

INSPECTION REPORT

GREEN PARK COMBINED SCHOOL

Newport Pagnell

LEA area: Milton Keynes

Unique reference number: 110395

Headteacher: Mrs C Worrall

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 6th – 9th May 2003

Inspection number: 246994

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Combined
School category:	Community
Age range of pupils:	4-12
Gender of pupils:	Mixed
School address:	Green Park Drive Newport Pagnell
Postcode:	MK16 0NH
Telephone number:	01908 216389
Fax number:	01908 216389
Appropriate authority:	The governing body
Name of chair of governors:	Mr David Hancock
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis 20893	Registered inspector	Foundation Stage Information and communication technology Physical education	How high are standards? (The school's results and achievements) How well are pupils taught?
Mrs H Barter 9052	Lay inspector		How high are standards? (Attitudes, behaviour, personal development, relationships and attendance) How well does the school care for its pupils? How well does the school work in partnership with its parents?
Mr J Palethorpe 20671	Team inspector	Mathematics Modern foreign languages (French)	How well is the school led and managed?
Ms L Thorogood 29988	Team inspector	Science Art and design History	How good are the curricular and other opportunities offered to pupils?
Mr A Mumford 32216	Team inspector	Religious education Geography Design and technology Special educational needs English as an additional language	
Mrs M Miller 32292	Team inspector	English Music	

The inspection contractor was:

TWA Inspections Ltd
102 Bath Road
Cheltenham
GL53 7JX

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Green Park Combined School is situated in Newport Pagnell. It is larger than the average-sized primary school, with a total of 338 pupils on roll, 183 boys and 155 girls. Just fewer than 10 per cent of pupils come from minority ethnic families, of whom a small number have English as an additional language, although none are at the early stage of learning English. There are 49 pupils on the school's register of special educational needs; as a proportion this is below the national average. Four pupils have a statement of special educational need; as a proportion this is below average. Currently, 9 per cent of pupils are entitled to free school meals; this is below average. Children are no longer required to be assessed on entry to school, as teachers are completing the new entry profile towards the end of the school year. In Years 1, 2 and 7 staff absences for maternity cover, illness and in-service training for teachers of pupils in Year 7 have disrupted pupils' learning during the current school year.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. By the end of Year 7, standards in mathematics, science, history and music are good. Children in the Foundation Stage have a very good start to school life and make good progress. Pupils enjoy school and show positive attitudes to their work. Behaviour is good. The leadership and management of the headteacher and key staff are very good. The school provides good value for money.

What the school does well

- By the end of Year 7, standards in mathematics, science, history and music are good and exceed expectations for 12-year-olds.
- By the end of Year 6, standards in reading, mathematics and science are above average, with those in art and design, history and music exceeding expectations for 11-year-olds.
- The teaching of children in the Foundation Stage is very good and contributes to the good progress they make in their learning.
- Pupils' attitudes to school, behaviour, relationships and personal development are good.
- Teaching is good, with significant strengths in Years 3 to 6.
- The leadership and management of the school are very good.

What could be improved

- Standards in writing and French by the age of 12 years.
- The provision for more-able pupils.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS PREVIOUS INSPECTION

The school was previously inspected in May 1997. The school has made good progress since then and has the capacity to sustain that improvement. The quality of teaching has improved and teachers' use of assessment of pupils' learning is now a strength. The quality of targets in individual education plans for pupils with special educational needs is now good. Resources have improved and are now of good quality and there are detailed schemes of work for all subjects. The school has received a 'National Achievement Award' in recognition of the improvement made in the results of the National Curriculum assessments.

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
	2000	2001	2002	2002
English	B	A	C	C
Mathematics	B	A	B	A
Science	B	A	B	B

Key

Well above average A
 Above average B
 Average C
 Below average D
 Well below average E

Similar schools are those up with more than 8 and up to 20 per cent of pupils entitled to free school meals.

Current inspection findings judge that, by the end of Year 7, standards meet expectations for 12-year-olds in English, although in writing they are below. In mathematics, science, history and music, standards exceed expectations. Expectations are met in information and communication technology, religious education, art and design, design and technology and in geography. In French, standards are below expectations. There was insufficient evidence to make a clear judgement about standards in physical education.

Current inspection findings judge that, by the end of Year 6, standards in English are average, with standards in reading above average. In mathematics and science, standards are above average. Standards in information and communication technology meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design, history and music, standards exceed expectations for 11-year-olds. In design and technology, geography and physical education, standards meet expectations.

Current inspection findings judge that, by the end of Year 2, standards in reading and mathematics are above average. In writing and science, standards are average. Standards in information and communication technology meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design, standards meet expectations for 7-year-olds. In design and technology, geography, history, music and physical education, standards meet expectations.

By the end of the Foundation Stage, children exceed the expectations of the Early Learning Goals in all six areas of learning. Pupils with special educational needs make good progress in their learning because of effective support from class teachers and learning support assistants. Pupils from minority ethnic groups make good progress in their learning because of effective support from class teachers, learning support assistants and their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show positive attitudes to school and lessons. They clearly enjoy school and are prepared to work hard. Pupils are polite, friendly and very welcoming to visitors.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons, at breaks and lunchtimes and when moving around the school.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are good.
Attendance	Very good. Pupils arrive on time and lessons start promptly.

This is an inclusive school and relationships between pupils of all ability, background and gender are good and contribute to the positive attitudes seen in the majority of lessons.

TEACHING AND LEARNING¹

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6	Year 7
Quality of teaching	Very good	Satisfactory	Very good	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.

Teaching in the Foundation Stage is very good, with strengths in the teaching in all six areas of learning. Relationships with children are good and effective use is made of resources to support their learning. There is a good balance of adult-led activities and those children choose for themselves.

Strengths of teaching in Years 1 to 7 include good relationships between pupils and teachers. Teachers manage pupils well and make good use of resources, including learning support assistants, to help pupils in their learning. Lesson planning meets the different learning needs of pupils. Lesson objectives are shared with pupils at the start of lessons, which enables them to take a full part in their own learning.

The teaching of literacy is good; teachers implement the National Literacy Strategy effectively in lessons. The key skills of reading and writing are taught successfully. The teaching of numeracy is good. Teachers implement successfully the National Numeracy Strategy. The teaching of key skills in number is good and contributes to the good standards achieved.

The teaching of pupils with special educational needs is good. Teachers and learning support assistants are aware of the targets in individual education plans and ensure that pupils' work is matched carefully to these.

The teaching of pupils from minority ethnic families is good. They make good progress and are fully included in all lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, with strengths in the implementation of the National Numeracy Strategy. The provision for pupils' personal, social and health education is very good. Good use is made of the local community to support their learning.
Provision for pupils with special educational needs	Good, with pupils receiving effective support from teachers and dedicated learning support assistants. Individual education plans are of good quality.
Provision for pupils with English as an additional language	Although none are at the early stage of learning English, provision is good. Pupils are fully included in all lessons and are supported effectively by teachers, learning support assistants and their peers. As a result they make good progress in their learning.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good, with significant strengths in moral and social development. Effective provision makes a strong contribution to pupils' good behaviour and relationships. Provision for spiritual and cultural, including multi-cultural, development is good.
How well the school cares for its pupils	Very well. Pupils are well cared for in the school. Assessment in English, mathematics and science is good and used effectively to plan pupils' future work. The school has very effective procedures for monitoring and promoting good behaviour.

Parents who returned questionnaires were very supportive of the work of the school. There are significant strengths in the way the school cares for all of its pupils, which contribute to an inclusive school. The

¹ Based on all inspection evidence, including the analysis of pupils' work and discussions with [pupils](#) them

school has effective procedures for assessing pupils' learning in English, mathematics and science and using the results of information gathered to plan pupils' future work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear vision for the future of the school. She is firmly supported by the senior management team, staff and governors. Together, they are working hard to ensure that pupils achieve their best.
How well the governors fulfil their responsibilities	Well. Governors have a clear understanding of the school's strengths and weaknesses. They are hard working and very supportive of the school's work and play a full part in planning for school improvement.
The school's evaluation of its performance	Very good. The headteacher and her colleagues have a clear and detailed understanding of the school's strengths and areas for improvement.
The strategic use of resources	Very good. Funding for special educational needs is used efficiently. Additional funding for information and communication technology is used with increasingly good effect to support pupils' learning.

The accommodation is adequate to meet pupils' learning needs. Staffing levels are adequate, with strengths in the number of high quality learning support assistants. Resources are good and are used effectively to support learning, including that of pupils with special educational needs. The strength of leadership and management is the thorough awareness of the school's strengths and areas for improvement. The school's application of the principles of best value in its spending decisions is good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good • They are comfortable in approaching the school with questions or problems. • Teaching is good. • The school has high expectations of their children. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Thirty parents attended the meeting with the registered inspector and 122 questionnaires were returned. Inspection findings support the positive views of parents. Inspection findings judge that the school provides a satisfactory range of activities outside lessons, although there are not as many as may be found in similar schools with 4-12 year olds.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation Stage

1. From the start of the current school year the school has introduced the new entry profile for children in reception, which is completed at the end of the year. Although it is not required to do so, the school made formal assessment of the standards children achieved when they started school in communication, language and literacy, mathematical development and personal and social development as measured against the stepping stones of the Early Learning Goals². The trend over recent years shows that standards are average on entry. As the result of very good teaching, children make good progress and by the end of reception the majority exceed the expectations of the Early Learning Goals in all areas of learning. Children with special educational needs make good progress because of high quality support from teachers and learning support assistants. Children from minority ethnic groups make the same good progress as their peers.

Years 1 and 2

2. The results of the 2002 National Curriculum assessments for pupils in Year 2 were above average in reading and mathematics, and well above average in writing. The proportion of pupils achieving the higher Level 3² was well above average in writing and average in reading and mathematics. Girls achieved higher standards than boys and this reflects the recent trend. In writing there has been an upward trend in standards, whereas in reading and mathematics the school is maintaining above average standards. In comparison with those in similar schools nationally³, results were above average in reading and mathematics and well above average in writing.
3. Current inspection findings judge that, by the end of Year 2, standards in reading and mathematics are above average, with those in writing average. In science, standards are average. Since the previous inspection, standards have improved in mathematics and been maintained in reading and writing. The improvement in mathematics is the result of the effective implementation of the National Numeracy Strategy.
4. In information and communication technology, standards meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design, standards exceed expectations for seven-year-olds. In design and technology, geography, history, music and physical education, standards meet expectations. Standards in art and design have improved since the previous inspection. In other subjects, standards have been maintained.

Years 3 to 6

5. The results of the 2002 National Curriculum assessments for pupils in Year 6 were average in English and above average in mathematics and science. The proportion of pupils achieving the higher Level 5⁴ was average in English and above average in mathematics and science. In English and mathematics, girls achieved higher standards than boys and this reflects the recent trend. Trends show that standards in all three subjects are above average. In comparison with those in similar schools nationally, results

² It is the national expectation that pupils should achieve Level 2 and above in the Year 2 National Curriculum assessments. Level 2 is divided into 2c, 2b and 2a, with 2a being the higher level.

³ Schools with more than eight and up to 20 per cent of pupils entitled to free school meals.

⁴ It is the national expectation that pupils should achieve Level 4 or higher in the National Curriculum assessments for pupils in Year 6.

were average in English, well above average in mathematics and above average in science.

