

INSPECTION REPORT

**WINGRAVE CHURCH OF ENGLAND COMBINED
SCHOOL**

Wingrave, Aylesbury

LEA area: Buckinghamshire

Unique reference number: 110423

Headteacher: Mrs Sandra Leggett

Reporting inspector: Mrs Janet Gill
18706

Dates of inspection: 6th to 8th May 2003

Inspection number: 247001

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Twelve Leys Wingrave Aylesbury Bucks
Postcode:	HP22 4QG
Telephone number:	01296 681436
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Dominique Moat
Date of previous inspection:	1 st December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18706	Janet Gill	Registered inspector	English Art and design Physical education Educational inclusion	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
13395	Joanne Illingworth	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22421	Val McGrath	Team inspector	Geography History Religious education	
10204	David Vincent	Team inspector	Science Information and communication technology Design and technology	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?
22182	Fiona Robinson	Team inspector	Mathematics Music Areas of learning for children in the Foundation Stage Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wingrave CE Combined School is situated in a village just outside Aylesbury, Buckinghamshire. The majority of pupils live in the village and surrounding villages. Pupils come from a cross section of backgrounds and, as at the time of the previous inspection, children enter the school with a wide range of attainment, which overall is similar to that found nationally. The ethnicity of the vast majority of pupils is White and no pupil requires support in learning to speak English. There are no refugees or traveller pupils, whereas previously a few pupils attended from nearby traveller sites. The school is about the same size as at the last inspection, even though it has changed its status and is now a Primary school rather than a First and Middle school. There are 177 pupils on roll, including 12 children attending Reception part-time. There are seven classes in total, one for each age group. Most classes are almost full, with the exception of Year 1, where numbers are low. The number of pupils eligible for free school meals is well below (0.7%) the national average, although this may not be a true reflection as the local education authority does not provide school meals and this may have an impact on the take up of meals. Around 21 per cent of pupils have been identified with special educational needs, which is around average and two pupils have a statement.

HOW GOOD THE SCHOOL IS

Wingrave CE Combined School provides a satisfactory education, but is improving. The newly appointed headteacher, strongly supported by staff and governors, provides the school with very good leadership and management. Good quality teaching, effective support from learning support assistants and very good relationships are helping pupils achieve well. Pupils behave well, have positive attitudes and respect for one another. Pupils are very interested and involved well in all activities. The school provides sound value for money.

What the school does well

- Leadership and management of the headteacher and the governors are very good. The headteacher has a very clear view for the future work of the school, which is strongly supported by staff, governors and parents.
- The quality of teaching is good and is having a positive impact on raising standards. The learning support staff play a positive role in helping pupils learn effectively and integrate successfully.
- Provision for pupils with special educational needs has improved and is now good.
- Pupils behave well and their attitudes, enthusiasm and interest towards all aspects of school life are positive in this caring school, where all relationships are very good.
- The provision for extra-curricular activities is very good and enhances the curriculum. Provision is made possible through the voluntary efforts of staff, parents and friends of the school.
- Links with parents and the local community are very good; they make a very positive contribution to children's learning.

What could be improved

- Standards of writing, including handwriting, are not high enough and do not match those of reading.
- Standards in information and communication technology are not high enough because some aspects of the curriculum have not yet been covered.
- Standards in geography are not high enough by the time pupils are in Year 6.
- Aspects of the outside curriculum and provision for children in the Foundation Stage requires enhancement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been satisfactory improvements since the school was last inspected in December 1997. The majority of the weaknesses identified then have been addressed well, with considerable progress having been made since the appointment of the present headteacher in September 2002. The aims of the school have been reviewed and a clear educational direction set through the longer-term school improvement plan. Teaching has improved due to more rigorous monitoring and professional development and support. Assessment, previously unsatisfactory, is now good and used effectively to identify priorities and track pupils' progress and attainment, particularly in English and mathematics. There is a particularly strong commitment towards raising standards and the school is very well placed to continue to tackle its priorities, and to improve further.

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	A	C	C	D
Mathematics	A	B	A	A
Science	A	A	A	A

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

In the Year 2, National tests, standards were well above average in reading, above average overall in writing, although too few pupils achieved the higher Level 3, and average in mathematics for Levels 2 and 3. Teacher assessment indicated high standards in science. In Year 6, standards were well above average in mathematics and science because a high percentage of pupils gained Level 5. However, standards have declined in English and too few pupils achieved the higher level because standards in writing were not high enough. Standards were above average in reading. There were no significant differences between the performance of boys and girls and pupils from ethnic minority backgrounds achieved the same as other pupils. There are no pupils who require support for learning English as a second language. Pupils with special educational needs make good progress.

Children enter the school with broadly average attainment. Inspection evidence indicates that children make good progress throughout the Foundation Stage (Reception) and are well prepared to start in Year 1. Good progress continues so by the end of Year 2 pupils achieve standards above average in English, well above average in science and average in mathematics. Pupils continue to make good progress in reading, mathematics and science. By the end of Year 5, pupils are achieving above average results in reading, mathematics and science as in previous years. In the present Year 6, there are a considerable number of pupils with special educational needs which is not representative of the school. These pupils have made good progress since the end of Year 2 and particularly since September because they have had effective targeted support, but they are unlikely to achieve such good results as in previous years. Inspection evidence indicates that standards are below average in English, average in mathematics and science. Targets, based on good tracking data, have been set appropriately to reflect pupils' attainment, as they started at a much lower base than is usual. Standards are below average in ICT because the curriculum has not yet been fully implemented. In most other subjects, standards are in line with national expectations, except in geography, where they are below average and pupils do not make enough progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, are enthusiastic and interested in their lessons. Children in the Foundation Stage have settled well in school.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school. Their good behaviour is conducive to learning and there are very few instances of inappropriate behaviour. No pupils have been excluded.
Personal development and relationships	Relationships are very good. The atmosphere in the school is friendly and supportive and pupils socialise well, enjoy playing with one another and co-operate in lessons. They take on responsibilities well.
Attendance	Attendance is very good and pupils generally arrive promptly at school.

Pupils' positive attitudes, enthusiasm and good behaviour are having a positive impact on their learning.

TEACHING AND LEARNING

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

The quality of teaching and learning is good throughout the school. This is an improvement since the previous inspection. Teaching in Years 1 to 6 ranges from satisfactory to very good. In Years 2, 3 and 6, very good teaching was observed. Teaching in Reception was consistently good. The quality of teaching for pupils with special educational needs is good, as they receive effective targeted support, which helps them to make good progress. Good teaching was observed in several subjects including English, mathematics, science and ICT. This reflects rigorous monitoring of teaching and learning and professional development in these subjects, since the appointment of the present headteacher. However, the teaching of geography in Years 3 to 6 is unsatisfactory, as pupils are not given enough opportunities to study distant places, carry out fieldwork investigations and evaluate their findings. Lesson planning is effective, with clear learning objectives, which are shared with pupils. Teachers ensure that all pupils are fully included in the lessons. Day-to-day assessment is good, particularly in the core subjects, with some good marking relating to learning objectives and pupils' individual targets. This helps pupils have a good knowledge of what they need to learn next. Pupils are generally taught basic skills in English and mathematics well. However, teachers do not always insist on good presentation and joined handwriting for junior pupils or offer them sufficient opportunities to use their writing skills in other subjects. In addition there is an over-reliance on worksheets in geography and history. The management of pupils is good and based on consistent behaviour procedures and very good relationships, which helps pupils behave well and learn effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The emphasis on English and mathematics is helping to raise standards. Standards are high in science but not in ICT or geography because some aspects have not yet been implemented. There are limited opportunities for outside activities for children in the Foundation Stage. The programme of extra-curricular activities is very good; it enhances the curriculum well.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The needs of pupils are identified early and there is a good programme of support, which helps them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for spiritual and cultural development is satisfactory and for social and moral development good. There are too few opportunities for pupils to learn about the ethnic and cultural diversity of British society through subjects such as art and design, geography and religious education.
How well the school cares	Good. A caring school in which pupils feel secure and confident. Staff

for its pupils	know the pupils well and value the children as individuals. Child protection procedures are very good. Assessment procedures are good in English and mathematics and used well to assist planning.
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Parents have positive views of the school and make a very good contribution to their children's learning and the work of the school. Information for parents, including that on pupils' progress, is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is setting a very clear educational direction for the school and has quickly identified priorities. The desire to drive up standards and to foster the development of the 'whole child' has been central to her thinking. The deputy headteacher, staff and governors support her well. The role of co-ordinators, although improved, needs to include monitoring of teaching and learning.
How well the governors fulfil their responsibilities	Very good. The governing body is fully involved in the life and work of the school and makes a significant contribution to its success. They have a good understanding of the schools' strengths and weaknesses.
The school's evaluation of its performance	Good. The school has effective strategies to evaluate its successes and weaknesses. Developments are clearly focused on improving standards and they proceed with the commitment of all concerned.
The strategic use of resources	Good. Educational priorities are linked very well to financial commitments. Financial monitoring and day-to-day management are very good. Specific grants are used effectively to support pupils with special education needs and improve provision in ICT. The school provides sound value for money.

