. This enables teachers to plan work suitable for the group they are teaching and, consequently, allows many pupils to progress quickly. In Years 3 and 4, pupils are encouraged to explore a range of strategies for arriving at answers and to explain their reasoning clearly. As a result, the vast majority describe how they 'partition' numbers into grids to make it easier to multiply two digit numbers together. In Years 5 and 6, many higher-attaining pupils have a very good understanding of the properties of common and irregular geometric shapes. They calculate, for example the area of a right-angled triangle with some ease, reflecting standards of attainment well above national expectations. A small minority of pupils achieve high standards because they are capable of directing their own learning. This was seen clearly in a very good lesson for pupils in Years 5/6, where the teacher provided excellent opportunities for some of the class to examine the relationship between the area and the radius of a circle. A few minutes into the investigation, one boy announced, *'I think I've found a formula for calculating the area of a circle.'* and went on to demonstrate clearly, on the white board, that indeed he had. A very small minority of lower-attaining pupils at this stage have some difficulties, for example in recognising the value of digits in decimal numbers, but, because of the extra support which teachers generously provide after school, most of these are on track to achieve the expected Level 4 by the end of Key Stage 2.

116. The quality of teaching is good overall and teachers make good use of the National Numeracy Strategy in both key stages. Teaching is satisfactory in Key Stage 1, consistently good in Key Stage 2 and very good in Years 5 and 6. It is not as strong in Key Stage 1 as in Key Stage 2, because there have been recent changes to staffing and organisation in Years 1 and 2, and teachers do not yet know their classes well. Consequently:

- work is not always set at the right level of difficulty. There is sometimes an over-reliance on the use of worksheets and the management of pupils is inconsistent.

117. The significant strengths in teaching in Key Stage 2 are that teachers:
- have high expectations of pupils' use of mathematical strategies and vocabulary;
 - make good use of assessment to plan work which meets the needs of all pupils, including the higher-attaining and those with special educational needs;
 - have very good subject knowledge, lessons are lively and imaginative and challenge pupils to think for themselves.
118. Consequently, pupils' response is very good and they make good gains in their learning. In two lessons seen in Years 5 and 6, pupils were totally involved in their learning, to the extent that their attitude and enthusiasm were exemplary. This is also clearly reflected in the very good standard of presentation in pupils' books.
119. Mathematics benefits from very good leadership, which provides clear educational direction for the subject. The co-ordinator monitors teaching to ensure that colleagues are clear about the requirements of the National Numeracy Strategy and this is having a positive effect on pupils' achievement overall. Very good assessment procedures track each pupil's progress so that those who need support are quickly identified. This ensures that appropriate support can be given at an early stage. There are good resources for most areas, although more use could be made of information and communication technology as a tool for day-to-day learning. There has been good improvement since the last inspection and the school is in a strong position to raise standards further. The main area for future development is:
- to support teachers in Key Stage 1 in order that they can ensure that work consistently meets the needs of pupils of all abilities and improves their rate of progress.

SCIENCE

120. Since the last inspection, the standard of attainment by pupils at the end of Key Stage 2 has remained well above the national average. This is because:
- there continues to be very good teaching in Year 6 and there is now very good teaching in Year 5;
 - there is consistent emphasis, throughout the school, on the development of pupils' investigative skills.
121. At the end of Key Stage 1 pupils still do not have similarly high levels of attainment. The possible explanations for this are:
- that the size of the school usually necessitates that changes are made to the composition of classes in Years 1 and 2, each January, and, for some pupils, this has a detrimental effect on the progress they make;
 - that there have been recent changes in teaching staff.
122. The standards attained by pupils, currently in Year 2, were average when they started in the Reception class and they continue to be average at the end of Key Stage 1. Most pupils, including those with special educational needs, are working within or at the expected level, but there is little evidence of pupils doing more advanced work. Good emphasis is placed, throughout the school, on pupils developing their skills of investigation. For example, during a lesson on forces, a higher-attaining pupil in Year 2 thought:
- "The silver car will go furthest because it is the lightest and it's got the smallest wheels," and discovered, "I was wrong, the red car went furthest."*
123. Pupils make good simple observations and learn to record them clearly. In a lesson in Year 1, the pupils who were investigating batteries, in toys and appliances, discovered that batteries needed to be the same size for an object to function.
124. The standard of attainment of pupils currently in Year 6 is good. A very large majority of pupils are working at the expected level, and an increasing number are working at a higher level.
125. Pupils develop their investigative skills well. They have a mature understanding of the need for a fair test and how to achieve one, and also that an experiment needs to be repeated several times in