6. Current inspection findings judge that, by the end of Year 6, standards in English are average, with those in reading above average. In mathematics and science, standards are above average. The school has maintained the standards reported in the previous inspection, except in writing, where they have declined.
7. In information and communication technology, standards meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design, history and music, standards exceed expectations for 11-year-olds. In design and technology, geography and physical education, standards meet expectations. Standards in art and design and in music have improved since the last inspection and in other subjects standards have been maintained.
8. By the end of Year 7, standards in English meet expectations for 12-year-olds, although in writing they are below. In mathematics and science, standards exceed expectations. In information and communication technology, religious education, art and design, design and technology and in geography, standards meet expectations. In history and music, standards exceed expectations. In French, standards are below expectations and there was insufficient evidence to make a judgement about standards in physical education. Standards in English have declined since the previous inspection, but have been maintained in other subjects. In the current Year 7, standards have been affected by periods of staff absence and by in-service training for teachers of pupils in Year 7, with the result that pupils' learning has been disrupted.
9. Across the school, pupils with special educational needs make good progress in their learning as measured against the targets in their individual education plans. These pupils are supported effectively in lessons by teachers and learning support assistants, who show a good understanding of their learning needs. In addition, in paired and group work, pupils receive strong support from their peers.
10. There is no significant difference in the standards achieved and progress made by pupils from minority ethnic families. These pupils are included fully in all lessons and receive the same quality of teaching as their peers. A significant strength is the support pupils receive from their peers, especially in paired and group work.
11. Inspection evidence indicates that the school is closing the gap between the standards achieved by boys and girls. Initiatives such as the teaching of writing in gender groups in Year 6 are making a positive contribution to raising the standard of boys' writing.
12. The school received a 'National Achievement Award' in recognition of improved standards in the National Curriculum assessments. Inspection findings judge that the school sets sufficiently challenging targets and that it has the quality of teaching, leadership and management that will allow it to meet and further improve on the targets set.

Pupils' attitudes, values and personal development

13. Pupils have good attitudes to school, behave well and are making good progress in their personal development as a result of the provision made for them and the positive atmosphere promoted by staff. Pupils' attendance is very good. It is better than in most other primary schools and there is no unauthorised absence. The school has high expectations of pupils' attendance and nearly all parents agree that their children like coming to school. The school day gets off to a flying start because pupils turn up on time and ready to learn. Parents say that behaviour is good and nearly all feel that their children are developing well. The school continues to have no exclusions.

14. Overall, this is a stronger picture than at the time of the last inspection, when attitudes and personal development were judged to be sound. There is still some variation, however, between different groups of pupils in the school.
15. In Year 7, pupils' attitudes and behaviour are satisfactory, but vary according to the quality of teaching. In science, for example, they are highly motivated to learn and to work hard. They behaved well and tried hard in one physical education lesson, but showed very little enthusiasm and a lack of respect for the teacher in another. Pupils take opportunities for responsibility and make a good contribution to the running of the school when they organise the book club and library, look after younger pupils at lunchtime and assist teachers. However, some feel that they have 'marked time' during the year and say that they have not enjoyed it as much as the rest of their time in school because they feel 'too old' for the primary environment. While they agree that they have good friends, they say that there are some difficulties, particularly between boys and girls, and at times these have led to upsets which, despite support from the school, have taken some time to resolve.
16. From the reception classes to Year 2, pupils have consistently good attitudes and behaviour, particularly when they are motivated by interesting work and activities. They try hard and concentrate well, especially when they are motivated by tasks, such as making close observational drawings of leaves in an art lesson. Their personal development is good. They work together in pairs and groups, and listen to one another, for example when deciding on 'rules' for treating living things with care and respect. At times pupils are excitable and do not listen carefully enough to instructions, such as in physical education lessons, because they are so keen to get on with what they are doing. Pupils behave well most of the time but sometimes need reminders about what is expected of them because they are not concentrating well enough.
17. Pupils from Years 3 to 6 have more positive attitudes and behaviour and in over half of the lessons observed these were very good and often excellent. They are keen and interested and try hard, even when work is challenging. They co-operate very sensibly and enjoy discussing their work with partners. They work individually in silence and have a very good work ethic. They enjoy helping others, share resources without fuss and have very good relationships with one another and with adults. Pupils from Years 3 and 4 demonstrated all of these qualities in an art lesson. They were highly motivated when creating pictures with natural materials in the style of Andy Goldsworthy and worked with care and sensitivity in groups, discussing what to do and appreciating others' ideas and work. Pupils in Year 6 are very positive about school life and say they are looking forward to having even more responsibilities when they are in Year 7. They say that the school helps them to 'get high scores', but that teachers make things interesting as well. Pupils particularly enjoy taking part in plays and going on visits outside school. They say that people are 'kind and everyone helps each other'. One boy summed up the school as a place which 'is a lot of fun, where we work hard and we have a lot of friends'.

HOW WELL ARE PUPILS TAUGHT?

18. The previous inspection report judged that the quality of teaching was 'satisfactory or better in 87 per cent of lessons', with '7 per cent very good or better'. Thirteen per cent of lessons were found to be unsatisfactory, with the main weakness in Years 2 and 3. This percentage of unsatisfactory teaching resulted in a key issue 'to address the identified weaknesses in teaching'. The weaknesses identified low expectations of more-able pupils and inconsistency in teachers' marking and assessment of pupils' learning.
19. Current inspection findings judge that the quality of teaching in the school is good and that it has improved, with the key issue from the previous report being addressed successfully.

In Years 3 to 6, teaching is very good. Very good and good teaching has a positive impact on the above average standards achieved in reading, mathematics and science. However, there remains a degree of inconsistency in teachers' implementation of the school's marking policy. The amount of teaching which is good or better has increased to 28 per cent, including 3 per cent which is excellent, and only one lesson (1 per cent) was judged to be unsatisfactory.

20. The quality of teaching in the Foundation Stage is very good and a strength of the school. It makes a significant contribution to the good progress children make in the reception classes. Teachers and learning support assistants know the children and plan an exciting and stimulating range of activities. There is a very strong balance between activities which are led by adults and those that children choose for themselves. The teaching of the key skills of reading, writing and number is particularly strong. Currently, the two teachers have no learning support assistant in the afternoons and this creates problems, for example when the teacher is assessing children's reading on a one-to-one basis.
21. The teaching of literacy is satisfactory in Years 1 and 2 and in Year 7. In Years 3 to 6 it is good. Where teaching is good, teachers plan lessons effectively and the learning objective is clarified for pupils by the use of success criteria. This clarity about what pupils are expected to attain by the end of the lesson also helps to ensure a good pace in most lessons. The partner work that is a good feature of most lessons helps pupils to develop their speaking and listening skills. However, there is insufficient emphasis on raising expectations for the most able pupils.
22. The teaching of numeracy is good and makes a positive contribution to the above-average standards achieved. Teachers are confident and successful in implementing the National Numeracy Strategy. There are particular strengths in the use of assessment to guide planning and clear lesson objectives which are explained to pupils. In addition, there is clear explanation and demonstration of the main teaching points and effective questioning adjusted to the pupils' responses and their understanding.
23. The teaching of information and communication technology is satisfactory. Within individual lessons it is often good, particularly where new skills are taught using the set of laptop computers. As a result, in such lessons pupils make good progress in learning key skills, for example how to use a database. The main strength of good teaching is teachers' very clear demonstration and explanation of key skills or the features of a program. Particularly good use is made of a laptop computer attached to a projector as a main teaching aid. Teachers' day-to-day planning is inconsistent in providing pupils with opportunities to use computers in other lessons, including literacy and numeracy.
24. Teaching and learning for pupils who have special educational needs are good and contribute positively to the good progress made. The methods used are appropriate and enable pupils to learn well. Good expectations for work and behaviour have been established, to which pupils respond well. Teachers plan well and include appropriate work for those who need extra help and support. Support assistants work well with teachers, focusing on those pupils who require individual help either at the times when the whole class works together, or in group work.
25. The teaching of pupils from minority ethnic families is good and has a positive impact on the progress they make. Pupils take a full part in all lessons and teachers ensure that they are included fully in discussions and question and answer sessions. A significant strength is the support these pupils receive from their peers, especially in paired and group work.
26. The best lessons start with the teacher sharing the learning objective with the pupils, which results in them being involved fully in their own learning. For example, in a numeracy lesson in Years 5 and 6 the teacher shared the objective for the 'mental/oral starter' which

was 'to solve word problems'. The objective for the main part of the lesson was shared later and was 'to find fractions of numbers and quantities'. Because pupils knew what they were doing in each part of the lesson, they worked hard and made good progress. Where teaching is strong, teachers show good subject knowledge and use it effectively in lesson introductions. Explanations and demonstrations of new skills and learning are good, for example in teaching pupils in Years 3 and 4 how to search a database.

27. The main part of each lesson is planned effectively, although occasionally planning for more-able pupils is not sufficiently challenging. Teachers plan carefully whether individual, paired or group work is most appropriate for the lesson. For example, in Years 5 and 6, pupils were expected to work individually in a numeracy lesson on fractions. However, the planning ensured that, whilst most pupils were finding fractions of numbers, for example 'three fifths of 30', more-able pupils were given the same task, but had to solve written problems. Because they worked individually and in silence, their work rate was impressive and all completed the tasks set and moved on to more challenging work. In paired work, teachers have very high expectations of pupils, for example that they should work in pairs solving problems, such as in Year 7, where they were challenged to program a set of traffic lights. In group work there are clear expectations that pupils should co-operate and work independently, such as in Years 5 and 6, where they had to organise their own game of rounders.
28. The final or plenary part of most lessons is a strength of teaching. This is because pupils are expected to judge for themselves how well they have succeeded against the 'success criterion' for the lesson. The 'success criterion' is shared at the start of lessons; for example, in a computer lesson in Years 3 and 4 it was 'to understand what a database is' and 'to find information in a database'. At the end of the lesson, pupils shared with their teacher how successful they had been. As a result, the teacher knew which pupils had succeeded and which would need further support in the future. A very positive feature is that pupils are open and honest about the degree of their success in lessons and this clearly helps teachers in their day-to-day assessment of learning within individual lessons.
29. Teachers know their pupils well and relationships are good. They manage pupils successfully and have high expectations of them. Resources are used effectively to support pupils' learning, including the use of learning support assistants and volunteer helpers. In Year 7, particularly good use is made of visitors, for example an army sergeant, to develop pupils' understanding of citizenship.
30. Teachers' marking is inconsistent and the school's detailed marking policy is not adhered to sufficiently well. Whilst most teachers are successful, there are occasions when pupils are not told how well they are doing or what they need to do in order to improve. Similarly, teachers' expectations of how pupils should present their work are inconsistent and this contributes to some weaknesses in pupils' handwriting and presentation of work, especially in Years 6 and 7.

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

31. The quality and range of the curriculum are good and promote the school's aim of equal access for all pupils. The curriculum for all classes includes all subjects of the National Curriculum, together with French and religious education. It meets all statutory requirements and offers pupils a good range of opportunities. The key issue raised in the last inspection concerning the provision of schemes of work has been addressed and all subjects now have the benefit of clear policies and detailed planning schemes. The National Literacy and Numeracy Strategies have been successfully implemented and are having a positive effect on the quality of teaching and on standards, particularly in mathematics. Comprehensive inclusion and equal opportunities policies give detailed

guidance to ensure that all pupils in the school have equal opportunities. All members of the school community implement these policies effectively. A recent and successful initiative has been a programme to develop pupils' thinking skills and this has had a positive impact on their learning.