The headteacher and governors employ principles of best value to a good degree. The provision for staffing, learning resources and accommodation are satisfactory overall. There are shortages of resources in some subjects and, in the Foundation Stage, children's physical development is not supported fully.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The quality of behaviour is good. • The school provides an interesting range of activities outside lessons. • The school expects children to work hard and helps them to become mature and responsible. • Parents feel comfortable about approaching the school with queries and concerns. 	<ul style="list-style-type: none"> • The amount of homework that pupils are expected to do. • Information on how their child is getting on at school and information on topics to be studied during the term.

Inspectors agree with the many positive views expressed by parents. They consider the school's procedures for reporting on pupils' progress are good. Every half term summary reports are sent home on pupils' attainment and effort. Parents have good access to information on the curriculum. The school distributes outlines of the curriculum at the beginning of each term and the weekly newsletter also includes information on what pupils are learning and doing. The arrangements for homework are satisfactory and support learning in lessons, particularly in English and mathematics.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils in Year 6 in the National Curriculum tests in 2002, achieved well above average national standards in mathematics and science and similarly when compared to similar schools. Standards rose in mathematics in 2000 and, following a dip in pupils' performance in 2001, returned to above average standards in 2002. In science, standards have risen year on year since 1998 and are much improved since the last inspection, when standards were average throughout the school. In English, average standards were achieved when compared nationally but below average when compared with similar schools. This was similar to the results in 2001. The reason results have been lower is because standards in writing, including handwriting, are not high enough which means too few pupils gain the higher Level 5¹ in the tests. In addition, pupils have not had sufficient opportunities to write at length for a range of purposes in other subjects; this also has a negative impact on standards which means they are lower than in mathematics and science. There are no significant differences in the performance of boys and girls. There are very few ethnic minority pupils in the school but they achieve just the same as others in their class, and no pupils require support in English as an additional language.
2. Inspection evidence shows that at the end of Year 6, standards have declined and are below average in English and average in mathematics and science. The current Year 6, has a considerable number of pupils with special educational needs and this, coupled with the relatively small number of pupils in the class, makes a significant impact on the percentage achieving the expected and higher levels. The standards that these pupils are achieving are not representative of those usually found in the school. In the schools' determination to improve standards, particularly since the appointment of the new headteacher, and to ensure that all pupils have good opportunities, an additional teacher has been employed in the mornings to provide booster support for English and mathematics. Very good organisation and work that is matched well to pupils' prior attainment ensured lessons were productive and pupils made good progress. From much improved assessment and tracking procedures, it is evident from the termly data, that these pupils have achieved well with this support and made good progress from a much lower base than is usual in the school. However, results are still likely to be below average despite good achievement from Year 2 and particularly since September, when more rigorous assessment, planning and monitoring of teaching and learning have taken place.
3. The school has identified the downward trend throughout the school for writing. The local education authority (LEA), to help raise standards, has provided focused support. The school has also received support from the LEA assessment team to improve the moderation of teachers' writing. This was an area for development given that it has contributed towards the decline in standards of writing in the past. There have been significant improvements in assessment and tracking since September, which help to accurately predict pupils' progress and attainment. From this data, intervention strategies such as ELS, ALS, FLS and Springboard² have been implemented successfully for pupils not achieving as well as they should. Planning to match pupils' prior attainment in lessons has improved considerably. This means that higher-attaining pupils, in most cases, are given more appropriate work to extend and challenge them. This was a weakness in the last inspection and has now been

¹ In the National Curriculum tests, Level 4 is the average level that eleven-year-olds achieve, Level 5 is above the national average.

² ELS – Early Literacy Support; ALS – Additional Literacy support; FLS- Further Literacy Support; Springboard – mathematics; all systematic programmes for teaching basic skills, delivered by trained learning support assistants.

generally addressed, including in writing where standards are gradually improving, with more pupils throughout the school, reaching the higher levels. These strategies are having the desired impact on raising standards throughout the school, including those in Year 6. It is evident from the termly tracking data, previous test data and inspection evidence that pupils in Year 5 are overall much more able and far fewer have special educational needs in the class. They are likely to achieve higher standards as in previous years. Targets have been set accordingly for Year 5 pupils. Those in Years 3 and 4 are also achieving higher standards.

4. Standards of attainment of seven-year-olds in the National Curriculum tests in 2002 were well above average in reading because a significant percentage of pupils gained the higher Level 3. They were above average in writing at Level 2, although too few pupils gained Level 3, and average in mathematics. When compared to similar schools, reading was well above average, in writing average and in mathematics below average. In science, teacher assessment indicated that pupils were achieving very high standards. The reason standards were well above average in reading and very high in science is because a significant percentage of pupils achieve the higher Level 3³. Inspection evidence indicates that pupils in the present Year 2 are working at above average levels in English, particularly in reading, average levels in mathematics and well above average levels in science. Standards are similar to those achieved in 2002.
5. Pupils with special educational needs make good progress by the ages of seven and eleven. This is due to the impact of good teaching and targeted support. Achievement throughout the school is good with regard to the targets contained in pupils' individual education plans.
6. When children start in the Reception classes, their attainment overall is average in all areas but with little higher attainment. Children make good progress in all areas of learning in Reception, because there is effective teaching. By the end of Reception, most children achieve the early learning goals and a few exceed them, particularly in communication, language and literacy, mathematical, knowledge and understanding of the world and the personal, social and emotional areas of learning.
7. Standards are average in most of the foundation subjects and religious education. However they are not as high in art and design at the end of Year 6 as previously, and are now average; this is because the subject has had a lower profile than previously. In Year 6 in geography, standards are below average and pupils do not make sufficient progress in the subject. This is because pupils have insufficient experience of studying places in different parts of the world and the United Kingdom and limited fieldwork investigations. In information and communication technology (ICT) at the end of both Years 2 and 6, standards are below average. This is similar to the previous inspection, although pupils are now achieving better results because computers have been recently installed into a new suite. Previous shortcomings in provision means that there are gaps in the knowledge and skills of many pupils but given their positive attitudes, enhanced expertise of the teachers and good achievement, standards are set to rise.

Pupils' attitudes, values and personal development

8. Overall, the school has made satisfactory progress since the previous inspection. It has successfully maintained the high standards that were evident five and half years ago. At that time, attitudes, behaviour and personal development were very good, and attendance and relationships were good.

³ In the National Curriculum tests, Level 2 is the average level that seven-year-olds achieve; Level 3 is above the national average.