order to be certain of the accuracy of results. This was all well demonstrated during a lesson about light, when pupils made a series of interesting discoveries about the effect of shining a beam through different coloured cellophane onto cards of varying colours. Pupils who learn more slowly and those with special educational needs work close to the expected level because they are well supported and therefore understand what they are doing. Pupils in Year 5 also make very good progress in their learning and generally attain above the level expected for their age. The standard of attainment of pupils in Years 3 and 4 is satisfactory.

126. Throughout the school, pupils use their literacy skills very well to predict, describe and record their learning. They use numeracy skills appropriately to record temperature variations, and graphs to present information. While there is not much evidence in their books that pupils throughout the school use information and communication technology during science lessons, a group of pupils in Year 6 used a sensor linked to the computer, very effectively, to measure and record the amount of light passing through a range of materials
127. Pupils are interested in science in Key Stage 1 and their achievement is satisfactory. This interest continues and deepens through Key Stage 2, and the older pupils achieve very well.
128. The quality of teaching is generally satisfactory in Key Stage 1, and this is confirmed by the analysis of pupils' work. It continues to be satisfactory in Years 3 and 4 and is very good at the end of Key Stage 2. The main strengths in teaching throughout the school are that teachers:
- produce clear planning that enables pupils to work logically towards new understanding;
 - have high expectations of good behaviour and use strategies which pupils respond to well, so that the atmosphere is conducive to good concentration;
 - place consistent emphasis on independent investigations by pupils, which results in high levels of sustained interest and enquiry;
 - use resources imaginatively, so that pupils are constantly intrigued and eager to investigate.
129. The good teaching shows a clearly planned focus on what the pupils should know by the end of the session and this sharpens the focus for teaching. There is also a wealth of appropriate activities that stimulate and involve the pupils at challenging levels so that they are actively thinking and learning for the entire session. For example, in a lesson in Year 6, the higher-attaining pupils completed the main task of predicting and shining a light beam through primary colours onto coloured cards. They were then extended to predict and test the effect of shining a beam of light through a mix of primary colours on to white paper. Their final task was to shine the beam through non-primary colours. Lower-attaining pupils received good support from the classroom assistant, who re-worded the teacher's explanations and instructions in simple terms, which enabled these pupils to do good quality and fairly independent research on the main task. Teaching in Year 5 is imaginative. For example, at the start of a lesson seen in which pupils tested the amount of light reflected by a number of different surfaces, pupils were given the challenge of deciding, by the end of the session, what the learning intention had been.
130. The reasons for the less successful teaching are:
- there is not enough independent work for pupils and they become restless because they are not fully occupied;
 - the main task may be interesting, but there are no tasks at a higher level to challenge the higher-attaining pupils, who finish work before the others and become restless;
 - there is a heavy reliance on worksheets, which restrict pupils' thinking and writing skills;
 - when devising their lesson objectives teachers do not identify clearly the new knowledge that pupils should acquire by the end of the lesson. This results in a lack of clear focus and pupils achieve less.
131. The subject has been led well during the past few years, by an enthusiastic and knowledgeable manager. Nationally recommended guidelines have been well adapted appropriately to suit the school's needs. There are good systems in place to record pupils' attainment and progress throughout the school. Lessons are evaluated for areas of success and weakness, and this helps

teachers to focus on what to teach in future lessons. The co-ordinator has watched lessons throughout the school and given teachers helpful advice. Resources are satisfactory and are used very well.

132. The areas for further development:

- to devise tasks to appropriately pupils challenge with a range of learning abilities, wherever this does not happen at present;
- to identify clearly the learning objectives for pupils to achieve by the end of each lesson;
- to devise more opportunities to use information and communication technology in science.

ART AND DESIGN

133. The standard of pupils' work in art and design at the end of both key stages is in line with those expected for their age. All pupils, including those with special educational needs, make good progress throughout the school, with particularly good learning in Years 5 and 6. Standards have been maintained since the last inspection. The adoption of a nationally recommended scheme of work has ensured that there is now a strong emphasis on the development of skills and on creativity, and the enjoyment of the pupils is clear in lessons.