32. The curriculum for children in the Foundation Stage is very good. It covers all the areas of learning, with a particular strength in the provision of regular outdoor play in a secure area. Planning is of high quality. A good feature is the balance between teaching and opportunities for children to explore and play by themselves in activities which they choose. The lack of a learning support assistant in the afternoon does restrict some learning opportunities for children.
33. There is good provision for personal, social and health education, which includes citizenship, sex and drugs education, and time for this is scheduled for all classes every week. Speaking and listening skills are enhanced during these regular lessons, as pupils discuss, debate and develop arguments on issues such as bullying. Additional learning in these subjects takes place in other lessons, such as religious education and science, and in assemblies. The school takes part in the 'Healthy Schools' award scheme and is shortly to receive its accreditation. Pupils in Year 7 take part in the 'Junior Citizen' award scheme and receive their certificates in a ceremony at the end of the school year.
34. Curricular provision for pupils who have special educational needs is good and the school takes great care to ensure that pupils of all levels of attainment are fully included. The school complies fully with the requirements of the Code of Practice⁵. Teachers mostly provide appropriate work for more-able pupils, although this is not consistent, and support for those pupils who need extra help. Pupils are well supported by classroom assistants in the majority of lessons. The targets set in individual plans help to focus pupils' development and they make good progress towards them. The needs of the few pupils who have statements of special educational needs are met well, with care taken to follow the requirements set out in the provision.
35. The range of extra-curricular activities offered by the school is satisfactory, but is not as extensive as in most other schools of this size. Pupils may attend music groups, various sporting and athletics clubs, including cross-country running and rounders, and a dance group. Pupils also participate in several fund-raising events including 'Jeans for Genes' and 'Comic Relief'. They benefit from the provision of 'booster groups' (extra lessons) in English and mathematics in the year when they take the national tests in these subjects.
36. A range of visits and visitors linked to subject areas, such as citizenship and careers education for Year 7, enhances the curriculum. Regular visitors to the school include the school nurses, local police officers and local clergy. Occasional visits from representatives of the fire service, local businesses and the armed services contribute to personal and social education. During the week of the inspection, an army sergeant came into school to give careers information to pupils in Year 7 and they responded to this with interest and enthusiasm. Day or residential visits to various places of interest, including museums, galleries and outdoor centres for each class, support curriculum provision for a range of subjects. Elderly local residents visit the school to listen to pupils read and to contribute to lessons such as history, when they relate accounts of living through World War 2 or talk about their own school days.
37. The school has developed positive links with the secondary school to which the pupils will transfer at the age of 12. Teachers meet regularly to discuss subject planning to ensure that links are made between primary and secondary school work, to ease the transfer.

⁵ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 2001 Education Act.

Pupils in Year 7 visit their secondary school for a day in July to familiarise themselves with the new environment and begin to get to know their new teachers.

38. The overall provision for pupils' personal development is good and is reflected in their good attitudes, standards of behaviour and increasing maturity.
39. Provision for pupils' spiritual development is good. The school promotes good relationships and this gives pupils the confidence to share their feelings and ideas with confidence. Assemblies explore moral and social themes, such as 'treating others as you would wish to be treated', and promote a good sense of community. Pupils who talked about their visit to Kingswood reflected thoughtfully on their experiences there and were proud of their achievements. Pupils show great appreciation of the beauty of the natural world, from the youngest pupils who look after creatures with care and respect, to older pupils who shared a real sense of awe and wonder when they looked at pictures of a golden sunset over the Grand Canyon during a religious education lesson.
40. The provision for pupils' moral and social development is very good. They are given many opportunities to work together in pairs and groups, to learn to accept and appreciate others' points of view and to share and include others in their activities. They discuss friendship and bullying in 'Circle Time'⁶ and the impact that they have on individuals and those around them. They talk about their experiences in the playground and their feelings when they have been upset. Pupils learn to distinguish between right and wrong and how to treat others. For example, in their work on racism, they made posters with slogans such as 'Show racism the red card because we are all the same inside'. Pupils in Years 6 and 7 respond well to increasing opportunities for responsibility and are helpful members of the school community. The class representative system is an effective method for pupils to share their views and to improve school life, for example the development of new playground areas.
41. Older pupils in Year 7 are beginning to think about wider issues, for example equal opportunities. They closely questioned a visiting army careers officer about the roles of women in the army and why some of these are restricted. A poem by two pupils in Year 7, displayed on the classroom wall, demonstrates their ability to consider the implications of war:

'In my world,
My world of peace,
There is a dove,
And lots of love.
I wished that in 2003,
That on the case of the Iraqis
That there was silence,
But there was just violence.
There used to be War,
But then I hoped they saw,
There was no need,
For the world to bleed.
In my world,
My world of peace,
There was a dove,
And lots of love.
But now it has gone,

⁶ During Circle Time pupils discuss a wide range of issues. They agree that nobody will interrupt and only one person at a time will speak. They will respect other pupils' views. Pupils therefore feel confident that they can talk with ease and free from any form of interference ~~of interruption~~ from other children.

For there is none.’ (Natalie Bunker and Emma Storie)⁷

42. Pupils’ cultural development is promoted well through studies in the curriculum, particularly in art, music, English, religious education and history. Pupils show great appreciation of the work of artists such as Rousseau and Goldsworthy and are fascinated by the culture and history of the Egyptian people. They talk with pride about their show ‘Down the Nile’, a cross-curricular venture where, for example, pupils sang and danced, made Egyptian costumes and constructed a giant pyramid in the hall. Where possible, the school invites visitors, including parents from Japan and Africa, to broaden pupils’ knowledge of cultures other than their own. Visits outside school, such as to the British Museum, Duxford Aerodrome, Bradwell Abbey and France, also extend pupils’ cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school continues to care very well for all its pupils. The positive and caring atmosphere has a good impact on pupils’ learning because they feel safe and know that adults will help them. Nearly all parents say that they are happy to come into school and discuss with teachers or the headteacher any concerns that they may have. This was endorsed by some pupils in Year 7 who said the ‘headteacher and deputy headteacher always listen and are very approachable’.
44. There are very good procedures in place to ensure pupils’ health, safety and well-being. There is very good expertise on the governing body to ensure that regular checks and risk assessments relevant to the school are carried out and that statutory requirements are met in all areas of health and safety. The school is kept clean and well maintained by the caretaker and the cleaning staff so that adults and pupils work in a safe and pleasant environment.
45. Staff are well trained and follow child protection procedures correctly. The headteacher, as designated child protection co-ordinator, keeps confidential records and liaises appropriately with outside agencies, such as the educational welfare officer, where there are any concerns. Pupils say that they can go to any adult in the school if they are worried. There are a good number of staff trained in first aid who are caring and sympathetic towards pupils. Midday supervisory staff care well for pupils at lunchtime. They work well together as a team, liaise closely with the headteacher and staff, and deal well with any upsets in the playground. This means that lunchtimes are happy and that any minor incidents are dealt with quickly.
46. The procedures for monitoring and improving attendance are very good. The school has a consistently very good record of attendance because it has established systems for recording pupils’ absence and following up any unexplained absences. There are high expectations on the part of the school that pupils will attend whenever possible and parents respond well to this.
47. The school has good procedures for the promotion of pupils’ behaviour and for dealing with bullying. Staff are good role models for pupils and promote positive relationships and good expectations of how pupils should behave. The behaviour of pupils in Year 7 varies according to the quality of teaching, but they are aware of what the school expects of them and conform to this for most of the time, for example in assemblies and when moving around the school. Pupils in Year 6 say that they can convey any concerns that they have about bullying either directly to the teacher or through their class representative and that any problems are sorted out. There are good monitoring procedures in place to support pupils who are having difficulties. Two parents expressed different views to the inspection team about how well bullying issues are resolved but, overall, parents felt that this is an area which the school deals with well.

⁷ Included in the report by kind permission of the two authors.

48. Pupils' personal development is monitored and supported well. The Record of Achievement system is well established and used consistently to collect samples of pupils' work, their reports and termly target sheets. These are particularly good because they clearly indicate to pupils and parents what pupils can do well, the effort that they are putting into their school work and homework, and what they need to do next to improve in the form of individual targets. Pupils' self-evaluations are also an effective method of helping them to recognise their own achievements and to set themselves goals for the future.
49. A lot of care and concern is given to pupils who have special educational needs. This is a caring school which ensures that pupils of all abilities are included in all activities. Teachers make the initial identification of any pupils who may have special educational needs early in the pupils' time in the school and this is followed by suitable assessment, if necessary. Pupils are provided for well, including those who do not yet warrant a place on the register of special educational needs. The school uses any reports from outside agencies, such as the educational psychology service, to good effect.
50. The school has made a significant effort since the last inspection to improve its assessment procedures. One of the most successful strategies has been to introduce 'success criteria' for pupils to measure gains in their own knowledge, understanding and abilities against the learning intention of the lesson. Assessment is at its most effective when developed with the learners themselves. A good example is when pupils are encouraged to think about their own level of understanding and to communicate it through a 'traffic light' system to their teacher. The school's assessment policy has recently been updated and the school has plenty of information on which to base assessments. Computerised data analysis is being used well, both to track pupils' progress and to set challenging targets for improvement for each individual. In addition, it is used to identify pupils who would benefit from additional help, either through special support programmes or support for their special educational needs. The assessment co-ordinator is making exceptionally good use of data to inform and develop the curriculum in English, mathematics and science. In this way the school is successfully identifying gaps in pupils' learning and is therefore able to plan work to meet their needs. The school is innovative in its approach to raising standards; a good example of this was its successful attempt to improve the performance of boys in writing. The single-gender writing groups are raising standards of writing for both girls and boys in Years 5 and 6.
51. The school has also developed a system of marking for pupils which is designed to help them to close the 'gaps' in their learning. In this way it is intended that they know what the next steps in their learning are. At present this policy is inconsistently applied. Where it is rigorously applied, it is making a good contribution to pupils' learning. There is now a need to ensure its consistent application across the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school's partnership with parents has continued to develop since the last inspection and is very good. This is evident in the parents' questionnaire where they demonstrated a high level of support for most areas of the school's work. Parents at the meeting said that there has been a 'tremendous change' since the early days of the school's life and that it is now a welcoming place where they feel at ease speaking to teachers about their children and where their suggestions are listened to positively.
53. Parents are particularly positive about :
- the expectations that the school has of their children;
 - the quality of teaching, leadership and management;
 - the way in which they can approach the school with concerns;

- the standard of pupils' behaviour;
 - the way in which the school works closely with them.
54. About one quarter of those parents who responded to the questionnaire expressed a desire for more extra-curricular activities. Inspectors find that the provision is satisfactory overall, although there is not as wide a range as is normally found in other schools of this type. The school recognises that parents would like more after-school clubs and is seeking their support for these activities. A smaller number criticised the school's provision for homework. Inspection evidence finds that this is satisfactory, homework being provided regularly for all pupils up to Year 6. Staff turnover in Year 7, however, has made the provision and marking of homework rather more erratic.
55. The quality of information provided for parents is good and encourages them to be involved in their children's learning and in school activities. The school communicates well with parents through informative and regular newsletters, a website, regular parents' evenings and reviews of progress for pupils with special educational needs. The prospectus and governing body's annual report to parents are well presented and give a good insight into the work and progress of the school. Termly target sheets, discussed at parents' evenings, are helpful to parents because they indicate how well their children are working, the effort that is made and what their children need to do next to improve. Pupils' end-of-year reports give detailed information on their achievements and progress in English, mathematics and science. Reporting is less well developed in other subjects of the curriculum and there is some inconsistency in the quality of reporting between classes. Parents say that they find the reports detailed and that they can always ask for more information if they want it.
56. The school makes a very good commitment to partnership through its home-school agreement, which is signed by the school, parents and pupils. Parents support their children's learning very well by hearing them read regularly at home, supporting homework activities and taking a regular interest in what they are learning in school by attending meetings with teachers and curriculum evenings. Homework diaries are used well by most parents to communicate with teachers, to comment on progress and to raise any concerns. Parents give valuable support to the school by helping in classrooms and on visits, and supporting meetings, concerts and plays. Parents are well represented on the governing body and there is a very thriving home-school association which raises valuable sums of money for school resources and provides a variety of social events for adults and children. While parental support is strong, the school is not complacent and has recently set up a 'Parent Focus Group' to glean more ideas from parents about what they would like to see happening in the school for the benefit of pupils and parents.
57. Parents of pupils with special educational needs are well informed about the school's provision for their children. They know what targets are set and there is a part for them to play at home in the individual education plans. Parents attend annual reviews for those pupils who have a statement of special educational need. Their views are sought and recorded for these reviews. Parents also become involved in termly reviews of pupils' individual targets and take an active part in the school's provision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management of the headteacher and key staff are very good and make a positive contribution to the good standards achieved and the good quality of teaching. The headteacher leads by example and has put in place a strong structure that enables all those with responsibility to contribute towards the success of the school. She has a clear understanding of the direction the school needs to take and leads a hard-working team of teaching and support staff towards the set goals. Team building has been a particular success, with all sharing a commitment to improve standards. This is particularly praiseworthy in that half of the teaching staff have only recently been appointed. There are strengths in the ethos of the school, the induction procedures and the good professional development systems.
59. The governing body fulfils its statutory duties effectively. It plays an important role in shaping the direction of the school through involvement at an early stage in the formation of the school improvement plan. Governors have a good understanding of the strengths and areas for development. Apart from elected parent governors, many other members of the governing body are parents and have a first-hand knowledge of what is taking place in school. All governors are linked with a subject leader, visit the school and report back to the governing body. Governors' expertise is used well; for example, the governor responsible for health and safety is very knowledgeable in those particular areas. Regular reports from the headteacher help to keep all governors fully informed. The good knowledge and understanding that they have enable them to be effective in their decision-making. Roles and responsibilities are clearly defined and committees have appropriate terms of reference. Mutual trust between the staff and the governors enables the school to function effectively and with good relationships.
60. Teaching has improved a good deal since the last inspection. This has been brought about through a conscious effort by the senior managers. Some teachers have left and others have received additional training. A comprehensive performance management policy is in place, with professional development provided as and when necessary. Learning support assistants are included in the performance management cycle and receive appropriate training.
61. Leadership and management of the provision for special educational needs in the school are satisfactory. The co-ordinator collates the information about pupils with special educational needs. Teachers organise individual support, pupils' targets and the deployment of assistants. This is done well, but the co-ordinator has insufficient input into these processes. Legal requirements are met for those pupils who have statements of special educational need. The governor with responsibility for special educational needs gives the school good support.
62. The school improvement plan is a well constructed document which clearly states the school's priorities, the success criteria and the financial implications. The priorities identified are appropriate for the effective development of the school and are clearly related to raising standards. Financial planning is rigorous and is guided by the school's policy on best value. Whilst there has been a high carry-forward of funds, this has been earmarked for spending, such as £40,000 for replacement of boilers. The school provides good value for money.
63. The recent audit report indicates that there are good internal controls, with no problems to report. However, there were some areas where further documented records were necessary and all these recommendations have already been implemented. Administration in the school is efficient, with the school office running very smoothly. New technology is used well for all routine tasks, including dealing with admissions, attendance, assessment and the placing of orders.