9. Pupils' attitudes, behaviour and personal development are good and enhance their learning and progress. Levels of attendance and the quality of relationships are very good and make a positive contribution to standards of attainment. Parents and inspectors share the same view of these aspects of the school. Parents think that behaviour is good and their children receive effective encouragement to become more mature and responsible. They also say that their children like school. The evidence gathered during the inspection supports these judgements. Attitudes and behaviour were satisfactory or better in all the lessons observed during the inspection. Inspectors also found the quality of personal development is good. Children enter the Reception class with average social and personal skills, but leave as mature and responsible youngsters at the end of Year 6. This reflects the school's good provision for pupils' moral and social education.
10. Pupils have constructive attitudes to school. Children in the Foundation Stage⁴ (Reception) are keen to learn and enjoy taking part in activities. Many of them had only just joined the Reception class at the time of the inspection. They were, therefore, a little unsure of what was expected of them. Nevertheless, they soon settled down in lessons and became fully involved in activities set by their teacher. Older pupils are well motivated. They arrive on time for school, quickly get down to task, and very much enjoy working on 'hands on' activities. They take an interest in what they are taught, listen to instructions with care, and sustain their concentration well. This was the case in a mathematics lesson in Year 6. Pupils were well motivated and showed enthusiasm for the subject. Their very positive attitudes contributed significantly to the very good progress that they made. Pupils of all ages respond well to good teaching. Their interest and application to tasks are always good where the quality of teaching is good. However, pupils' interest and concentration sometimes lapse in lessons where teaching is uninspiring, although this applies to only a minority of the pupils. The majority continues to show satisfactory or good attitudes to learning.
11. Pupils with special educational needs have good attitudes to their work throughout the school. They are keen, well motivated, interested and involved in their work. The teachers match work well to the pupils' ability with clear explanations and good support. They settle quickly and concentrate well on their activities.
12. Pupils behave well in lessons and around the school. The school has high expectations regarding standards of conduct and its staff act as good role models. Its policies and procedures successfully promote good behaviour. Pupils are trustworthy, know right from wrong and abide by the school's rules. They are orderly, self-disciplined, and show respect for property. They are polite to adults and to one another. For example, they are well mannered and when eating lunch in the hall do their best to keep the room tidy. Their good behaviour helps to create an environment that is conducive to learning and encourages good inclusion. There is no disruption to lessons, nor any evidence of sexism or racism. There are very few instances of bullying and aggression and no pupils have been excluded in recent years, even though the school has some difficult individuals on roll.
13. Pupils have very good relations with one another and with adults in the school. They cooperate well with one another in lessons. For example, during the inspection pupils in Year 3 collaborated successfully on writing a joint script for a play. The atmosphere in the playground and dining hall is friendly and supportive. Pupils socialise well and enjoy playing group games such as the 'parachute'. They have due regard to the feelings of other people. This was apparent when a group of senior citizens took part in a Year 6

⁴ Foundation Stage – this Stage includes children from three-years-old to the end of Reception class. The curriculum is set out under six areas of learning, which lead to the National Curriculum when children enter Y1.

history lesson. Pupils treated their visitors with great courtesy and consideration. Relations with members of staff are characterised by openness and mutual respect. This enhances the quality of lessons and significantly promotes academic progress. Pupils are keen to learn and willing to work hard because they value the good opinion of teachers and support assistants.

14. The quality of pupils' personal development is good, in line with the school's good provision for social education. Although there is no school council, pupils in all year groups get many opportunities to exercise responsibility and to contribute positively to the life of the school. They act as class monitors and carry out small jobs for teachers, such as returning the registers to the school office. Older pupils get the chance to take on significant responsibilities, and they successfully rise to the challenge. For example, Year 6 do 'dinner duty' at lunch-time, organise the Christmas party for senior citizens, who are ex-pupils, and run fund raising events for charity. They perform these roles in a mature and sensible manner. In lessons, pupils in all year groups show good independence and initiative. They are prepared to think for themselves and willing to ask questions. Most pupils are able to work on their own, or in small groups, with only a little intervention or support from members of staff. The school's citizenship programme makes a valuable contribution in this area. The ability to work without direct supervision is one of the conditions for the award of a silver certificate under the scheme.
15. Pupils' attendance is very good and makes a significant contribution to their attainment and progress. The attendance rate is well above the national average for primary schools, and there are no pupils who regularly miss school. The rate of unauthorised absence is below the national average. Pupils generally arrive on time for the start of morning school, but there are times when they are delayed because the buses are running late.

HOW WELL ARE PUPILS TAUGHT?

16. There has been a significant improvement in the quality of teaching since the last inspection when 12 per cent of all teaching observed was unsatisfactory. The overall quality of teaching is good, whereas it was previously satisfactory. There is now a greater percentage of good and better teaching than previously. Nearly 70 per cent of lessons observed were good or better and a tenth of these were very good. All teaching was satisfactory or better but there were a few weaknesses in a minority of lessons in Year 1. In these lessons, the teacher dominated discussion and there were low expectations regarding pupil involvement. Hence progress slowed, particularly in the development of pupils' speaking and listening skills. Based on discussions with pupils and the scrutiny of their work in geography, teaching overall is unsatisfactory for pupils in Years 3 to 6. Pupils are not given enough opportunities to study distant places or to carry out fieldwork investigations and there are very few occasions for pupils to record and evaluate evidence and draw conclusions from their findings.
17. The quality of teaching and learning in the Foundation Stage is consistently good as at the time of the previous inspection. The daily routine in Reception lays a good emphasis on personal, social and emotional development with good effect. There are good procedures in place now for planning and assessment and interesting activities are planned across the areas of learning with an appropriate emphasis on the development of basic skills. However, there are limited planned and assessed learning opportunities for children to work and play outside.
18. Pupils who have special educational needs are taught well which helps them to learn effectively and make good progress. This is an improvement since the previous

inspection. The quality of teaching and learning is good for pupils with special educational needs. Throughout the school, teachers and support staff are fully aware of the targets set for pupils with special educational needs. They meet regularly with the special educational needs co-ordinator to review and plan the next steps in learning. Individual education plans are used effectively to guide work at different levels. Clear targets are set that are achievable and reviewed regularly. Pupils are fully involved in all learning activities. They are well supported by support staff and have good access to the curriculum. Valuable support and encouragement is given to them within group activities and in lessons.

19. Literacy is taught across the curriculum satisfactorily, in subjects such as science and religious education. This encourages pupils to record their work soundly. However, opportunities are sometimes missed for pupils to use their skills that they learn in literacy in some subjects. For example, in history and geography there is limited recording and much work completed is on worksheets. Teachers promote the use of numeracy skills satisfactorily across the curriculum in subjects such as physical education, for example when Year 6 pupils measure the distance that other pupils jump or throw a ball. In ICT, insufficient attention is given to improving pupils' skills through other areas of the curriculum. However, an ICT skills' lesson is taught each week in the new computer suite and this is proving successful and pupils are rapidly catching up with their skills acquisition.
20. The quality of lesson planning is good. An effective feature is the clear learning intention about what is to be taught in each lesson. This is effectively shared in most cases with pupils, which helps them to be clear about what it is they are learning. Teachers generally prepare work that is appropriately matched to pupils' prior ability in literacy and numeracy, but in other subjects such as geography and history, work is not always as well matched and pupils often carry out the same worksheet task. The over reliance on worksheets also limits pupils' ability to express their own views and to write at length.
21. An effective range of teaching methods is usually employed, being adapted well to both the requirements of different subjects and the needs of most of the pupils in the class. When teachers explain things clearly, and use effective demonstrations and groupings, such as in physical education, pupils make good progress in developing their physical skills in running, jumping and throwing and catching. In addition, teachers promote social development effectively in many subjects, when they encourage pupils to work together in pairs or small groups. For example, in art and design when pupils in Year 5 and 6 decide which panel of a story they will represent in drawing and later in textiles. In literacy, response partners are effectively encouraged to discuss their work with each other, as seen in many lessons.
22. Teachers generally make valuable use of discussions to assess pupils' knowledge. During the lesson and in the review at the end, teachers ensure that by encouraging pupils to share their ideas learning is consolidated. Teachers use effective questioning that encourages pupils to think hard and generate good ideas. For example, during a Year 3 design and technology lesson, pupils produced good ideas about their designs for a 'monster'. Teachers are generally skilled in maintaining a good pace in the lesson and virtually no time is wasted; this ensures that pupils remain focused and work hard. On the very few occasions when the pace of the lesson slows, pupils lose concentration. The very good relationships seen in the school, together with the consistent application of the good behaviour management procedures, ensure that the organisation and control of pupils in lessons are usually good, with pupils behaving well, which help them to learn effectively.

23. The scrutiny of work that pupils have completed previously showed some good quality marking with generally high expectations. However, in some classes, particularly in Years 3 to 6 not all pupils write in a joined script and some presentation is not good enough. Marking includes helpful comments, encourages improvement and acknowledges when the learning objective or the pupils' individual target has been achieved. Pupils tend to work hard and cover a great deal of work, particularly in English, mathematics and science. There are good opportunities for pupils to be involved in assessing their own learning through 'smiley faces' in Years 1 and 2. In Years 3 to 6 the 'traffic light' system is used. Pupils put a green spot to show they have totally understood the learning intention, amber if they have partly understood it and red if they need help. Throughout the school, homework is used satisfactorily to support pupils' learning, particularly in English and mathematics.