134. Pupils in Years 1 and 2 have experience of a satisfactory range of media and materials. They make rubbings and prints of textures, such as wallpapers and fabrics, and make collages, using a variety of textures. Good use is made of information and communication technology in art. Pupils have created striking images of light and shade and designs for Joseph's coat of many colours. Pupils have a satisfactory understanding of the ways in which they can manipulate paper and textiles to create three-dimensional collage work. They bind their work together well as they weave to the correct pattern. There is some three-dimensional work in clay, but there is less emphasis on this aspect of art and pupils' skills are, therefore, not as well developed.

135. Pupils in Year 3 build on their earlier work well, when they combine their skills of observational drawing with imaginative flair to create their own bright and colourful pastel drawings of mythical creatures. Pupils explore patterns as they investigate different fabrics and styles for lampshades and create their own tiles, using polystyrene to create brilliantly coloured, repeated patterns in print. They fold, pleat, scrunch and cut to create imaginative textured work, with good attention to colour and design. By Years 5 and 6, pupils have well-developed skills in observational drawing and are able to use a wide range of media in their work. Examples of these were seen in their still life drawings in watercolour, modelled on the work of Cézanne, and in their very high quality images of the Houses of Parliament, using fine line on wash.

136. Pupils learn how to analyse the techniques employed by famous artists, and use these in their own work. In Year 2, for example, pupils use primary colours, very effectively, to create images after the style of Matisse. Pupils in Years 3 and Year 4 model their work on that of Rousseau, to create paintings of their own families, mixing their colours with care to emulate the effect of the artist. In Years 5 and 6, pupils use a wide variety of techniques, including information and communication technology, to create a range of images after the style of illustrations, by John Burningham, in the book *'Oi! Get off my train!'*

137. The quality of teaching and learning is good throughout the school. This is because teachers' subject knowledge is secure and pupils' skills are developed systematically, using a wide range of materials. The management of the subject is sound. The newly appointed co-ordinator has good subject expertise and is enthusiastic about art. The school is currently trying out a new scheme of work and this will be reviewed at the end of the year. Pupils' standard of creativity has been improved since the last inspection by the school adopting a scheme of work based on national guidelines. Pupils are encouraged to express themselves freely, for example, when creating three-dimensional lampshades in Year 3. Assessment at the end of each unit is used well to monitor the development of pupils' skills.

138. In order to raise standards further and improve pupils' rate of achievement, the main areas for development are:
- to review the scheme of work in order that it may be tailored to meet the school's needs;
 - to increase the amount of three-dimensional art within the scheme;
 - to monitor planning, teaching and learning to ensure that pupils steadily develop skills, step-by-step, as they grow older;
 - to continue to develop a portfolio of moderated pieces of work against which teachers can measure progress.

DESIGN AND TECHNOLOGY

139. The school has significantly improved the standards reported in the last inspection, which were judged to be low. Standards of attainment are now above those expected at the end of both key stages and all pupils, including those with special educational needs, are achieving well. This is because teachers throughout the school now have a good grasp of the requirements for teaching the subject. Three lessons were observed during the inspection. Judgements are based on the lessons seen, plus evidence from pupils' previous work and discussions with teachers and pupils.
140. At both key stages, teaching is good. Teachers plan opportunities for pupils in Year 1 to examine and prepare different types of food such as jelly and salads. By the end of Key Stage 1, most pupils produce clearly labelled designs of the products they wish to make and are beginning to evaluate the quality of their own work, such as when designing and making playground swings using construction kits or chosen materials. In a good Year 2 lesson seen, the teacher made good use of computers to enable her class to model their designs for 'Joseph's coat', which reflected standards above expectations for their age. Only a very small minority relied on some adult support in order to begin to stitch pieces of material together. Otherwise, the good teaching ensured that the vast majority of pupils had learned the necessary skills before they begin to assemble their designs.
141. In Key Stage 2, the evaluation and adjustment of designs takes on greater significance and the range of products becomes increasingly challenging. Pupils in Year 3 examine a range levers and pivots, designing and making their own 'pop-up' cards and moving pictures. Food technology features prominently in the curriculum. In Year 5, pupils, for example, test a variety of biscuits before producing their own. By the end of Key Stage 2, many pupils in Years 5 and 6 are regularly producing designs and products of above-average quality and a significant minority, including a pupil in Year 5, identified by the school as gifted in the subject, design and make work of a high standard. These standards were reflected in the slippers and musical instruments completed by these and other pupils in Years 5 and 6, where no-one failed to complete the task and the quality of each piece of work was at least in line with national expectations for the age group. This includes the quality of the design element of their work, which is accurate and detailed and makes a good contribution to the development of writing skills. The good overall quality of work seen is a direct result of the quality of teaching seen in both of these classes. The quality of teaching seen in the Year 5 lesson was very good and in the Year 6 class it was excellent. This was because the teaching was very well planned, lively and imaginative, and the teachers had high expectations of their class's individual and collective performance. Relationships were excellent and pupils in both classes responded with great enthusiasm and, sometimes, outstanding concentration and effort.
142. The recently appointed co-ordinator leads the subject very well, because she has ensured that teachers have continued to plan suitable and interesting activities and have raised standards throughout the school despite many changes in staffing. The co-ordinator has ensured that the subject now has adequate resources, including a well-equipped kitchen generously refurbished by the Friends of Derry Hill School. She has also introduced a good, manageable assessment system, which enables teachers to ensure that pupils learn the necessary skills, step-by-step, as they grow older. In order to raise standards further, the main areas for future consideration are:
- to continue to develop a comprehensive portfolio of examples of work, moderated against nationally agreed standards;
 - to examine further opportunities for using computers and control technology as resources for teaching and learning.