64. The school experiences difficulties in recruiting teaching staff. It relies on part-time teachers, supply teachers, teachers on temporary contracts and overseas teachers gaining Qualified Teacher Status. The quality of all these teachers gives no cause for concern, as the school is managing the situation as well as it can. However, the disruption to the education of some pupils caused by being taught by a variety of teachers is having an impact on their progress. Learning support assistants provide very effective support for a number of pupils, although the youngest pupils in reception do not always have the benefit of this throughout the day. There are plans to increase the number of assistants. The indoor and outdoor accommodation is adequate to teach all subjects. There are specialist rooms for food technology and music, a library and hard and grassed areas outside for play and games. The buildings are well kept and the displays around the school provide a stimulating learning environment. Levels of resources in many areas were criticised in the last report. This issue has been well addressed and the quality and quantity of resources throughout the school are now good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise standards and improve the quality of teaching, the headteacher, staff and governors should:
- (1) improve standards in writing and French by the end of Year 7 by:
 - in writing, giving pupils more opportunities to write in depth and in a variety of styles; (paragraphs 8, 86)
 - in French, through improving the quality of teaching and ensuring that pupils are taught correct vocabulary, both written and spoken; (paragraphs 8, 141-144)
 - (2) improve the consistency of provision for more-able pupils by ensuring that they are challenged sufficiently in all lessons, including when taught in ability groups (sets). (paragraphs 91-92, 103, 105)

In addition, the governing body may wish to consider the following for inclusion in its action plan:

- improve the consistency of teachers' marking; (paragraphs 19, 30)
- improve the consistency of pupils' handwriting; (paragraphs 30, 87)
- provide the co-ordinator for information and communication technology with more time to monitor teaching and learning; (paragraph 140)
- provide a learning support assistant in the afternoons for the two reception classes. (paragraphs 20, 64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	21	32	29	1	0	0
Percentage	3	25	37	34	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	338
Number of full-time pupils known to be eligible for free school meals	30

FTE means full-time equivalent.

Special educational needs	YR – Y&
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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
	2002	17	17	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	17	17	17
	Total	32	33	33
Percentage of pupils at NC level 2 or above	School	94 (83)	97 (90)	97 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	17
	Girls	17	17	17
	Total	32	33	34
Percentage of pupils at NC level 2 or above	School	94 (86)	97 (90)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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
	2002	18	25	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	17
	Girls	22	24	25
	Total	34	38	42
Percentage of pupils at NC level 4 or above	School	79 (84)	88 (84)	98 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	17
	Girls	25	24	25
	Total	39	39	42
Percentage of pupils at NC level 4 or above	School	91 (76)	91 (80)	98 (86)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	261	0	0
White – Irish	1	0	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	9	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	4	0	0
Black or Black British – any other Black background	6	0	0
Chinese	1	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	3	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	24
Average class size	26

Education support staff: Y4 – Y7

Total number of education support staff	9
Total aggregate hours worked per week	182

FTE means full-time equivalent.

Financial information

Financial year	2001 / 2002
	£
Total income	581,945
Total expenditure	611,975
Expenditure per pupil	1,626
Balance brought forward from previous year	62,622
Balance carried forward to next year	70,580

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 36%

Number of questionnaires sent out	338
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	4	1	1
My child is making good progress in school.	53	40	4	2	1
Behaviour in the school is good.	43	54	1	1	1
My child gets the right amount of work to do at home.	32	50	14	2	2
The teaching is good.	51	46	1	2	0
I am kept well informed about how my child is getting on.	52	40	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	64	34	0	2	0
The school expects my child to work hard and achieve his or her best.	66	32	2	0	0
The school works closely with parents.	40	55	5	0	0
The school is well led and managed.	61	34	3	2	0
The school is helping my child become mature and responsible.	49	45	5	0	1
The school provides an interesting range of activities outside lessons.	22	32	17	8	21

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

Personal, social and emotional development

66. As a result of very good teaching, children make good progress in this area of learning and exceed the expectations of the Early Learning Goals by the time they reach Year 1. Teachers provide a good range of opportunities to develop children's independence. Children are happy, secure and confident within the reception area. They know what is expected of them in terms of trust and responsibility when working on activities they choose for themselves, for example in the role-play area or using computers. In lessons where they are taught as a whole class or as a group they listen carefully and have good relationships with each other and the adults they work with. Children enjoy taking responsibility, such as collecting the register and returning it to the office. They change for physical education independently and look very smart in their kit. They show natural curiosity and readily engage in conversation. For example, one girl asked an inspector if he was going to do PE with them. On hearing the reply that the inspector's mum had forgotten to pack his kit, he was firmly told, 'You are old enough now to pack your own kit'.

Communication, language and literacy

67. Progress in this area of learning is good and the majority of children exceed the Early Learning Goals by the end of reception. The teaching of key skills is very good and contributes to the good progress made. Children are successfully taught key reading skills, especially knowledge and understanding of letter sounds. They know the initial and final sounds of many words, for example the 'k' and 'a' in koala. More-able children build words correctly, such as 'cat' and 'dog', and are established on the school's reading scheme. Children enjoy looking at books and know that they are read from left to right. Most know and explain the terms 'author' and 'illustrator'.
68. Children make good progress in writing. The majority write their name unaided and many write simple sentences unaided, for example 'Baby sheep are called lambs'. Children enjoy writing for a range of purposes, including 'zig-zag' books called 'On the Farm', writing their news and retelling favourite stories, such as 'Jack and the Beanstalk'. More-able children use capital letters and full stops correctly.
69. Children are confident in speaking and listening. They benefit from the opportunity to share news when the register is taken and they talk confidently about the games they play during lunchtime or the latest trick the puppies have got up to at home. In an assembly, children spoke clearly and confidently to Years 1 and 2 when they shared information about the work they have done this term. In story time, children listen attentively because teachers make the stories interesting through high quality reading which, in turn, promotes a love of reading in the children.

Mathematical development

70. Children make good progress in this area of learning and exceed the expectations of the Early Learning Goals by the end of reception. Teaching is very good, especially of key skills in number. Children read, write and order numbers to 20, with many counting accurately to at least 50. When the register is taken to the office by two children the rest of the class counts until they return. During the inspection the class on one occasion reached 53. On a previous occasion two 'mischievous' children decided to return at a 'snail's pace' to see just how far the class could count – they reached 102! Children are confident in finding 'one more than' and 'one less than' and make good progress in adding

their 'scores' from a target game, for example $7+6+3 = 16$ '. Children know that 'double two is four' and 'double three is six'. They understand 'shorter than', 'longer than', 'full' and 'empty'. They recognise and name accurately common two-dimensional shapes, including squares, triangles and circles.

Knowledge and understanding of the world

71. Teaching in this area of learning is very good and children make good progress to exceed the expectations of the Early Learning Goals by the end of reception. Children know that plants grow from seeds and are currently observing the growth of broad beans and sunflowers. They are encouraged to make predictions, for example what happens when a car goes down a ramp – 'It's going to go straight over to that brick'. Children are confident in the use of computers, including the mouse and keyboard. In one program they use the 'arrow' keys accurately to send a 'man' along a pathway, which involves moving up and down stairs in order to reach the digit which represents, for example, the number of apples in a box on the screen. Children are confident in using 'click and drag' to dress a teddy bear in a variety of outfits. They use photographs to sequence events in their lives. This develops an early understanding of chronology. Through 'Barnaby's Walk' they gain a good understanding of locations around the school when they correctly identify where 'Barnaby' is in pictures taken by pupils in Year 7 using the digital camera. Children are confident in designing vehicles with simple labelled diagrams and they show good skills in choosing materials and then using correct joining techniques to make their vehicles, such as fire engines. Pupils make a start in reception to learning French, greet their teachers with 'Bonjour' and give a fond 'Au revoir' at the end of the day.

Physical development

72. Children make good progress in this area of learning because teaching is very good. As a result they exceed the Early Learning Goals by the time they start Year 1. Children enjoy the many opportunities for regular outdoor play and are confident in negotiating an obstacle course, where they show good balance. At the end of the course they enjoy throwing a beanbag through a hoop. Children are confident in riding a good range of large-wheeled toys. In dance they are very creative and imaginative in interpreting the story of 'Jack and the Beanstalk', for example climbing the beanstalk. They enjoy the teacher's performance as 'The Giant' and run and hide with shrieks of delight as 'The Giant' tries to capture them. In games they show very good skills for their age in throwing and catching.

Creative development

73. Teaching is very good and children make good progress so that by the end of reception they exceed the Early Learning Goals. They develop good skills in painting, for example from making initial strokes when they start school to mixing colours by the end of their year in reception. Children explore and use a wide range of media including pencil, pastel and collage. They are confident in printing and use cutting and sticking skills successfully to make collages of teddy bears. Singing is very good, as was observed when they performed 'Old MacDonald had a Farm' to Years 1 and 2 in their assembly. Children enjoy singing familiar songs and rhymes and performing the accompanying actions, for example 'Incy Wincy Spider'. They take part enthusiastically in role-play, for example in the café, where they practise their French vocabulary.