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

24. The previous report contained a key issue criticising the lack of clear guidance for teachers about the programmes to be taught and the levels of work expected from each year group. Since then schemes of work, based on national guidance (QCA)⁵, have been put in place for all subjects although, in some cases, further refinement is required in order to define the building of skills, knowledge and understanding more precisely. The last inspection also found shortcomings in ICT standards and resources. A major initiative to address this issue has recently been instigated but the impact is yet to be fully realised. Overall, the school has made a satisfactory response to the curricular shortcomings identified in the last inspection.
25. The school teaches all the subjects required by the National Curriculum and the syllabus for religious education and meets the statutory requirements. Each element of the subjects taught is given fitting emphasis with the investigational and practical aspects of mathematics and science particularly strong. The recent creation of a new computer suite has considerably enhanced the provision for ICT. Overall, the curriculum offered provides a satisfactory range of learning opportunities.
26. The school is delivering the National Literacy Strategy with suitable thoroughness and there is satisfactory use of English skills in other subjects, but this could be extended in subjects like history and geography. Numeracy skills are taught satisfactorily across the curriculum with the National Numeracy Strategy implemented with consistency and care. The recent improvements to the programme for ICT have not yet been sufficiently extended to allow adequate use of computers as a tool to support learning in other subjects.
27. The curriculum in the Foundation Stage is satisfactory overall. The daily routine in the Reception lays emphasis on personal, social and emotional development. A stimulating learning environment enables children to interact socially, make decisions and develop their perseverance and concentration. It is well planned and assessed in all areas except for the area of outdoor play, where the learning environment is unsatisfactory with unsatisfactory resources. This is currently identified as an area for development.
28. The school is committed to providing an education, which meets the particular needs of each of its pupils, and many lessons contain separate activities designed specifically for the higher and lower achievers. The dedication and hard work of teachers and

⁵ QCA – Qualifications and Curriculum Authority

support staff create a purposeful, secure environment. Staff are sensitive to the personal circumstances and characteristics of each pupil and every child is valued. There is a quiet determination, shared by everyone associated with Wingrave School, to do the best by every pupil.

29. The provision for pupils with special education needs is good. The needs of pupils are identified early and there is an effective programme of support available for pupils with special educational needs. They are given full access to the full range of National Curriculum activities, which are enriched by a wide range of activities organised in addition to the normal school day.
30. The governing body is fully involved and informed on curricular matters. It has approved an appropriate policy for the teaching of sex education and matters relating to health education are given considerable emphasis. The school's programme for health education includes the required emphasis on the importance of diet and harmful substances. This information will help pupils to make informed choices, as they grow older. The personal development of pupils is given a high priority and a programme that deals with a range of important and sensitive issues is successfully delivered. The development of good relationships and consideration for others are deeply embedded in the life and work of the school. Considerable efforts are made to develop pupils' self-esteem, to enrich their experiences and to develop them as capable, responsible people. The 'citizenship' initiative, which seeks to encourage greater civic awareness and embraces responsibilities and contributions to society, exemplifies this approach. The provision for pupils' personal, social and health education is good.
31. The school has broadly defined what should be taught to each class. This documentation provides a sound basis for ensuring that a balanced programme is delivered but, in some subjects, greater precision is required in order to ensure that skills and knowledge are built more systematically. The geography programme, for example, is not sufficiently precise to promote the range and depth of study, which would be instrumental in raising standards, whilst in design and technology skills need to be defined more exactly so that learning is more methodical. There is keen awareness of the need to review the way subjects are taught and the staff meet regularly to discuss curricular matters and to improve their expertise. Training in relation to ICT is a recent example of how this is enabling staff to deliver the curriculum more effectively. There is a clear resolve, shared by all associated with the school, to continue the process of curricular improvement.
32. The provision for extra-curricular activities is very good. A wide range of sporting, musical and other clubs is made possible through the voluntary efforts of staff, parents and friends of the school. The clubs are well attended and provide considerable enrichment of the curriculum.
33. The school is at the heart of the local community and very good links exist which promote this bond. The school regularly participates in local events and several local concerns support the school through sponsorship. The citizenship scheme provides encouragement for pupils to work with the community. Links with partner institutions are satisfactory. Liaison between schools and pre-school providers help to smooth the admission of pupils to the school and the transfer to secondary schools. The association of headteachers and other staff with neighbouring schools promotes professional and curricular collaboration. The sharing of ideas, resources and expertise with a secondary school, for example, advances the provision for design and technology.

34. The promotion of spiritual development is satisfactory overall, with some good elements. Pupils are encouraged to pray, reflect and appreciate music in assemblies. However, time for such personal reflection is brief in most assemblies, and the hall lacks a Christian focal point for a corporate act of worship. Pupils appreciate their own work and that of others in celebration assemblies and they sing hymns tunefully and respectfully. The planning for assemblies is an area for development. This is necessary in order to ensure the range of speakers involved bring cohesion and relevance to the assembly programme. In the teaching of religious education teachers give pupils opportunities to draw on their personal experiences of belonging and festivals. There were some good examples of pupils expressing wonder and excitement in their religious education lessons.
35. Provision for moral development is good. Through a range of fundraising activities pupils consider how they can help those less fortunate than themselves. They are aware of world issues relating to poverty and health. For example, Year 6 pupils study the work of Sightsavers and raise money for them. Other charitable events supported include Children in Need, Comic Relief and the Blue Peter Waterworks Appeal. Pupils have also contributed gifts for Harvest Festival, Relief for Albania, Help The Aged and the Salvation Army. Clear codes of behaviour are set throughout the school, and pupils have developed a sense of what is right and wrong. Pupils show respect for adults and each other in both learning and social contexts. They also treat learning resources and the school environment with respect. This is promoted well through the schoolhouse reward system and the citizenship awards.
36. Social development is well promoted. There are good social opportunities in a wide range of extra-curricular activities relating to the arts and sport. In addition Year 6 pupils undertake a residential visit, and visitors and visits are arranged as part of their induction to secondary education. There are also good opportunities for Year 6 pupils to support and welcome the Reception children when they start school. Class monitors take responsibly for completing routine tasks, and pupils in Years 3 to 6 work towards bronze, silver and gold citizenship awards for demonstrating responsibility. In physical education and religious education lessons, some good examples were observed of pupils working collaboratively.
37. There are good opportunities for promoting pupils' appreciation of their own culture. In geography, history, and religious education pupils learn about Wingrave, other places in the United Kingdom (UK) and London. They study significant events and people in the history of the UK. They visit art galleries and museums, such as Sulgrave Manor House, St Albans Museum and Gallery, and the Ashmolean Museum. The school offers some whole school events such as working with a sculptor and enjoying performances by the Lantern Theatre Company, storytellers and musicians. However, there are fewer activities offering opportunities for developing the pupils' understanding of other cultures and few examples of other cultures being represented positively in photographs, music and art around the school. There is an acknowledgement that opportunity for developing cultural awareness needs to be identified in the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Parents are satisfied with the support and guidance that their children receive, and inspectors agree with their views. Overall, the school takes good care of its pupils, and this effectively raises standards of attainment. Members of staff value children as individuals, monitor their progress closely, and support their academic and personal development well. The school's procedures create an environment in which pupils feel secure and confident, and are therefore able to do their best. Arrangements for

promoting health, safety and welfare are good. The school has made sound progress since the last inspection by maintaining high standards of pastoral care.