GEOGRAPHY

143. At the time of the last inspection, standards of attainment were found to be in line with expectations at the end of Key Stage 1, and above the expected level at the end of Key Stage 2. This continues to be the case.
144. By the end of Key Stage 1, pupils attain at the nationally expected level and have started to develop sound geographical skills. Pupils are familiar with plans and simple maps, and understand that symbols represent objects too large to draw on them. They follow simple route instructions and become aware of other villages, and of towns and cities nearby. Pupils with special educational needs are included fully in the activities and make satisfactory progress.
145. By the end of Key Stage 2, pupils have developed their geographical skills well and attain above the expected level. They use six figure grid references and compass directions to locate places on maps, and they calculate different times around the world showing sound knowledge of the location of many countries and their capital cities. They have investigated the coast near Tenby, seen the effect of waves upon the coastline and contrasted land uses and settlements with their local environment. Pupils in Year 5 have a good awareness of current affairs. Pupils in Year 4 make a study of life in India, and gain an understanding of some of the problems that villagers face there. In connection with their work in history, they are also aware of the location of the main countries in Europe that were involved in the Second World War. Pupils in Year 3 are making an interesting link with their history studies. They are building a map to show the development of housing in the local area from 1881 to the present day. Pupils with special educational needs are carefully supported when possible.
146. The school is aware of the value of developing pupils' literacy and numeracy skills, through geography, and pupils use their literacy skills very well to write accounts of what they have studied. Pupils apply their numeracy skills well. For example, pupils in Year 4 used graphs to show data about farming in India and also learned Indian numerals. There was little evidence that pupils regularly further their skills in information and communication technology, through geography, at present.
147. The quality of teaching in the two lessons observed was good and the work in pupils' books, and the thorough knowledge that pupils display, indicates that it is often good throughout the school. The main strengths in teaching are:
- good use of planning documents and resources which provide pupils with interesting topics that keep them focused and eager to learn;
 - carefully designed tasks that enable pupils to develop their skills progressively;
 - good use of fieldwork that brings situations alive for pupils so that they understand these clearly. For example, pupils in Year 1 looked at a plan of the school and walked round the grounds, which sharpened their awareness of physical features. Back in the classroom, they tested their knowledge by identifying photographs and placing symbols appropriately on their own school plans.
148. The school has adopted nationally recommended guidelines for the subject, and has adapted them to suit the school's rolling programme. Geography is taught in termly blocks that alternate with history and this has the detrimental effect that pupils do not build their skills steadily through the year. There is no system for assessing pupils' attainment and progress at present, but the school expects one to be in place by September. Samples of pupils' work are analysed each year to check that standards remain high. Resources are satisfactory and are used very well.

HISTORY

149. The school has worked hard and has maintained the standards of pupils' attainment at the time of the last inspection. Standards at the end of Key Stage 1 remain at the nationally expected level, and pupils have a wide knowledge of the areas they have studied. Pupils' attainment at the end of Key Stage 2 remains well above the expected level and the subject has been widened to include historical aspects of citizenship for pupils in Years 5 and 6. All pupils with special educational needs are carefully supported and make good progress.