ENGLISH

74. By the end of Year 2, standards in speaking and listening are good. Standards are above average in reading, and average in writing. By the end of Year 6, standards in speaking and listening are good. Standards are average in English, although in reading they are above average. Pupils make satisfactory progress in all aspects of English. Since the last inspection there has also been satisfactory improvement in all aspects of English. The school identified that boys were under-performing in writing and there has been a good improvement in this area. By the end of Year 7, standards in speaking, listening and reading meet expectations for 12-year-olds. Standards in writing are below the expected level. Standards have slipped back in writing because of a lack of consistency in teaching.
75. Across the school, pupils with special educational needs make good progress because they are supported effectively in lessons by teachers and learning support assistants. There is no significant variation in the standards achieved and the progress between pupils from minority ethnic families and others.
76. Inspection evidence indicates that there are a number of factors that are having a positive effect on standards:
- teachers and pupils are clear about what steps in learning take place in each lesson;
 - the successful introduction of the Early Learning Strategy (ELS) and the successful implementation of the Additional Literacy Strategy (ALS), Further Literacy Support (FLS) and the 'Pupil Progress' units;
 - the good cross-curricular links with literacy;
 - the quality and use of data analysis to inform and shape the curriculum;
 - the focus on raising the standards of boys' writing through gender grouping;
 - the good resourcing of literacy and the library;
77. By the end of Year 2, standards in speaking and listening are good. Pupils pay close attention to what the teacher is saying and reply to questions with thoughtful comments. The weekly library sessions provide a good opportunity for pupils to talk about books. They discuss the reason for their selection in groups and as a class. They enjoy listening to stories and give good explanations concerning the plot and characters.
78. By the end of Year 6, standards in speaking and listening are good. Teachers plan opportunities for speaking and listening either in pairs or in whole-class situations. For example, pupils create imaginary monsters in their minds and play question and answer games that enable them both to use and practise vocabulary they have learned from well-known authors. Pupils are confident when speaking in front of the class and do it well.
79. By the end of Year 7, standards in speaking and listening are satisfactory. Pupils understand ambiguity and some use it successfully in their speech. Pupils with special educational needs lack self-confidence, make little contribution to class discussion and are unable – or unwilling – to describe the characteristics of someone they know. Drama is underdeveloped.
80. By the end of Year 2, standards in reading are above average. Most pupils read storybooks aloud and with understanding. The majority of pupils talk about the characters in the story and usually describe them well. Many pupils predict what happens next in the story. Pupils use context clues and phonics to help them to decode unfamiliar words. They explain the differences between fiction and non-fiction books, as was observed in a very good lesson with Years 1 and 2 in the library. Pupils use the Dewey system to find books. Each pupil has a reading diary in which books they have read are recorded. They are encouraged to read fiction and non-fiction regularly at home. An especially good

feature of reading in a Year 2 class was the use of a bilingual text in Japanese and English. Pupils from ethnic minorities are included well and are making good progress.

81. The school operates a buddy reading system, which is supported by Year 7 pupils. This is targeted especially at less-able readers. However, a few pupils read infrequently at home and therefore their progress is impeded. Pupils in Years 6 and 7 operate a weekly book purchase scheme, which is available to all pupils and helps them to purchase quality texts.
82. By the age of 11, pupils' standards in reading are above average. Pupils enjoy reading and most have favourite authors. Most discuss the storyline and characters and make good judgements about the different characters in the story. A few less-able pupils limit their reading to simple reference books that do little to develop their reading skills. Pupils know how to retrieve both fiction and non-fiction books from the library.
83. By the end of Year 7, standards in reading are satisfactory. Most pupils enjoy reading and have favourite authors. They make clear comparisons between authors. Some pupils with special educational needs are reluctant to read fiction and prefer to gain information from other visual sources, such as magazines. Most know how to use the library but prefer the Internet as an easier method for research.
84. Progress in writing is satisfactory. By the end of Year 2, standards are average. In lessons, pupils are taught key skills of punctuation, grammar and spelling. In lessons where pupils are practising their punctuation skills, the planned activities are too long. The length of the task can be off-putting to the pupil. In one Year 2 writing lesson, pupils were encouraged to use the computer to record their work. Their computer skills were insufficiently developed to enable them to word process their work without adult help. More-able pupils and less-able pupils make good progress as they learn to write, but there is insufficient oral or written feedback to help children to move on in their learning. As a consequence, writing progress is slow. Wall displays do not support the development of the current writing genre⁸.
85. By the age of 11, pupils' standards in writing are average. The writing is varied and interesting and pupils have the opportunity to write for different audiences, for example stories, letters, pamphlets, book reviews, reports, persuasive writing and diaries. Pupils edit and redraft their work successfully, including work which is word-processed. Pupils use and apply their writing skills in other subjects. A good example of this is where they write reports about how to keep fit. Most pupils use punctuation such as commas, speech marks and apostrophes correctly. In order to raise the standard of boys' writing, the school is trialling a weekly gender-based writing lesson, planned to appeal specifically to boys' and girls' tastes and learning styles. These sessions are having a positive impact on standards, especially for less-able and average pupils. There is now a need to consider how to raise standards and improve the progress of more-able writers. Whilst there are good displays of quality written work in school, the classroom environment does not adequately support the development of current writing themes.
86. By Year 7, the improvement in pupils' writing standards has slowed and they are below expectations for 12-year-olds. Few pupils have made the expected level of progress this year. The review of pupils' work revealed too few opportunities for the development of writing. However, as part of a Shakespeare study some pupils had written a good quality letter, as if they were Juliet writing to Romeo.
87. The quality of handwriting throughout the school is variable. Most of the younger pupils are taught to use a cursive style, having learned to form their letters properly. There is, however, insufficient attention paid to pencil grip and posture at the early stages and several children therefore find the physical act of handwriting tiring. Whilst the school does

⁸ Styles of writing, for example science fiction.

- have a policy, it is not consistently applied and about a third of Year 6 pupils print rather than use a cursive style. The teaching of spelling is satisfactory; high frequency words are mostly correctly spelt. Spelling strategies are taught and there is good use made of spelling logs.
88. In Years 1 to 6, pupils have good attitudes to their work. In Year 7, some pupils have a poor attitude and are difficult to motivate. However, in most lessons behaviour is good and most pupils sustain concentration and interest throughout their lessons.
 89. The school has successfully implemented government schemes to raise standards in English, such as Early Literacy Support for Year 1, Additional Literacy Support for Years 3 and 4, Further Literacy Support for Year 5 and 'Progress Units' for Year 7. All these initiatives are included where possible in class teaching in order to preserve a broad and balanced curriculum for all pupils.
 90. Overall the quality of teaching and learning in Years 1 and 2 is satisfactory. It ranges from satisfactory to very good. In the very good lesson seen, there was a very brisk pace, learning objectives were shared with the pupils, expectations of pupils' work were high for all ability levels and the management of the pupils was very good. In satisfactory lessons, aspects of classroom management are not strong; for example, teachers do not provide shorter tasks with prompts to remind children of how to get on independently at their table and at the computer.
 91. The quality of teaching and learning in Years 3 to 6 is good. Teachers plan lessons effectively and the learning objective is clarified for pupils by success criteria. This clarity about what pupils are expected to attain by the end of the lesson also helps to ensure a good pace in most lessons. The partner work that is a good feature of most lessons helps pupils to develop speaking and listening skills. However, there is insufficient emphasis on raising expectations for the most able. Teachers manage their pupils well, including those with special educational needs, and behaviour is good. In the very good lessons seen there was good planning and work was matched well to pupils' abilities. The expectations of the most able were higher than for other pupils. The lessons were well structured and moved on with pace and enthusiasm.
 92. The quality of teaching and learning in Year 7 is satisfactory. Teachers plan lessons adequately but do not sufficiently match work to the different ability levels within the class. Lessons lack pace and enthusiasm and, whilst behaviour is satisfactory, pupils are not well motivated or interested in their work.
 93. However, in the main pupils' attitudes to their work are good. Their behaviour is good and most sustain interest and concentration when there is a brisk pace to the lesson, and rise to the challenge when activities are interesting. Most teachers have good relationships with their pupils, which underpin the successful management of pupils' behaviour. Pupils work well together in pairs and these sessions support and extend both their speaking and listening skills and their social development. No drama lessons were observed during the inspection. However, when pupils were given the opportunity for 'hot seating' (taking on and speaking in a specific role), they were very confident and well motivated and spoke clearly in front of the class.
 94. The subject is led satisfactorily by the subject leader. There are updated policies and guidelines to support teachers in the planning of English. Data analysis of tests is producing useful information on the strengths and weaknesses in the teaching of literacy, which the school is using well to improve the curriculum. The results of assessments are used to inform planning. However, there is inconsistency in the application of the school's marking policy. As a result, some pupils are not clear about how well they are achieving or what they need to do to improve their work further. Work analysis is regularly undertaken,

but it is insufficiently rigorous to have a positive impact upon standards achieved by pupils. The subject leader and the headteacher monitor the teaching and learning in this subject.

95. Resources meet the needs of the English curriculum well. The school is well equipped with reading books and published scheme materials and there are sufficient reference books to meet the pupils' needs when undertaking research. Homework is given on a regular basis and most pupils complete the tasks given.

MATHEMATICS

96. Standards in mathematics at the end of Year 2 are above average. There is a particular strength in numeracy, where good emphasis is placed on trying a variety of strategies to solve problems. At the end of Year 6, standards are above average. Again, numeracy is a strength, as are shape, space and measures. At the end of Year 7, when pupils leave the school, standards are above average. Girls are achieving higher standards than boys, but this is in direct proportion to the larger number of boys on the register for special educational needs. An analysis of test results shows that pupils are making good gains in their knowledge, understanding and ability in mathematical skills.
97. By the end of Year 2, most pupils confidently count on and back in ones, twos, fives and tens. They order numbers to 100 or more and fill in missing numbers on a number line or number square. Most pupils understand simple addition and subtraction and the associated language, such as 'difference' and 'take away'. They understand that multiplication is repeated addition and that division is repeated subtraction, performing multiplication and division operations with numbers to 20. Many find a half and a quarter of small numbers, for example knowing that 'one quarter of 12 is 3'. Pupils use their mathematical knowledge to solve problems involving money. For example, they work out the cost of various articles, giving change from one pound, and they find the fewest coins needed to make 80p. Pupils measure articles in the classroom to the nearest centimetre and enjoy measuring, such as round their heads. They are learning to tell the time in analogue and digital form with varying degrees of success. They name various two-dimensional and three-dimensional shapes and describe positions and movements when using programmable moving robots. Pupils collect data and represent it in a variety of ways. For example, they have drawn a bar chart to show the birthdays of pupils in the class and a block graph of dice totals. They have interpreted the data in various pictograms.
98. By the end of Year 6, pupils have developed the ability to use the four operations of addition, subtraction, multiplication and division when working with large numbers, negative numbers, decimals and fractions. They use their understanding of place value to multiply and divide by 10, 100 and 1,000. They explain what they have done in their calculations and why, with many finding different routes to solve the same problem. Many apply tests of divisibility by 2, 3, 4, 5, 9 and 10 and solve problems using division. For example, they work out the problem: 'Which is cheaper – 'four bars for 60p or three bars for 42p?' Most find prime numbers, square numbers and square roots. Many find the difference between positive and negative numbers, for example when looking at day and night temperatures. In shape, space and measures, most pupils have a good knowledge of the properties of a variety of two-dimensional and three-dimensional shapes. They have investigated the polygons they make with two rectangles, and lines of symmetry. They work out the angles of a triangle and accurately measure and draw angles to the nearest degree. Most rotate and reflect shapes, some in all four quadrants. Their work with circles has linked well with art and Kandinsky's circular patterns. Most pupils handle and interpret successfully a variety of data. For example, they know that 'Five miles are equal to eight kilometres' and draw a conversion graph to convert miles to kilometres. They collect data on methods of travelling to school and show this information in bar charts

and pie charts. Most pupils choose the correct operations to solve a variety of one- or two-step problems.