39. Procedures to ensure pupils' safety and welfare are good overall. There are good arrangements for inducting new children into the Reception class and ensuring that they settle in smoothly and are happy at school. Arrangements for child protection are very good. Members of staff receive up-to-date information on the subject through training and briefing sessions, and the Staff Handbook includes clear guidance and the school's procedures. Provision for health and safety is good. Staff and governors are very conscious of their duty to safeguard pupils against harm, and have put in place good systems for assessing risks, checking equipment and eliminating hazards. The school has dealt with, or has firm plans to deal with hazards, such as the uneven surface of the courtyard. Training for staff in health and safety is a strong feature. Other significant strengths are the new medical room and measures to promote healthy living. The latter include "walk to school" days, and encouragement to pupils to eat fruit instead of sweets and biscuits.
40. The school has good arrangements for monitoring and promoting pupils' attendance. Teachers call registers in the morning in accordance with legal requirements, and there are good systems for recording lateness and following up absences. The office staff make prompt contact with the parents of pupils who are absent without explanation. They also enter the information in class registers on to computer. As a result, members of staff have ready access to attendance statistics. They use them effectively to identify, monitor, and where necessary support, pupils who have attendance rates of less than 90 per cent. The school's thorough procedures help to maintain high levels of attendance. The only weakness is the lack of roll calls at the start of afternoon sessions. Instead of holding formal registrations, teachers count pupils before they go to assembly and complete the registers on their return.
41. The school has a good system of discipline, and this is effective in raising standards of behaviour. There are clearly defined rules, which pupils are aware of and understand. Teachers manage behaviour well in lessons, using praise and assertive discipline appropriately. Pupils with problems are identified and given help that meets their particular needs, such as a 'circle of friends'. The school works closely with specialist agencies on the most serious cases. Currently staff from the local pupil referral unit are guiding and supporting two pupils who have emotional and behavioural difficulties. The school adopts a positive approach to discipline. It has an effective system of rewards and competitions that encourages pupils to work hard and to behave well. There are good arrangements for recognising achievements and sharing successes with parents. For example, the school newsletter lists all pupils who have acted as good citizens and had their names entered into the school's Citizenship Book. Procedures for eliminating oppressive behaviour are also effective. Members of staff record any serious incidents, such as fighting and bullying and carefully monitor the pupils who are involved. There are good arrangements for breaks and lunch hours. The level and quality of supervision is good. Supervisors encourage pupils to join in playground games and to use the plentiful stocks of outdoor equipment. There is an anti-bullying policy, but this is about to be revised in order to make it less punitive and more constructive.
42. There are good arrangements for monitoring and promoting pupils' personal development. Members of staff know children well as individuals and have good relations with them. They are therefore able to track and assess pupils' personal progress effectively on an informal basis. They identify anyone who gives cause for concern and devise appropriate strategies to help him or her to become more mature

and responsible. The school also has good formal systems for enhancing personal development. Pupils' progress is formally recorded via the school's system of rewards and sanctions and through the school's citizenship scheme. The latter strongly promotes personal development by rewarding pupils' willingness to accept responsibility and be independent learners.

43. The school's programme of personal and social education gives good support to pupils' personal development. It helps them to cope with life in the outside world by giving them opportunities to talk about their feelings and concerns. It also helps them to learn how to resolve problems by discussion and to co-operate with one another. This was the case in a Reception class lesson that was observed. In the plenary session the class teacher encouraged children to explore their reactions to loss, and this enhanced their understanding of other people's feelings. When pupils switched to group activities, the teacher used effective strategies to get the newcomers to the class to work together and to share materials and equipment.
44. Assessment procedures and practice are good. This shows very good improvement since the last inspection when assessment for identifying pupil progress, and for informing planning was found to be unsatisfactory. The school now has good systems in place for recording assessments in English and mathematics and satisfactory procedures in all other subjects, throughout the school.
45. On entry assessments take place during the first six weeks in Reception. The information is used well to provide a sound curriculum, based on the 'stepping stones' in the six areas of learning. Children with special educational needs are identified early and all the children are fully included in the wide and varied activities that are planned for them.
46. Individual pupils' results are recorded in each year, enabling progress to be tracked. In addition to Year 2 and 6 National Curriculum tests, pupils complete non-statutory tests in each year. Test results are analysed to identify individual pupil targets for attainment at the end of each year in literacy and numeracy. Data is analysed to identify patterns in attainment by groups of pupils, for example, by gender. Assessments appropriately focus on the core subjects, although half-termly judgements are made for foundation subjects, and these are reported to parents.
47. The assessment, recording and reporting policy gives a clear summary of the purposes and procedures adopted by the whole school. Recent in-service training has developed consistent approaches for linking planning and assessment. Teachers use assessment in lessons to identify next steps in learning, as well as using end of unit assessments to monitor progress. The school has developed a consistent marking scheme, which is applied well in English, mathematics and science. Marking to promote pupils' learning is less evident, however, in other subjects. Teacher assessment of writing has recently been a whole school focus, and a portfolio of children's writing has been developed to provide an illustration of levels and progress. To ensure the individual needs of pupils are being identified, assessment records are monitored each term. This is very effectively managed by the headteacher.
48. Procedures for recording progress for pupils with special educational needs are good. Pupils' individual needs are recognised quickly and support from teaching and support staff is organised effectively. Targets for improvement are shared with parents and carers, and gains in skills, knowledge and understanding are recorded efficiently. Targets are effectively shared with pupils and outside agencies are used well to support pupils in their learning. Some pupils may have targets in place for personal,

social and health education, which are regularly reviewed and shared with pupils and parents. There are effective links with the secondary school to provide a smooth transition for pupils with special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has a very effective partnership with parents, and this helps to raise standards of attainment. There are strong links between home and school, and the quality of parental involvement in pupils' learning is very good. There has been good improvement since the previous inspection. At that time, inspectors judged that the school had a satisfactory partnership with parents.
50. The results of the inspection's survey of parental views and the meeting with the registered inspector show that parents have good opinions of the school. Approximately nine out of ten of them are happy with the quality of teaching, the progress that pupils make, standards of behaviour, and the quality of leadership and management. A similar number of parents say that children like school, are expected to work hard, and are helped to become more mature and responsible. There is a very high level of approval for extra-curricular activities. Nearly all parents think that the school provides an interesting range of activities outside lessons. More than half of those who completed the questionnaire strongly agreed that this was the case. In general parents are satisfied with their partnership with the school. However, some are unhappy with the amount of homework that their child is given and with information on pupils' progress. Inspectors do not agree with these minority views. In their judgement, homework is satisfactory and information on progress is good. Overall, they support the positive opinions expressed by the majority of parents.
51. The school understands the importance of good home-school links and greatly values the contribution that parents make to pupils' attainment and progress. From the time of the first induction meeting onwards it treats them as partners in their children's learning, and encourages them to talk to teachers if they have any concerns. It has an effective open door policy, and this is recognised by parents. More than nine out of ten respondents to the questionnaire said that they would feel comfortable about approaching the members of staff with queries or problems. Individual parents have also expressed their appreciation of the school's own survey of parental views. They say that staff and governors have noted and acted upon the results, and given feedback via the school newsletter. As at the time of the last inspection, a minority of parents is unhappy about communications between school and home. For example, the school gives insufficient notice of topics to be studied and changes to routines. However, positive ones, such as praise for the weekly newsletter, more than outweigh these negative comments. Inspectors agree with the majority view. In their judgement, information for parents is good overall. It meets all legal requirements. Parents have good access to information on the curriculum. In addition to the statutory statement in the prospectus, the school distributes outlines of the curriculum to be covered at the beginning of each term. The weekly newsletter also includes information on what pupils are learning and doing. It is readily accessible to all parents as it is sent home by 'pupil post' and published on the school's website.
52. Parents of pupils with special educational needs are actively involved at all stages of the Code of Practice including review procedures. Details of gains in pupils' skills, knowledge and understanding are reported to parents during the termly review.
53. The school's procedures for reporting on pupils' progress are good. There is good provision for formal consultation evenings at which parents discuss their child's work with teachers. Pupils' targets for improvement are shared with parents on these

occasions. The school provides extensive written information on progress. Every half term it sends home summary reports on pupils' attainment and effort. In the Foundation Stage and in Years 1 and 2, end-of-year reports give a very good account of children's strengths and weakness and overall progress. The reports on older pupils are less detailed, even when dealing with the core subjects of the curriculum. For example, in the year 2001/2002 reporting on science was often very brief and was only just satisfactory. The quality of on-going information on progress is good. The school encourages parents to come in and see their child's teacher on an informal basis. Parents also learn about academic progress via pupils' reading books, reading logs and homework.