150. By the end of Key Stage 1, pupils have a good understanding that life in the past was very different to their lives today. They have compared old and modern toys, learned about children's games in the past and visited the local chapel. At present, pupils are studying the Great Fire of London in detail; they understand clearly why it spread so rapidly and compare living conditions now and then. Pupils write first-hand accounts of the disaster. A slower learner wrote, '*I prayed to God, but it didn't work.*' Pupils have a growing knowledge of the chronological order of the Stuart kings. Pupils in Year 1 study the same units at a lower level. They, too, show high levels of awareness of those events by writing lively diaries about them.
151. By the end of Year 6, pupils have built steadily on these skills. They have studied Tudor times in depth and looked at how differently information about events was recorded, depending on the writers' point of view and motive. They understand why Henry VIII had so many wives, although they do not all approve. Their study of communications has led them from the early post and telephone, to consider Louis Braille and to work on codes and ciphers. In connection with their forthcoming visit to the Houses of Parliament, they have learned about the history of the vote in Britain. Pupils use a variety of sources for research, and select those that will supply the most appropriate information. They write in mature detail, showing good awareness of chronological events. Pupils in Year 3 are studying the local 1881 census in connection with their work on Victorians, and start to have a clear insight into life at that time. Pupils in Year 4 learn about the Second World War, its causes, and how people lived at the time.
152. Throughout the school, pupils make good use of their literacy skills to record what they learn, in the form of accounts, diaries and reports. They use their numeracy skills to situate events on time lines, and have a growing awareness of the order of events over years and centuries. There is limited evidence that pupils throughout the school regularly use information and communication technology in school, either to record their findings or to do research, although pupils in Year 4 have done some research.
153. Teaching is satisfactory and often good across the school. It is very good in Year 2. Teachers and classroom assistants ensure that pupils of all abilities are fully included in all learning activities. The main strengths in teaching across the school are:
- teachers' good subject knowledge and lively presentation of events that stimulate pupils' imagination and interest, and enable them to further their knowledge and understanding logically and steadily;
 - very good encouragement of pupils' literacy skills in interesting tasks which deepen pupils' awareness of different times;
 - good use of time and good variety of activities that keep pupils focused and concentrating hard;
 - good relations between teachers and pupils that nurture an atmosphere conducive to concentration.
154. The subject has been managed well in the past, and the new co-ordinator is keen that this should continue. Planning is based on nationally recommended guidelines, which have been imaginatively adapted to suit the school's needs. The subject is taught in termly blocks that alternate with geography. This makes it harder for pupils to build skills steadily, as, on occasion, they have not studied history for two consecutive terms, due to the two-year rolling programme. There is a detailed system to record pupils' development of skills. At present, teachers' plans are not monitored, but samples of pupils' work are checked against the requirements of the National Curriculum each year. Resources are satisfactory and are used very well.

INFORMATION AND COMMUNICATION TECHNOLOGY

155. The standards reached by pupils in information and communication technology are broadly average by the end of Years 2 and 6. This is a significant improvement since the last inspection. There has been a range of important improvements. All pupils now receive a broader experience and standards achieved by the highest-attaining pupils have risen considerably. Due to the recent improvement in facilities, pupils spend more time developing their skills in information and communication technology. The introduction of a comprehensive scheme of work, based on local

and national guidelines, ensures that all pupils make good progress in learning information and communication technology skills in a logical order and cover all elements of the National Curriculum. The high quality of the teaching in Years 5 and 6 has led to standards being higher than the national average for the highest attaining pupils in these year groups. Indeed, most pupils currently in Year 5 have already reached the standard expected by the end of the key stage. Pupils with special educational needs make good progress, overall, and information and communication technology is used well to support learning in small group work.