99. By the end of Year 7, pupils use all four operations, with whole numbers and decimals, to solve problems, showing a variety of strategies for their working. For example, they work out that '6.3 divided by 7 is 0.9' and that '5.646 multiplied by 100 is 564.6'. They are refining written methods of calculation, for example by using standard methods for '226 divided by 18'. They solve linear equations, such as ' $5x - 9 = 12 - 3x$ '. Most understand the relationship between fractions, decimals and percentages and represent a part of a number in all three ways. They find the percentage of a number, for example working out that '30% of 430 is 129'. They have a sound understanding of prime and square numbers and recognise number patterns. Many have a good understanding of the properties of a circle and correctly use such vocabulary as 'segment', 'chord', 'circumference', 'diameter', 'radius', 'sector' and 'arc'. They use the properties of a semi-circle to draw right-angled triangles. They accurately draw a variety of two-dimensional shapes and work out the interior angles of polygons. Most pupils use their mathematical knowledge to solve a variety of problems, many set in word form, for example using ratio and proportion. They design their own questionnaires to collect the appropriate data, displaying it in a variety of forms.
100. Pupils with special educational needs are well catered for. The system of setting for mathematics aids this and within sets pupils are grouped according to ability. Where necessary, different work is set and extra support is given, enabling all pupils to be fully included in the lesson.
101. Pupils from minority ethnic backgrounds are achieving as well as all other pupils and are not experiencing any difficulties relating to their language background.
102. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 7. There were many strengths in observed lessons, which included:
- clear and thorough planning, directly related to the National Numeracy Strategy objectives;
 - good use of assessment to guide planning;
 - clear lesson objectives which are explained to pupils;
 - clear explanation and demonstration of the main teaching points;
 - effective questioning, adjusted to the pupils' responses and their understanding;
 - good use of learning support assistants to ensure that pupils with special educational needs are fully included in the lesson;
 - good emphasis on finding strategies for solving problems, with pupils expected to explain their strategy as well as giving the answer;
 - very good work in pairs to develop pupils' understanding and make a good contribution to their social development;
 - maintenance of a good pace, ensuring that pupils remain motivated and interested;
 - good provision and use of practical resources to help develop understanding;
 - well managed pupils with high expectations of their work and behaviour;
 - good attention to presentation;
 - mostly good marking which gives praise and indicates how pupils can improve.
103. Where these aspects are seen in lessons, pupils work with interest and enthusiasm and make good progress. In a Year 5/6 lesson in particular, the teacher had established very good relationships and an excellent work ethic. Pupils were well motivated, responded with excellent attitudes and behaviour, worked hard and made very good progress. On occasions, even in satisfactory lessons, there are aspects that require attention. They include:

- ensuring that the lesson gets off to a clear, brisk start and that all pupils can and do take part;
 - ensuring that the teaching of basic skills is clear to pupils and avoids ambiguity;
 - ensuring that written tasks are suitably matched to the ability of the pupils, particularly the more able in each set.
104. The leadership and management of the subject are very good. Good progress has been made in teaching mathematics since the last inspection. Lecturers from a college have worked closely with staff to improve teachers' knowledge. Staff meetings, led by the headteacher and mathematics advisers, have further supported this development, as have lesson observations and the use of self-assessment manuals produced by the Teacher Training Agency. This has brought teaching to the present good level, with the consequent improvement in pupils' application to their work and the higher standards achieved.
105. Assessment is well structured and used well to guide planning, particularly the analysis of test results. Tracking of pupils' progress is well developed and highlights pupils who are not progressing as well as expected. Remedial action is then put into place. Resources have been improved to a good level, including pupils' mathematics books, teacher manuals and a wide range of practical equipment. The profile of mathematics has been improved through such activities as an 'Annual Mathematics Day' and a visit from the 'Mathemagical Travelling Circus' to motivate and educate pupils. The main areas for development are the provision for more-able pupils, the use of information and communication technology to support learning in mathematics and the involvement of parents in pupils' learning. All these and more are already included in the mathematics action plan. This is further indication that the mathematics leader is in touch with what is happening in the subject and how it needs to develop.

SCIENCE

106. At the end of Year 2, standards are average. In the area of experimental and investigative science, standards are above average. This represents a continuation of the sound standards reported in the last inspection. By the age of seven, pupils follow instructions to carry out investigations and are beginning to understand that it is important to make a fair test. They know the difference between living and non-living things and make sensible predictions about where a range of creatures is likely to be found. For instance, on finding a slug under some damp leaves, one pupil remarked, 'I think that's its natural habitat'. Almost all pupils are achieving the nationally expected level and the emphasis on scientific enquiry in the planning for science enables the more-able pupils to develop confidence and independence and work at a level beyond that expected for seven-year-olds. Good support from learning support assistants ensures that boys and girls of all abilities are fully included in lessons. Organisation of pairs and groups allows pupils from minority ethnic groups to benefit from interaction with adults and peers.
107. By the end of Year 6, standards are above average and inspection evidence indicates that in the current Year 6 almost all pupils are on target to reach the nationally expected Level 4 or higher. There is evidence of pupils undertaking work above Level 4 and challenging activities are offered to the oldest and most-able pupils in each class to extend their knowledge and understanding. In Year 7, pupils build on this good progress and, because of the very good teaching they receive, they continue to achieve well. This indicates that the good standards reported in the last inspection have been maintained in Years 3 to 7. By the end of Year 6, pupils carry out investigations competently, recording their results and conclusions clearly. All pupils are encouraged to plan their own investigations and the more able are given opportunities to decide for themselves the best method of recording their results. They indicate in evaluations that they know when they should retest in order to obtain the most reliable results. This ensures that the more-able pupils achieve above

the national expectation, particularly in the investigative aspect of the subject. Less-able pupils and those with special educational needs benefit from being given guidelines to help them plan and record their investigations. This leads to the sound development of scientific skills and concepts for lower-attaining groups and individuals.

108. In Years 1 and 2, pupils enjoy their science lessons and benefit from the planned links made with other subjects, such as history and personal, social and health education. Parents support their learning at home, for instance by helping them to make a food diary to link with a 'Healthy Eating' topic. Pupils record their work by writing, drawing and labelling diagrams to show sound levels of understanding of processes such as how substances change, for instance by heating and cooling. They are encouraged to make predictions before investigating the effects of freezing water or toasting bread and they record observations in a table from which they are asked to draw conclusions. They learn about human growth and development and show with labels that they are learning to identify different parts of the body. They discuss their work and use suitable scientific vocabulary to describe their experiences.
109. As they move into Years 3 to 7, pupils make good progress as they build on their knowledge of the scientific world. Pupils in the younger classes extend their understanding of the ways in which plants grow and obtain nutrients and water by designing and conducting experiments to show that coloured water passes through the roots and stem of a plant. They show good awareness of the need to test fairly, one pupil pointing out that differing amounts of water in the beakers he was using made it unfair. They take photographs at the beginning and end of the investigation to provide evidence of changes. Pupils work with care in their groups and decide upon the best way to record what they have done. By the end of the lesson, pupils use the correct vocabulary when explaining the investigation. Older pupils learn about the effect of forces and successfully design and conduct experiments to examine the effects of gravitational pull on falling objects. At the end they compare their predictions with recorded results, reach appropriate conclusions and explain their thinking clearly. Pupils in Year 7 show a good level of independence in designing investigations to test for the presence of starch and fat in food, the more able adjusting their experimental design to include a timing element when they discover that some foods react to the presence of iodine more slowly than others.
110. Numeracy and literacy skills are used effectively during science lessons, for example in pupils' written descriptions and explanations of their activities and observations. A good range of tables, charts and graphs is used to record various forms of data, including graphs generated by information and communication technology, and pupils interpret findings by scrutinising the information presented.
111. The teaching of science in Years 1 and 2 is good. In Years 3 to 7 it is very good, which shows a good level of improvement since the last inspection. This is due to the revision of the scheme of work, emphasis on experimental and investigative approaches, and very good management of the subject by the co-ordinator. All teachers plan and prepare for their science lessons thoroughly, devising activities to challenge the more able as well as offering less complex tasks and a range of support materials for the less able and those with special educational needs. The deployment of the science subject manager, who has a very high level of subject knowledge and expertise, to teach the older classes on a regular basis enhances the teaching provision and ensures that the older pupils maintain high standards in their work. All classrooms are well organised and lessons are well managed so that pupils gain the maximum benefit from their science activities. Skilful use of questioning and discussion enables teachers to retain the involvement of pupils of all abilities. This in turn encourages pupils to develop their own thinking and extends or reinforces their understanding. Assessment is undertaken regularly and is used effectively to inform the planning of subsequent learning activities. The subject manager regularly monitors the assessment and recording of progress. Monitoring of books is also

undertaken regularly and marking is conscientiously completed. Marking is helpful for the pupils because it indicates not only where they have done well but also what they need to do to improve even further. For instance, a teacher wrote on a pupil's work next to a graph, 'Do you think this is really the clearest way to show your results?' The pupil responded in writing, 'No. I think I should have put the numbers down the side'.

112. The organisation and management of science are very good. The subject manager provides high quality advice and guidance for colleagues to support their teaching of science. Time is used productively to monitor the planning, delivery and recorded assessment of science. The work of pupils is analysed for consistency within age groups and to assess standards of teaching and learning. The subject is also monitored by a member of the governing body who has a high level of expertise in science. He visits classes to observe teaching and help with group activities. This provides valuable support for the management of the subject. Resources for teaching science are good and all health and safety guidelines are rigorously applied during lessons.

ART AND DESIGN

113. Work completed throughout the school is of a higher standard than that seen in most schools nationally. This represents a good level of improvement since the last inspection and is due to the high profile the creative arts enjoy at the school and the appointment of a co-ordinator with a good level of expertise, who has worked hard to raise standards throughout the school. Good use of additional help from parents and learning support assistants has also contributed to the improvement. Work completed by pupils in the infant classes is good. By the end of Year 6 pupils' standards are very good and work in Year 7 sketchbooks is sound.
114. Planning for art shows good curriculum coverage, including studying the work of established artists, some of whom are less well known, for example Andy Goldsworthy, the sculptor/photographer, whose work inspired pupils in Years 3 and 4. Pupils took photographs of their three-dimensional compositions, providing a good link with information and communication technology in these lessons.
115. By the end of Year 2, pupils use drawing, painting, collage, modelling and printing materials confidently. They mix colours successfully, developing an awareness of how to obtain secondary colours, tints and shades. They make choices about how they will represent subjects in their pictures. The work of Henri Rousseau, which the pupils identify and name, is the focus of an infant class lesson on collage. They point out different tones and shades of green, yellow and brown in the foliage and use leaves, paper and fabric to replicate the colours used by Rousseau in their own compositions. The teacher ensures that all pupils are able to achieve their best work by checking that all can use the equipment properly and that left-handed pupils are using special left-handed scissors. Learning support assistants and parent helpers support the work of lower-attaining pupils and those with special educational needs, helping them to concentrate, and these pupils achieve very good results in relation to their ability. A small group works on the computer, using a graphics package, and produces a good example.
116. By Years 6 and 7, pupils have experience of using a good range of media including pencil, charcoal, paint, collage, fabric dyes and clay. By the end of Year 6 they show enhanced skills in their artwork. The very good teaching they have in Years 3 and 4 contributes to the very good standards seen towards the end of the middle school. Pupils develop their drawing and sketching skills throughout the classes and practise these skills in geography, history and science, when they draw to show what they know and understand. Pupils use a wide range of media with confidence and make informed choices about what they will use to produce their pieces. In a very good lesson in one of the older classes pupils discuss different pencil grades knowledgeably, remarking that 'B or even 2B would give you a much softer line, but it does tend to smudge'. They then move on to making

annotated sketches in the manner of Leonardo da Vinci to make a collection of what the teacher terms 'visual notes' about plant specimens they have collected. They evaluate their own and each other's work sensitively, commenting on tone, shade and contrast in their pieces. Less-able pupils are encouraged to simplify what they are attempting so that they can achieve a good result in which they can take pride. More-able artists are challenged to work on how light strikes the subject and how this affects it.

117. The teaching of art and design is good. In the best lessons it is very good and teachers use their own subject knowledge well for modelling, demonstration and evaluation. In an otherwise good lesson the teacher missed opportunities to move pupils on in what they had achieved by questioning and evaluating their work. The pupils nevertheless produced good art work because there was a good range of examples for them to base their work on and an excellent selection of resources was provided. All lessons are well resourced and well managed. Pupils thoroughly enjoy their art lessons and show very positive attitudes to the subject. They treat resources and equipment correctly and with care.
118. The range of work displayed in the school is extensive and of good quality. Pupils study the work of established artists and use what they learn to develop and improve their own art. Examples of art from other countries and cultures extend the range of techniques pupils use. For instance, batik pictures from Africa and the Caribbean are the starting point for pupils' own fabric batiks framed and displayed around the school. Visits from 'Artists in Residence' make a positive contribution to the provision for art and design throughout the school. The development of skills in art is assessed every year and examples of portraits are kept so that pupils can monitor their own developing competence. Portfolios of work show examples of achievement from all stages and this helps teachers to assess the artistic development of individuals.
119. Leadership and management of art and design are very good. The subject manager has a high level of expertise and this has had a positive impact on the standards of work produced. The organisation of 'Art Day' every year enhances the provision for art throughout the school. The subject is well resourced, which also supports the attainment of high standards.