54. Parents make a very good contribution to pupils' learning and the life of the school. Their input significantly enhances resources and equipment. The flourishing parent teacher association organises very successful fund raising and social events. Parents give these functions very good support. As a result, the parent teacher association has raised £7000 in the current school year. £6000 of this has been earmarked for the playground project to raise the standard of outdoor facilities for the Reception class. Parents also make practical contributions to the school's accommodation. For example, they have worked on improvements to the grounds and the school hall.
55. Parental involvement with learning enhances pupils' standards of attainment. Parents want their children to do well and are keenly interested in their academic progress and personal development. They appreciate receiving half-termly reports on effort and attainment, and they attend consultation evenings and school functions in very large numbers. Parents are extremely supportive of all areas of the school's work. They are co-operative over any problems with behaviour, and they notify the school promptly whenever children are absent because of illness. The majority of families respect the school's request not to take holidays in term time. In the past year, no pupil missed taking the National Curriculum tests because of holiday leave. The school encourages parents to play an active part in children's learning at home and at school, and it gets a very good response from them. A significant number of parents assist teachers in the classroom on a voluntary basis. Others organise extra-curricular activities, such as the chess club, or act as volunteer supervisors on school trips. Their work makes a positive contribution to the quality of lessons and to the curriculum. Parents are also very supportive of their children's learning at home. They hear younger pupils read aloud, and help and encourage older pupils with their homework. Their interest and involvement have made a major contribution to the school's work to raise standards of reading.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The headteacher provides very good leadership and is ably supported by the deputy headteacher and by the staff with managerial responsibilities, all of whom discharge their responsibilities with energy, diligence and commitment. Since her appointment in September, the headteacher has accurately identified areas for change and has introduced initiatives with purpose and vigour. For example, she is very aware that standards in English, writing in particular, are not high enough and has put effective strategies in place, which are beginning to have a positive impact. The desire to drive up standards but still foster the development of the 'whole child' has been central to her thinking. She has ensured that each initiative has been introduced thoughtfully and carefully and there is no sense in which a rash of initiatives is creating a danger that none is properly implemented. There is a clear determination, shared by everyone associated with the school, to raise standards and bring about continued improvement.

57. The governing body is fully involved in the life and work of the school and makes a significant contribution to its success. They are fully supportive but are also perceptive in identifying ways in which the school needs to improve. Although they have overcome severe financial pressures on the school's budget, they are careful not to allow short-term expediency to deflect them from the benefits of longer-term strategic decisions. The governors make a very good contribution in shaping the direction of the school.
58. Since taking up her post in September last, the headteacher has consulted widely about proposed improvements and the contributions of staff, governors, pupils and parents are highly valued. The process promotes thoughtful discussion leading to the identification of pertinent initiatives for development. It helps to ensure that developments are clearly focused on improvement and that they proceed with the commitment of all concerned. The degree to which everyone associated with the school is committed to driving up standards is a strength of the school and a tribute to its leadership.
59. The School Improvement Plan identifies these proposals and provides precise details of the financial implications. Monetary affairs are extremely well controlled and the school makes very good use of computer analysis. Financial control and office administration are very good. The last audit report contained a small number of relatively minor recommendations and these points have been properly addressed. Good use has been made of the additional money made available to the school through specific grants, such as that to support particular groups of pupils, and for the development of information and communication technology resources and expertise.
60. The governing body has established a committee with financial responsibility and has properly defined its role. Governors are fully meeting their responsibilities in relation to budget setting and expenditure is carefully monitored. They have addressed the recent financial difficulties of the school with diligence and determination and the school's accounts are now on an even keel. Governors consider the future financial implications in the strategic planning and are set to formalise this in a longer-term School Improvement Plan.
61. The governing body thoughtfully evaluates the cost-effectiveness of major spending decisions through the reports of the headteacher, discussion, regular evaluation of teaching and learning, visits to the school and through analysis of assessment and other data. The present headteacher keeps governors extremely well informed, in particular concerning National Curriculum test data. This enables them to compare the school's results with national averages and with schools having a similar intake. A desire for high standards and improvement is central. These instruments enable the governing body to have a very good understanding of the strengths and weaknesses of the school. Governors are very aware of the need to ensure that money is spent carefully. Competing quotations are obtained before contracts are issued although governors are mindful that the cheapest price does not always represent the best value. The school constantly challenges itself to provide better value. Taken as a whole the governing body employs principles of best value to a good degree.
62. The previous report criticised longer term strategic planning and found shortcomings in the degree to which initiatives were monitored and evaluated. Governors are now acutely aware of the strengths and weaknesses of the school and evaluate their decisions scrupulously. The consideration of future financial implications is clearly apparent and governors are set to formalise these matters in the School Improvement Plan. The school has made a good response to the weaknesses identified at the time of the previous inspection.

63. The role of the English and mathematics co-ordinators has developed well since the last inspection, particularly in this academic year. Monitoring of teaching and learning has taken place by the headteacher, local education authority consultants and co-ordinators, linked to improving quality of teaching and performance management; in this they have been successful as is evident in the improved quality of teaching. However, as yet, many foundation subject co-ordinators have had limited opportunities to monitor teaching and learning in the classroom although they monitor planning. The school is aware this is the next step in developing their management role. The special educational needs co-ordinator is providing good, clear educational direction for this area. She plays an effective part in raising the awareness of all staff. Resources are managed efficiently and specialist assistance is called upon when required. Time is made available for her to carry out routine procedures and to carry out statutory reviews. The identified governor to monitor the provision for pupils with special educational needs carries out her role very well.
64. Staffing levels are satisfactory. The number of teachers is sufficient for the number of pupils on roll; their qualifications match the needs of the curriculum. The school has very good procedures supporting newly qualified teachers and for dealing with the induction of new staff. New teachers are very appreciative of the help that they receive. The number of educational support staff has improved recently and is satisfactory overall. The number of administrative staff and lunchtime supervisors is also satisfactory. The school benefits from the voluntary work carried out by many members of staff. For example, the school secretary runs a short tennis class after school, the site supervisor organises extra-curricular football, and lunchtime supervisors run bingo sessions to raise money for resources.
65. The amount of accommodation is good overall, with some significant strengths. The classrooms are of a good size, and there is sufficient space for “quiet rooms” and a library. The dedicated room for ICT is also an asset that enhances pupils’ learning in the subject. The weakest feature is outside accommodation for the Foundation Stage. Currently this is unsatisfactory and restricts opportunities for children to take part in physical activities outdoors. However, the school has plans to address this and the work is likely to be carried out in the near future.
66. In general the school makes satisfactory use of new technology both in the office and in teaching. However, it does not exploit the potential of information technology to provide speedy and convenient access to assessment records.
67. Resources for learning are satisfactory across the school. They are good in mathematics, ICT and music, but are inadequate in geography and history. They are satisfactory in the core subjects of English and science. Resources are adequate in the Foundation Stage, with the exception of resources for children’s physical development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to improve standards, the headteacher, senior management team, governors and staff should:
- (1) Raise standards in writing* by:
 - continuing to implement the action plan for the subject;
 - providing more opportunities for pupils to write at length in English and in all subjects;

- emphasising the importance of neat joined handwriting and taking greater care of presentation;
- extending the use of the library and the Internet for research purposes and the use of ICT in supporting writing; and
- continuing the rigorous monitoring role of the co-ordinator to assist in raising standards.

Paragraphs: 1, 3, 4, 19, 20, 23, 26, 56, 84, 86, 92, 93, 94, 126 and 131

**The school has already identified this as a priority and provided for it in the school improvement plan.*

(2) Improve standards in ICT by:

- ensuring that all elements of the ICT curriculum are fully implemented;
- planning how pupils' ICT skills can be developed through work in other subjects: and
- enhancing the monitoring role of the co-ordinator to assist in raising standards.

Paragraphs: 7, 19, 107, 116, 124, 133, 135 – 138, 145 and 156.

(3) Improve standards in geography by:

- ensuring that all elements of the geography curriculum are implemented and to ensure that skills and knowledge are taught systematically;
- ensuring teachers have sufficient expertise to teach the subject;
- reviewing the use of worksheets;
- planning a greater use of ICT;
- improving the provision of resources; and
- enhancing the monitoring role of the co-ordinator to assist in raising standards.

Paragraphs: 7, 16, 19, 20, 31, 67, 125, 127 and 128.

(4) Improve the Foundation Stage curriculum by ensuring that the children in Reception receive their full entitlement to the physical area for learning by:

- using the curriculum guidance for Reception aged children as a basis for planning and assessing their work and play outdoors;
- developing an outside area into a stimulating learning environment for Reception children; and
- providing suitable large equipment and storage.

Paragraphs: 17, 27, 65, 67, 69, 80 and 82.

**The school has already identified this as a priority and provided for it in the school improvement plan.*

In addition, these minor issues should be addressed:

- Provide further opportunities for all curriculum co-ordinators to carry out their management role by ensuring all co-ordinators have regular opportunities to monitor teaching and learning.

Paragraphs: 63, 119, 123, 128, 133 and 157.

- Provide greater opportunities for pupils to learn about the ethnic and cultural diversity of British society through the curriculum in subjects such as art and design, geography and music.