156. In Years 1 and 2, pupils reach standards that are in line with expectations for their age. In Year 1, pupils select and drag labels, while, in Year 2, pupils type appropriately, using the space bar to leave gaps, the 'backspace' to delete and the 'enter' key to start a new line. They use an art program effectively to make pictures, add colour and save their work.
157. The standards reached by pupils at the end of Year 6 is broadly similar to those expected for their age, but a significant number of higher-attaining pupils in Years 5 and 6 achieve standards that are higher than usual. Pupils use a digital camera, for example, to take pictures of one another, and use these with a publishing program to make their own passports. All pupils in Years 5 and 6 show a good understanding of spreadsheets, and higher-attaining pupils use formulae confidently to collate information. Lower-attaining pupils use spreadsheets to find information, while higher-attaining pupils input their own data. The attainment of pupils in Years 3 and 4 is more variable because there are relatively few computers accessible to them. The newly installed computer suite enables skills to be effectively taught and all pupils in Key Stage 2 are able to use the Internet with confidence. The co-ordinator has worked hard to ensure there is a good supply of software to meet pupils' needs, and so that all the skills required by the National Curriculum can be taught effectively. There are insufficient computers within classrooms, however, to allow an adequate application of information and communication technology within other subjects of the curriculum, and there is a need for more immediate access to the Internet in order that pupils in Years 5 and 6 can carry out independent research.
158. Teaching and learning is satisfactory for pupils in Years 1 to 4. In Years 5 and 6, teaching is at least good. This ensures accelerated progress for pupils towards the end of the key stage. Teachers have very clear expectations and are confident in using information and communication technology. They are skilled in demonstrating information and communication technology skills, using the enlarged screen available, and support staff work very effectively alongside small numbers of pupils as they practise and consolidate their newly acquired skills. The best teaching matches work to pupils' individual needs and provides a practical context for learning new skills. Teachers' clear intentions for learning, and their good organisational skills, ensure that pupils concentrate well and work hard in lessons. In the best lessons, the tasks set allow more freedom and pupils show good initiative and co-operate well with each other. There is some application of information and communication technology skills in other subjects, most notably in art, where pupils have used the "Dazzle" program, very effectively, throughout the school, with developing expertise.
159. Leadership has improved considerably since the last inspection and the subject is now led very well. The subject leader makes good use of specific grants available to improve provision and has correctly targeted the development of information and communication technology across the curriculum, and the installation of more hardware, for further development. There are sound assessment procedures for each year group, with clear learning expectations. Monitoring of teaching is effective and enables the subject leader to support colleagues and to encourage new developments.
160. In order to raise standards and improve pupils' rate of achievement, the main areas for development are to:
 - increase the number of computers available to pupils;
 - develop the use of information and communication technology across all subjects of the curriculum more effectively;
 - ensure Internet access is freely available to pupils in Years 5 and 6, in order that they may use information and communication technology for independent research.

MUSIC

161. It is not possible to make an overall judgement on the standards achieved at Key Stage 1, as no lessons were observed at this key stage during the inspection. However, the quality of singing observed during hymn practice was of a good standard for pupils of this age. The standards seen at Key Stage 2 during the last inspection have been sustained and, by the age of eleven, all groups of pupils, including those with special educational needs, are achieving standards that are above expectations. Pupils of all ages enjoy making music and sing with verve during choir practice and in class lessons. Many pupils in Key Stage 2 benefit from tuition in woodwind, brass and stringed instruments that are available and all pupils have the opportunity to learn recorders from Year 2 onwards. Their learning is enhanced and reinforced by the provision of a school orchestra, which is available to all instrumentalists, including recorder players. Teachers make good use of the pupils' instrumental skills during music lessons. The school choir is open to all pupils from Year 3 onwards and is well supported by the pupils.
162. At Key Stage 2, pupils achieve well in music. They learn to compose and perform their own pieces, using their voices and a range of pitched and unpitched percussion instruments. Pupils who have individual tuition are encouraged to use their instruments during group activities and this enables all pupils to appreciate how the introduction of a woodwind or stringed instrument can add interest to the tone and texture of their group performance. They learn to record their compositions and, by Year 5, most pupils are using formal musical notation to do so. In both the class lessons observed, pupils were given opportunities to appraise their own work and to suggest ways in which they could improve. They worked hard to improve their performances and evaluated how much improvement they were making. In a lesson observed in Year 3, pupils rightly suggested that some of the instruments that were accompanying their singing were being played too loudly. The pupils responsible adjusted their volume and everyone appreciated the improvements this made to the performance.
163. The quality of teaching at Key Stage 2 is good overall. Class teachers have responsibility for teaching music to their class and their work is enhanced by the very good teaching of a visiting teacher, who takes weekly sessions with the school choir and the school orchestra. The music co-ordinator and visiting teacher have a very high level of subject expertise. Those teachers who have less subject expertise are well supported by their more expert colleagues and by the introduction of a detailed scheme of work, which implements the requirements of the National Curriculum thoroughly. Lessons are planned carefully and teachers make imaginative use of resources. They ensure that pupils handle and play the instruments correctly and that they follow the lead of the conductor precisely. Lessons are well structured so that pupils have a chance to 'warm up', using rhythmic and melodic exercises, before embarking on the main body of the lesson, where they have the opportunity to compose, perform and appraise each others work. The school has a collection of recorded music, and, from time to time, visiting musicians perform for the pupils. Music is also played at the beginning and end of acts of worship. However, regular opportunities for pupils to listen to and appraise music, from different times and cultures, are limited.
164. The co-ordinator manages the subject well and standards since the last inspection have been maintained at Key Stage 2. The strengths of the subject are:
- the opportunities for additional music-making provided for pupils from Year 2 upwards;
 - the expertise of the subject co-ordinator and the visiting music teacher.
165. The areas for development are:
- the provision of opportunities for pupils to listen to and appraise a variety of live and recorded music on a regular basis;
 - to provide in-service training for those teachers with the least subject knowledge.