DESIGN AND TECHNOLOGY

120. Standards meet expectations for pupils at the end of Years 2, 6 and 7 and have been maintained since the previous inspection. Two lessons were seen in Years 5/6, but none in Years 1 to 4. One lesson was seen in Year 7. However, discussion with pupils and an examination of their work show that they make satisfactory progress throughout the school. Finished products show that pupils take care over the presentation of their work. In Year 2, pupils have made a fruit salad and investigated a wind-up toy. They created their own salad and evaluated what they liked and disliked.
121. In Years 1 and 2, pupils look at repeated patterns, including those of William Morris, and cut fabric pieces to create their own in his style. Some use a paint program on the computer to create patterns. They make their own versions of a Victorian sampler using cross stitch and produce neat results. They are beginning to be able to recognise what they have done well. In Years 3 and 4, pupils design and make 'pop-up' books to a good standard and apply their literacy skills successfully in writing the story content. In Years 5 and 6, pupils make detailed models of Tudor houses, evaluate them successfully and identify what could be improved. They design musical instruments, plan how to make them, then build and evaluate them. Good use is made throughout the school of design and evaluation frameworks that aid the pupils. In Year 7, pupils plan, make and eat a three-course meal. They make good quality badges containing LEDs and the packaging for them. They learn to use a range of tools to do this and make good use of the computer to create the designs.

122. Teaching and learning are satisfactory. Good lessons are well planned and resources are prepared in advance. This leads to good achievement and positive pupil attitudes towards the subject. Teachers consistently use the last part of the lesson to draw together the learning and lead on to the next session. As pupils share their explanations they are able to learn from each other. They are encouraged to evaluate their work and frequently use a framework to do so. In Years 5 and 6, they design their own recording sheets. Pupils with special educational needs are well supported by working in mixed-ability groups. They often record their findings using pictures as well as words so that literacy difficulties do not hamper their work in design and technology. In a minority of lessons the attitude and behaviour of some pupils have a negative impact on their learning.
123. The enthusiastic subject leader has made a good start to improving the organisation of the subject. Schemes of work, put in place after the previous inspection, are currently being reviewed. Resources are good and a successful bid has been made for a grant for the 'Construction Award Scheme'. Planning is examined termly and lessons are observed to monitor the quality of teaching.

GEOGRAPHY

124. Standards have been maintained at the same level since the last inspection and meet national expectations by Years 2, 6 and 7. Progress is satisfactory throughout the school. Pupils who have special educational needs are well supported by teachers and teaching assistants and so make good progress.
125. In Years 1 and 2, pupils follow 'Barnaby Bear' around the world on his travels and learn about weather symbols. They examine plans of the school and its environs and develop their observation skills by looking round the premises. They compare Newport Pagnell with the imaginary island of Struay. They learn about where different kinds of food come from and locate the origins on a map of the world. By Year 4, they have undertaken a local survey, using a questionnaire with people in the community. The data gained is turned into a graph and patterns are investigated. They understand the impact of pollution and the role that packaging has on the environment. By Year 6, pupils know about water in many different contexts, including the use people make of it and the geographical features of rivers. They show a detailed understanding of life in India and compare life for people in a village there with their own experiences in Milton Keynes. In Year 7, pupils understand population changes and discuss the reasons why these happen. They accurately use six-figure grid references for Ordnance Survey maps as they look at the effects of building the new football stadium in Northampton. However, knowledge of the location of British cities is insecure, with very few pupils able to place London correctly on a map, for instance.
126. Pupils take care with their presentation of work in geography. Where the subject is taught well, pupils say they enjoy it and they participate thoughtfully in discussions. Teachers make links with other subjects and some geography is taught with history in particular, such as when pupils are learning about Greece. The teaching of geography is at least satisfactory throughout the school and is good in Year 7. Evidence from pupils' work indicates that teaching in Years 3 to 6 is also good. Teachers use correct technical terms, which are then used confidently by pupils. The pace of lessons is good and good questioning stimulates pupils' thinking and discussions, which are enhanced by the use of paired work. Teachers make good use of the local area, but opportunities for first-hand experiences further afield are limited. Whilst use is made of the computer to produce graphs and to explore the Internet, there are few opportunities taken to use e-mail to develop contacts with other schools in contrasting locations. Pupils' activities are matched to different abilities within the class, which enables all pupils to experience success and make progress.

127. Leadership and management of the subject are good. The subject leader has a good knowledge of geography and monitors planning on a regular basis. Lessons are observed and pupils' work sampled to evaluate the standards achieved. Procedures for assessing pupils are in place and teachers are assisted in this by a portfolio of work. Strengths and weaknesses have been identified already and changes made as a result. Good resources have been purchased to enhance the pupils' experience.

HISTORY

128. Standards in history meet expectations for seven-year-olds. They are good at the end of Year 6 and pupils show a level of understanding of historical facts and concepts that is higher than that seen in most schools. At the end of Year 7 these good standards continue. This represents a continuation of the good standards reported in the last inspection.
129. Pupils, including those with special educational needs, make good progress as they build on their understanding of time passing and the significance of a range of historical occurrences and events. The progress of older pupils in Years 3 to 7 is enhanced by opportunities to research information independently. They have good opportunities to select and organise their own historical investigation and recording, notably when undertaking history homework in Year 7. Several pupils noted using the Internet for their research at home and this provides them with good opportunities to use and apply their literacy skills.
130. Pupils in Years 1 and 2 learn about aspects of history within topics, such as 'Munch and Crunch', when they look at changes over time in how we shop for food, how food is packaged and what shops were like in the Victorian age. They show awareness of change and progress and offer simple explanations of why things are not the same as they used to be. They show an understanding of chronology as they place lamps and other light sources on a time-line. A good selection of artefacts including replicas of Roman and Tudor lamps supports their learning. Useful links with work in science are made as the pupils look at how the light is produced, by electricity, candle or oil. Learning is recorded in a variety of ways after studying the artefacts and listening to the teacher's explanations. The more able draw and label pictures and write short accounts. Lower attainers with less well developed literacy skills correctly draw the items on a time line and show their understanding of chronological order.
131. Pupils in Years 3 to 6 and in Year 7 build upon their previous knowledge and make good progress with their knowledge and understanding of history as they study the past in a variety of contexts. They learn about Ancient Egyptian and Ancient Greek civilisations and in doing so they develop increased understanding of why these societies were different and why the people conducted their lives in particular ways. They also study developments in Great Britain over time, for instance in Years 3 and 4 when pupils study the history of the postal service and developments in communications. Year 7 pupils study 'Medieval Realms', developing their understanding of the differences between the lives of the rich and the poor. Good links with other subjects, such as art, design and technology and geography, result from work on some topics, for example the Egyptians, when pupils in Years 3 and 4 make and decorate models of coffins and study the significance of the River Nile. A drama production at the end of the topic, which includes music, acting and the making of props, further enhances learning. Pupils in Year 7 show their good understanding of chronology as they construct a time-line relating the present day to ancient civilisations, accurately placing the Roman invasion, the Battle of Hastings, the Tudor monarchs and the Victorian period. Good use is made of visits to places of historical interest to enhance the curriculum provided.

132. Teaching is satisfactory in Years 1 and 2. In Years 3 to 7 it is good because of teachers' care with planning for the learning needs of all pupils. There is good provision of relevant and meaningful activities, with a strong emphasis on pupils contributing to discussions in lessons. For instance, in a Year 7 lesson the teacher developed a useful discussion about the authenticity of primary sources when a pupil suggested that a photograph could be faked. In a lesson in Years 1 and 2, opportunities were not taken to engage pupils in activities and, after 40 minutes of sitting listening, the concentration of some of the younger ones tended to wander.
133. All pupils have good attitudes towards history and enjoy learning about the subject. In all classes there is evidence that pupils take pride in their work. In Years 1 and 2, exercise books combine the recording of history, geography, science and other topics, which shows links between subjects but tends to create confusion for some pupils and fragments the continuity of understanding within the separate subjects. Pupils throughout the school summarise and assess their own learning at the end of each topic, which gives teachers an opportunity to record individual learning and progress.
134. The subject is soundly managed by the recently appointed co-ordinator, who has drawn up an action plan to develop the subject further. She has a small allowance of time to monitor books and teaching. The subject benefits from the involvement of a knowledgeable governor who also monitors teaching and planning. History resources are satisfactory and firm plans are in place to purchase additional artefacts to support learning across a number of history topics.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. By the end of Year 2, Year 6 and Year 7, standards meet national expectations. They have been maintained since the previous inspection, although comparisons are not totally reliable as there have been significant changes in the curriculum and computer hardware and software since 1997. Pupils make satisfactory progress over time, although progress within individual lessons is often good. However, pupils do not consistently have sufficient opportunities to use and apply skills taught within lessons. Pupils with special educational needs make satisfactory progress. The standards achieved by and progress made by pupils from minority ethnic families do not vary significantly from those of their peers. The school does not have a computer suite. Instead, it has a set of 16 laptop computers which can be moved to each classroom as necessary. In addition, there are 'stand alone' computers in each of the shared areas adjoining each of the classroom bases.
136. Pupils make satisfactory use of literacy and numeracy skills in their computer work. For example, in Years 3 and 4, pupils read information on a database to answer correctly such questions as, 'What is the habitat of a barn owl?' In Year 7, pupils use their reading reference skills when they use the Internet to research the history of Newport Pagnell. In Year 6, pupils use their word-processing skills to a satisfactory standard when they write their own science fiction stories, following the study of 'War of the Worlds' by H G Wells. In Year 6 and Year 7, pupils apply their numeracy skills successfully when using spreadsheets, for example to find the total cost of sending a family of four to Euro Disney.
137. By the end of Year 2, pupils know how to 'log on' and 'log off', using the laptop computers. Keyboard skills are satisfactory, as in the use of the mouse on 'stand alone' machines. Pupils show satisfactory word-processing skills when writing stories and poems. They use a data-handling program successfully to draw graphs of their favourite fruits. They show good skills in using a graphics program to reproduce patterns in the style of William Morris. Pupils know how to enter commands into a programmable toy in order for it to follow a set route.

138. By Year 6, pupils have successfully built on these key skills. They know how to load programs and how to access a file within a folder. Pupils know how to load, save and print their work. By Year 4, pupils apply their word-processing skills successfully when they write the story to go into the 'pop-up' books made in design and technology. They understand what a database is and know how to read information from it. In music they compose their own tunes and print them out. Their posters on Ancient Egypt show good skills in combining text and graphics. By Year 6, pupils have produced interesting multi-media presentations on food chains and food webs in work linked to science. They have used a graphics program to produce imaginative 'paintings' in the style of Piet Mondrian. By Year 7, pupils make good progress in learning how to program a set of traffic lights so that cars will not crash head-on when crossing a single-track bridge. They show good skills when evaluating websites and in selecting the best type of graph to show specific sets of information, for example a pie-chart or a line graph.
139. Teaching is satisfactory. Good teaching was observed in individual lessons where pupils make good progress. Where teaching is good, teachers use a laptop computer connected to a projector to demonstrate new skills and/or the features of new programs. For example, in Years 3 and 4, the teacher's careful step-by-step demonstration of how to load and then use a database meant that all pupils were successful in using this new skill by the end of the lesson. In the best lessons, teachers show confidence and detailed subject knowledge. Expectations are high and result in pupils working together successfully in pairs, including boys with girls. Peer support is a strength of many lessons which allows the teacher to concentrate on those pupils who need the most help. Where teaching is less successful, the opportunity to use demonstration is missed and pupils are not sufficiently clear about the task. Currently, the planning to use computers to support literacy and numeracy is inconsistent and pupils do not always have sufficient opportunities to use and apply key computer skills in literacy and numeracy lessons.
140. The subject is effectively led and managed by the co-ordinator. However, she is the Foundation Stage co-ordinator and a full-time teacher of a reception class and currently she has insufficient time in which to carry out her role, particularly in monitoring teaching and learning. The co-ordinator monitors teachers' planning and works hard with a technician to ensure that problems with hardware and software are kept to a minimum. Assessment is good, with teachers recording pupils' progress at the end of each unit of study. Teacher confidence has improved as a result of NOF (New Opportunities Fund) training and the provision of computers as a result of NGfL (National Grid for Learning) funding.