Paragraphs: 16, 37, 118, 125, 128, 155 and 157.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	29	15	0	0	0
Percentage	0	10	59	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	177
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	4.0
National comparative data	5.4

Unauthorised absence	%
School data	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	14	13	14
	Total	26	25	26
Percentage of pupils at NC level 2 or above	School	93 (88)	89 (96)	93 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	14	14	15
	Total	26	26	28
Percentage of pupils at NC level 2 or above	School	93 (96)	93 (96)	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	11	2	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	2	2	2
	Total	11	12	13
Percentage of pupils at NC level 4 or above	School	85 (79)	92 (80)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	1	1	2
	Total	10	11	13

Percentage of pupils at NC level 4 or above	School	77 (74)	79 (80)	100 (95)
	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	143	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	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	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	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 – Y6

Total number of qualified teachers (FTE)	8.0
Number of pupils per qualified teacher	20
Average class size	22.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	96

Financial information

Financial year	2001/2002
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	£
Total income	396,170
Total expenditure	376,999
Expenditure per pupil	2,513
Balance brought forward from previous year	-4,138
Balance carried forward to next year	23,309

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0615
Number of teachers appointed to the school during the last two years	3.0615

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	162
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	51	4	0	0
My child is making good progress in school.	26	64	10	0	0
Behaviour in the school is good.	33	63	4	0	0
My child gets the right amount of work to do at home.	16	55	24	3	2
The teaching is good.	34	54	7	2	3
I am kept well informed about how my child is getting on.	24	55	19	2	0
I would feel comfortable about approaching the school with questions or a problem.	43	51	6	0	0
The school expects my child to work hard and achieve his or her best.	39	55	3	0	3
The school works closely with parents.	22	62	13	3	0
The school is well led and managed.	30	57	4	0	9
The school is helping my child become mature and responsible.	34	60	6	0	0
The school provides an interesting range of activities outside lessons.	51	45	3	0	1

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

69. There have been good recent improvements for children in the Foundation Stage. The school's provision for its youngest children is good in all areas of learning except the area of outdoor play, as recognised by the school in its School Improvement Plan. At the moment children are admitted to the Reception class in the term nearest to their fifth birthday. There are currently 15 children attending Reception full-time and 12 children attending part-time, in the mornings only.
70. Children enter Reception with broadly average attainment but few children show above average attainment. The majority has had some pre-school experience. They make good progress and most are on course to achieve the early learning goals in all areas of learning by the start of Year 1. A significant minority are on course to exceed these in communication, language and literacy, mathematical, knowledge and understanding of the world and the personal, social and emotional areas of learning.
71. There are good procedures for visiting children in their pre-school settings before starting Reception class and opportunities for parents to visit the school. The school shares good information with parents about the curriculum and children's progress. There are good procedures in place for planning and assessment and continuous self-evaluation for all areas of learning, and their progress in delivering the Foundation Stage curriculum.
72. Teaching is consistently good, offering imaginative and enjoyable starting points for learning. Activities are carefully planned to be playful and interesting to the children and there is appropriate emphasis on the development of basic skills.

Personal, social and emotional development

73. Provision and the quality of teaching are good and the majority of children are in line to meet the early learning goals before they enter Year 1. A significant minority will exceed these. As a result of the well-structured, warm, friendly atmosphere, they settle well, are happy and confident at school and make good progress. They behave well, take turns and show great respect for each other. They work together co-operatively. For example, the children worked together sensibly to choose a number between one and 20 and hang it on the washing line.
74. Children have markedly high levels of independence. They dress and undress independently and sensibly for their gymnastics session and there is good use of time and space when low-level apparatus is used. They are given plenty of opportunities to choose their own tasks. They concentrate well and persevere when the work is demanding and have an eager attitude to learning.
75. The daily routine enhances children's sense of confidence and self esteem as they engage in active exploration, socialisation and play. The children are expected to take increasing personal responsibility during snack time, clearing away and selecting resources. Children listen well, and respond enthusiastically to questions. For example, *'What does grapefruit taste like?'* asks the teacher. The child replies, *'It's yummee!'* Children are encouraged to think about their own feelings and those of others, such as how they feel when losing something. They perform tasks such as holding doors open for each other and comment on how many people remember to say 'thank you.'

Communication, language and literacy

76. Provision is good. Most children enter Reception with broadly average communication and language skills and none exceed these. They make good progress due to good teaching throughout their Reception year. Most are on course to attain the early learning goals by the time they move into Year 1 and a significant minority will exceed these. During their time in Reception children respond with increasing confidence at register time, when verbalising self-chosen tasks and when answering questions or giving ideas in a group or whole class situation. The children engage in sustained conversation with each other and develop their own ideas. For example, two children feeling a kiwi fruit decide it feels soft and '*sort of furry.*' In role-play they use the animals' names correctly and respond to each other's directions. Role-play situations similarly provide the opportunity for children to develop their communication, language and literacy skills. For instance, in the Reception class fruit and vegetable shop, the children demonstrate a good knowledge of the range of fruit and vegetables they would like to purchase.
77. The teaching of communication, language and literacy is good. Teacher's planning and assessment ensures that children's specific needs are met. Every opportunity is taken to develop children's vocabulary and improve their speaking skills. The children's indoor learning environment is rich in print and the adults have high expectations of the children. Children develop good early reading skills by looking at picture books and talking to adults. They are able to talk about the title; author, story and blurb of their book *Look for me in the ABC*. They demonstrate a good knowledge of phonics as they use initial sound clues, picture clues and knowledge of familiar common words to read the book. By the last term of the Reception year, most children are using their understanding of letters and sounds to build their words and sentences. Children enjoy using reading books and have good opportunities to develop interest in, and knowledge about books, learning the difference between words and pictures. They learn sight words and the phonic sounds associated with letters, taking part in shared reading. The higher attainers read simple books with confidence. Parents provide good support at home. Books are used well as a stimulus, such as when they are learning about different kinds of fruit and where they come from.
78. The classroom provides children with opportunities to write for themselves and to send messages. Children write their own names and have made good progress both in letter formation and in independent writing.

Mathematical development

79. Provision is good. Children make good progress due to effective teaching. The best learning is seen when activities are playful and matched to their maturity, such as singing number rhymes and talking about recognising and ordering numbers from one to 20. Most children are in line to meet the early learning goals by the start of Year 1 and a significant minority will exceed these. They sing number rhymes and songs with confidence. Most count accurately to ten and the majority of these count to 20 and beyond. They have good positional language, describing bears as being 'by the wall,' 'under the chair' or 'near the fruit and vegetable shop.' They are developing comparative language well describing towers as tall or taller and bears as fat, thin, big, bigger and biggest. They make and use patterns well and the average and higher attainers talk about 'more' and 'less.' For example, '*I have more bricks than you*' and '*Mummy bear eats more porridge than Baby Bear.*'

Knowledge and understanding of the world

80. Provision for children to develop knowledge and understanding of the world is satisfactory and the teaching is good throughout the Reception year. Overall, the children make good progress in most aspects of this area of learning and many meet the early learning goals, with a few exceeding them. Their ability to explore and investigate is well supported by making use of the school environment, good resources and the imaginative activities introduced by the staff. The children show curiosity and interest as they explore materials, tools and the natural world. The outdoor environment helps to promote learning about living things, although this is a current area of development. Children develop their curiosity and skills of investigation when they explore soap bubbles, investigate the texture and feel of natural materials, such as, seeds and shells and play with sand and water.
81. The children use computers well, practising their numeracy and drawing skills confidently and independently. They control the movements of a programmable toy with help. Children use construction toys and materials well to build a variety of models and create environments for small world play. They learn about 'people who help us', Easter and the Chinese New Year. They grow their own bulbs and monitor the growth rate carefully, which supports their learning in mathematics. They talk excitedly about the weather and events in their own lives, such as, birthdays and why there are dewdrops on spiders' webs.

Physical development

82. Provision for the physical area of learning is satisfactory. Teaching is good and most children make at least satisfactory progress. By the time they leave the Reception class most children are likely to achieve the early learning goals. Children's dexterity is developed well through playing in the sand and water, rolling, cutting and threading beads. Good progress is made in handling scissors and pencils. Children change independently for gymnastics and dance and most children run, jump, skip and hop with confidence. They appear both confident and competent when working on large and small apparatus. They use controlled movement to build tall towers with wooden blocks and demonstrate a good sense of space as they move round them and do not knock them over. There are well-planned indoor opportunities, which enable children to develop their co-ordination and physical awareness. Children have frequent opportunities to develop both fine and gross motor skills, but learning opportunities outdoors for children to explore movement and space are less satisfactory due to the restrictions of the unsatisfactory outdoor play area.