PHYSICAL EDUCATION

166. Standards have been maintained since the last inspection and are in line with expectations, overall, at the end of both key stages. Pupils with special educational needs make similar progress to their classmates. There has been good improvement in dance, and standards in Year 6 are now above

expectations. The school provides opportunities for all pupils to take part in the full range of activities required by the National Curriculum, and all pupils receive swimming tuition. During the inspection, gymnastics lessons were seen in Key Stage 1 and gymnastics, games and dance in Key Stage 2.

167. Pupils achieve satisfactorily in Key Stages 1 and 2. In Year 1, pupils learn to use the space around them safely, to follow instructions and to perform simple sequences. By the end of the key stage, there is a smoother flow in their movement when pupils link actions together to perform floor sequences. Pupils move gymnastic apparatus safely and co-operatively, and practise moves on the floor, which are adapted and extended, with reasonable success, overall, when transferred to the apparatus. The confidence of many, even potentially capable pupils, is limited at this stage and, although satisfactory, movement on and off apparatus is sometimes inhibited and lacking in imagination.
168. Teachers work conscientiously through the scheme of work for gymnastics so that, by Year 4, for example, pupils have built up a longer and more adventurous sequence of rolls, jumps and stretches and take off and land safely. In games lessons, pupils are developing adequate skills in passing and dribbling a hockey ball and are beginning to play small-sided team games. In Years 5 and 6, teachers provide regular opportunities for pupils to respond to music through dance. They successfully interpret a variety of themes, adapting their movement according to the rhythm and mood of the music. In Year 5, for example, they used strong or graceful moves and gestures to depict athletes in the Winter Olympic Games. By the end of Year 6, pupils work well in unison with a partner, splitting the music into 'sets' of eight beats. A minority of pupils are self-conscious or lacking in co-ordination at this stage, but most move without inhibition, and some incorporate a sense of dramatic expression into their work, which is well above expectations for their age. This was particularly noticeable in the way some pupils invented 'lazy' movements.
169. The quality of both teaching and learning is good overall. A strength of the teaching throughout the school is that all teachers plan lessons well and follow the scheme of work carefully. This good practice ensures that pupils develop skills progressively, lesson-by-lesson, and year-to-year. Pupils make satisfactory gains in their learning at Key Stage 1, and good gains at Key Stage 2. The teaching in this subject is at its best when the good planning is supported by teachers' confidence in what they are doing. This is clearly reflected in pupils' response during lessons. Their good progress, co-ordination and their lack of inhibition in dance, for example, stemmed directly from secure and confident subject knowledge in addition to good planning. Where teaching, although satisfactory, is less successful, it is because teachers are not sure about the standards they expect their pupils to achieve for their age. Consequently, in gymnastics lessons, they understandably err on the side of caution and pupils' movement on floor and apparatus sometimes lacks pace and energy, as a result. This could be improved by making better and more frequent use of the best performers in the class to demonstrate to their classmates what can be achieved and is an area for future development in all classes.
170. The co-ordinator provides sound leadership and management and the curriculum is supported by a good range of extra-curricular activities. She is quickly gaining a good understanding of the subject's strengths and weaknesses, which has established clear priorities for the subject's development. The main areas for future development are:
- to provide in-service training to develop teachers' subject knowledge and appreciation of the standards that pupils can achieve;
 - to introduce a suitable system of assessment to measure pupils' progress.