MODERN FOREIGN LANGUAGES

141. By the end of Year 7, standards in French are below expectations for pupils of this age. This is partly due to the quality of teaching received and partly to the organisation of the timetable, where pupils receive one lesson per week of one hour's duration. Whilst the appropriate work is being covered, many pupils forget what they have learnt from one week to another. The fact that the lesson is on a Monday further exacerbates the problem, as Mondays are sometimes missed through holidays, as was the case during the inspection, which meant that no Year 7 French teaching could be observed. In the sample of pupils spoken to in Year 7, which was over 20 per cent of the year group, half of these could not respond appropriately to 'Comment t'appelles-tu?' or many other questions they had been taught to answer during their time at the school. When pupils could reply and react appropriately, their pronunciation and intonation were not good. This indicates that pupils have not been well taught and have very shaky foundations for learning French.
142. Although there is no statutory requirement for pupils to learn French before Year 7, pupils start with experiences of basic French language as early as reception by saying 'Bonjour', 'Au revoir', 'Oui' and 'Non'. This is developed in Years 1 and 2 with words and phrases,

such as numbers to 20, 'Merci', 'Ça va?', 'Quel âge as-tu?' and 'Comment t'appelles-tu?'. It is developed further in Years 3 and 4 to include 'Où habites-tu?', numbers to 50, colours, fruit, months, birthdays and weather. Work in Years 5 and 6 includes school subjects, school furniture and equipment, the school timetable, telling the time, numbers to 100, pets, shopping, currency, eating, drinking and directions.

143. Work in reception through to Year 6 is planned to develop pupils' knowledge and understanding of French and their understanding of a different culture. However, in some instances, where teachers have a limited knowledge and understanding themselves, incorrect information is presented to pupils, such as the wrong gender for nouns or the mis-spelling of words. In these cases it is not a good foundation for pupils' later work in French.
144. The quality of teaching is satisfactory overall, but it varies greatly, with some teachers looking forward to their lessons and others not relishing the thought at all. Some are managing because they are good teachers, not because of their ability in French, but this is not providing a good role model for pupils. At the moment, teaching in Years 3 and 4 is by a well qualified part-time teacher and is very good. The teacher provides a very good role model for pupils and has a clear and good accent. Pupils are kept on their toes with a variety of briskly delivered activities. They are introduced to new words and given plenty of opportunity to practise, such as learning the days of the week. Pupils are very well managed and well motivated. This creates a positive learning environment where pupils make very good progress. Marking of pupils' work in Years 6 and 7 indicates a lack of knowledge of the subject. For example, in Year 6, 'le' is used for feminine words and 'la' for masculine words and it is marked as correct. In Year 7, feminine adjectives are used with masculine nouns and many words are spelt incorrectly and are either marked as correct or not marked at all. A recent arrangement to use another well qualified French teacher for Year 7 is a positive step, but has not had sufficient impact on raising standards.
145. The school recognises the need to improve the provision for pupils, particularly in terms of the quality of teaching, and is to investigate various options. Improvement to the quality of tape recorders or CD players would help in the development of pupils' listening skills. The opportunity to communicate with French pupils via e-mail was a valuable feature, but unfortunately this opportunity has stopped because the member of staff who organised this in the French school has left. A visit from a French artiste exposes pupils to the French language in an entertaining way and promotes the learning and appreciation of the language. A French trip every two years provides valuable linguistic and cultural opportunities although, with a restriction on available places, not all pupils are able to take part. There are effective links with the head of Years 8 and 9 in the secondary school and there are regular liaison meetings to ensure a smooth transfer.

MUSIC

146. By the end of Year 2, standards in music meet expectations for seven-year-olds. Pupils sing together well and respond to a range of musical stimuli. They enjoy music, listen and concentrate well, and enjoy clapping games and speaking chants. However, the practice of putting three classes together in the music room has a detrimental effect on standards, as it makes it difficult to identify and support children of different abilities. There are too few opportunities for the younger pupils to compose and perform.
147. By the end of Year 6, standards in music exceed expectations for 11-year-olds and pupils make good progress in all aspects. Teachers give pupils plenty of opportunities to appraise and perform music. The resourcing of music has been a school priority and the quality of the resources is good.

148. By the end of Year 7, standards in music are good. Pupils sing, perform and appraise music well and there is appropriate coverage of the National Curriculum at this level.
149. Inspection evidence indicates that there are a number of factors that contribute to the current trend of rising standards;
- the appointment of a music subject leader;
 - the increase in teachers' subject knowledge through in-service training, especially in the use of technology for music-making;
 - the improved resourcing of the subject;
 - the successful introduction of a new commercially produced scheme of work;
 - the development of cross-curricular links with history and with design and technology;
 - the emphasis on musical performances;
 - the good links between the school and the Milton Keynes Music School;
 - governor support for curriculum development in the subject;
150. The school is keen to support pupils learning to play musical instruments and has made a substantial investment in orchestral instruments so that all pupils have the opportunity to learn the recorder, guitar, violin, woodwind and/or brass instruments.
151. The curriculum includes good opportunities for pupils to gain a rich knowledge of music from different cultures and eras. Pupils from minority ethnic families are well included and are making good progress.
152. The school expands pupils' knowledge of different instruments by inviting musicians to come in. The pupils enjoy listening to music and show a good understanding of what the music is portraying. Pupils like to clap or move to the beat. They enjoy their many public performances and these contribute to their good progress in music.
153. The school has made effective cross-curricular links with other subjects. A good example of this was the design and technology project in which pupils made musical instruments. The opportunity was then taken to explore how these work and interesting comparisons were made with other instruments that they are familiar with.
154. As a result of the good leadership provided by the co-ordinator, teachers of pupils in Years 3 to 7 have increased their expertise and become more confident. This ensures that teaching is good and that pupils are now building well on their skills as they move through the school.

PHYSICAL EDUCATION

155. By the end of Year 2 and Year 6, standards meet expectations for seven- and 11-year-olds. There was insufficient evidence to make a judgement on standards at the end of Year 7. Pupils make satisfactory progress. In lessons, pupils with special educational needs make satisfactory progress and achieve the same standards as their peers. There is no significant difference between the standards achieved and the progress made by pupils from minority ethnic families and other pupils. By the end of Year 6 the majority of pupils meet the national expectation to swim 25 metres unaided. During the inspection the main focus was on outdoor games. However, pupils receive their full entitlement to the physical education curriculum.
156. By the end of Year 2, pupils know the importance of a warm-up and cool-down at the start and end of lessons. They understand the importance of regular exercise in keeping fit and healthy. Pupils dress correctly, as do teachers and learning support assistants. When warming up, pupils show a good awareness of space and changing direction when running, hopping or skipping around the playground. They develop satisfactory skills in throwing and catching. They make good progress in aiming at a target and in passing a

ball accurately. Pupils work successfully in pairs and in small team games. A strength is the way in which they support and encourage each other. In an activity involving passing, one pupil said to his partner, 'Move back to make it harder'. There is no variation between the standards achieved by boys and girls.

157. By Year 6, pupils are confident and skilled in leading the warm-up activity. The rest of the class and the teacher join in enthusiastically and value the work of the leader. Pupils show satisfactory skills in fielding a ball and using an over-arm throw to return it to a fielder at, for example, a rounders base. Hitting skills are satisfactory, with more-able pupils skilled at aiming so that the ball goes to where there is no fielder and thereby maximising the chance of scoring a rounder. Pupils work particularly well in pairs and show good independence in managing and organising their own games of rounders. This enables the teacher to have three matches played at the same time so that all pupils have the chance to be batter, bowler and fielder. Boys and girls achieve equally well.
158. In Year 7, girls show good skills in planning and performing dance routines, especially in the after-school dance club. In games, they show less enthusiasm and boys achieve higher standards in throwing, catching and fielding skills. The attitude of girls in one lesson was disappointing, with the result that they made insufficient progress. However, in the other class, attitudes were much better and, as a result, progress in key skills was satisfactory.
159. Teaching is satisfactory. There are strengths in those lessons where teachers demonstrate to pupils the skills and exercises to be practised. As a result, pupils understand what is required of them and make better progress. In the best lessons, teachers move around the playground or field encouraging and supporting individuals to improve their performance. Teachers provide good challenges for pupils, for example in Years 1 and 2, where the teacher asked, 'How many passes can you make in ten seconds?' Less successful aspects of teaching are where explanations and demonstrations are not sufficiently clear and pupils do not understand what to do. In addition, mainly in Years 6 and 7, teachers do not rigorously reinforce the school's policy on kit. As a result, a number of girls wear unsuitable trousers which present a risk to their own safety as well as to other pupils.
160. The subject is effectively led and managed by an enthusiastic co-ordinator. There is a detailed policy and clear scheme of work to ensure that all aspects of the subject are taught. Resources are good and stored so that pupils can access them readily and help teachers by taking the correct equipment to and from lessons. Pupils benefit from a good range of sporting activities outside of lessons, including after-school clubs and visits by specialist coaches. There is an annual sports day which is enjoyed by pupils and parents alike. Pupils have the opportunity to play competitive fixtures against other schools.

RELIGIOUS EDUCATION

161. Standards in Years 2, 6 and 7 meet the expectations of the locally agreed syllabus for religious education. They are at the same level as at the time of the last inspection. However, there is considerable variation between classes. In very good and excellent lessons, pupils think and reflect beyond the literal. They learn about Christianity and Islam, as well as studying some aspects of other religions. However, most Year 7 pupils do not remember information about them. No lessons were seen in Years 1 and 2, but pupils' work indicates that the school meets the requirements of the locally agreed syllabus.
162. In Years 1 and 2, pupils talk about families and express their feelings about those who love them. They understand about special times, such as birthdays and parties. They experience a period of reflection using candles. They learn about the Creation story,

which they record in cartoon format in appropriate sequence, including all the main events. Pupils take care over the presentation of their work and demonstrate pride in what they are doing. Discussions form an important part of this subject and thinking about what older people mean to the pupils was followed by the death of an old lady who had come into school. This enabled the pupils to reflect on this difficult issue in a natural way.

163. In Years 3 to 6, pupils continue to develop their understanding of spirituality. They experience awe and wonder when looking at photographs showing the beauty of the natural world. They express their feelings through pictures and words, including poetry. They go on to look at special places for people of different religions, including Lourdes. They discuss why people go there and what the significance of water is there. Pupils have a good knowledge of biblical characters, such as Noah and Moses. They discuss maturely the concepts of an angry God and a merciful God.
164. In Year 7, pupils discuss with confidence such issues as 'ultimate questions' and suffering. They reflect, and talk sensitively about such issues with a partner. This makes a good contribution to their spiritual development. Some take the issue at face value, but others consider it more deeply, such as emotional suffering and the effect on others. They discuss in a mature manner the Buddhist approach to suffering.
165. Teaching and learning are satisfactory. However, there are examples of very good and excellent teaching in Years 3 and 4 and in Year 7. Because of very good planning and high expectations of work and behaviour, pupils respond with thought and reflection in a mature way. The content of lessons is related to previous learning and to other areas of the curriculum. Work is matched to the different abilities of pupils within the class. Where expectations are not so high, the pupils do not demonstrate the same ability to consider issues deeply.
166. Leadership and management of religious education are satisfactory. The subject leader has good knowledge of this area. She is aware of the strengths and weaknesses. Pupils' work has been monitored and there have been changes to the amount of recording taking place as a result. This is an improvement since the last inspection. However, there are still only limited opportunities for lessons to be observed, which means that the subject leader is not fully aware of the quality of teaching and learning in the subject.