Creative development

83. Provision is good, and all children make good progress in their creative development due to good quality teaching. Most children are on target to meet the expectations of the early learning goals by the start of Year 1 and a significant number will exceed these. A good range of opportunities is provided for the children to sing and play instruments, and to mix and use paint and other materials in a variety of ways. Children have the opportunity to use their imagination in role-play and small world play situations. Children express their own ideas in pattern, for example, when they decorated Easter eggs and they learn about colours, pattern and texture. Most children use paint effectively to paint their own portraits and have fun with paint and bold colours in their 'handprint' pictures and patterns. They use a range of colours well. Most children enjoy singing nursery rhymes and songs and appreciate fast, slow, loud and

quiet music. They make good progress with imaginative play and role-play. This helps their communication skills to improve as well as extending their vocabulary effectively.

ENGLISH

84. At the time of the last inspection, pupils' attainment in English was above average at the end of Years 2 and 6. The level of attainment has been maintained in Year 2 but has declined in Year 6. In the Year 6, National Curriculum tests in 2001 and 2002 standards were average overall, with lower standards in writing.
85. The school has identified that raising standards in writing throughout the school is an urgent priority. The recently appointed headteacher, together with support from the local education authority consultant, have introduced a number of strategies to raise standards in writing. The National Literacy Strategy has been fully implemented, along with intervention programmes and booster classes for those pupils who need extra support. There is now better assessment of pupils' attainment and progress through termly tracking. This has given the school the detailed information about Year 6 to select pupils for daily 'booster' sessions. However, 50 per cent of the pupils in the present Year 6 class have special educational needs, which is far higher than in any other class. Targets have been set realistically showing that standards pupils are likely to achieve in the National Curriculum tests in 2003 will be below average. This is supported by inspection evidence. Nevertheless, these pupils have made good progress since the end of Year 2 and particularly since September, when the new headteacher was appointed. Teachers' planning has improved and there is greater attention to matching work to pupils' prior attainment. Lessons have a clear focus which is shared with pupils. This has meant that higher attaining pupils are achieving the higher levels throughout the school. Pupils have individual targets that are also shared with parents. They are aware of what has been achieved and the next steps in learning.
86. Standards in English in the work seen are above what is expected for pupils at the end of Year 2 and below average for pupils at the end of Year 6. Achievement is good from the time children start school in Reception; they make good progress and are in line with that expected when they enter Year 1. Good progress is made and by the end of Year 2, attainment is above average. Overall standards are generally above average through to the end of Year 5, particularly in reading, and a good proportion achieve the higher levels in writing. At the end of Year 6, standards are below average because there are too few pupils reaching the higher levels, particularly in writing. Nevertheless this still represents good achievement overall as these pupils started at a much lower base than is usual in the school.
87. Overall standards of speaking and listening are above average for pupils throughout the school. Teachers generally provide pupils with good opportunities for speaking and listening, which helps them to gain in confidence. However, in a minority of occasions with younger children, the teacher dominated the lesson, which did not give pupils the opportunity to be fully involved. Teachers encourage pupils to work together in pairs or in small groups to discuss their work, which is a good feature in many lessons. Pupils ask and answer questions, listen and respond to others and present their own ideas and opinions clearly. This was clearly illustrated when pupils in Year 5 discussed the arguments for and against fox hunting. They speak with conviction and maturity, allowing each other to speak and put forward their views. They wait for each other to finish and either opposed the view or built on the previous comment effectively. There are some opportunities for role-play and a few teachers have dedicated drama

sessions. However, this is an area that could be extended and such opportunities identified clearly, whether it is in literacy or other subjects.

88. Throughout the school, the enthusiasm that pupils show for reading is a strength and supports their learning. Additional time is devoted to group and individual reading which is aiding progress. Parents support their children well and hear them read regularly. Increasingly difficult material supports the development of reading and teachers carefully check and record pupils' progress and attainment regularly, using the information gleaned to group pupils. Standards are above average by the end of Year 2 and average in Year 6, although much improved since September, as is evident from the school's data analysis. Standards are higher in Years 3 to 5.
89. By the end of Year 2, pupils understand the relationship between letters and sounds well and make good progress. This is because basic skills are taught well. Reading is promoted well in lessons and the teacher acts as a good role model when she reads the class text *Hodgeheg* with such good expressions that pupils are totally absorbed. This means that they successfully answered questions about the story and scanned the text finding adjectives and substituted them with suitable describing words. The average and higher attaining pupils read with expression and understand how to use punctuation effectively. All pupils know the difference between fiction and non-fiction books and understand the use of the index, contents and a glossary.
90. By Year 6, the few higher attaining pupils are reading well with good expression. All pupils have a good understanding of a variety of texts, identifying crucial features, themes and characters. This is because teachers encourage pupils to write book reviews and keep a reading log. There is a reasonable choice of books, which enhances pupils' knowledge of different styles and genres, in addition to popular children's authors. A good proportion of pupils in Year 5 are already reading at the higher levels. For example, the higher attaining group when reading a text could read beyond the literal meaning and successfully analysed phrases such as *blow away the cobwebs*.
91. Pupils in Year 1 are working at average levels and the higher attaining pupils are beginning to write several sentences mostly using capital letters and full stops. By the end of Year 2, guided by very good teaching, pupils achieve well in writing and attain above average standards. They are beginning to use good description in stories and write events in a logical manner and include direct speech. Pupils are offered a good range of work within literacy. They are encouraged to write in a variety of forms, such as lists, instructions and letters. Writing instructions to make a jam sandwich was one example seen. Good basic skills teaching ensure pupils have a good phonic awareness. They quickly identified the sound *ea* in a variety of words in a text and with a partner wrote down a number of other *ea* words. Later in the lesson some pupils composed sentences on the computers using these words. This is a good use of ICT.
92. At the end of Year 6, standards of writing are below average. There is very little higher attainment. This is because pupils do not always write in a joined script and their work is not always set out appropriately in paragraphs. Pupils throughout the school recognise the importance of writing for different audiences and evidence found included poems, letters and posters. However, when Year 6 pupils write stories or extended accounts in other subjects, their work does not always include extended sentences nor does it contain powerful, descriptive vocabulary to maintain the interest of the reader. In Year 5 though, complex sentences are used effectively for a variety of purposes – stories, plays and letters. Teachers teach basic skills effectively. For example, in Year 3, the teacher made learning to identify and use pronouns fun; pupils shared the

humour and learnt well. By the end of the lesson pupils evaluated a text, inserted the correct pronouns, ensuring the text made sense.

93. The quality of teaching is good overall, with consistently good or better teaching in many classes. Lessons are well planned and work is built on what most pupils can already do and this is supported by the good assessment within the lesson and over a period of time. However there are occasions when teachers do not have high enough expectations of the quality of presentation and consistently joined handwriting, particularly of junior pupils. The quality of marking is generally good. It is related to the learning objective for the lesson and states whether it has been achieved. There is also recognition whether pupils' individual targets have been met or whether more work is needed for them to be achieved. Pupils are involved in their own learning well and grade their work according to a traffic light system as to whether they have understood the work fully, need a little help or did not understand it at all. The school's good procedures for behaviour management, which are consistently applied by all staff, mean that the management of pupils is effective. This aspect is considerably enhanced by the very good relationships teachers have with pupils. Good attention is given to including all pupils well in learning. The support given by the learning support assistants is effective and ensures that pupils of lower ability and those who have special educational needs are supported well during lessons and intervention programmes. Homework is planned satisfactorily to support learning and matched to work in the classroom.
94. The co-ordinator provides good leadership and has had a greater involvement in managing the subject over the last year. She has a clear view of what needs to be done next, such as improving handwriting, in order to improve standards still further. She monitors teaching and learning, at times with the LEA consultant, and offers good support to her colleagues. There are generally better resources than previously but the school still needs more guided reading books and to fully equip the library. The new library is not used effectively for pupils to carry out individual research (which was noted at the last inspection) because it is used for other purposes, such as booster classes and music lessons. ICT is used satisfactorily overall to support and extend literacy, such as writing news bulletins about the school's achievements. However, it is a relatively new area for the school and needs to become an integral part of lessons. Other subjects, such as geography, history and religious education, contribute to pupils' skills in literacy satisfactorily. For example, in Year 4, pupils write letters of complaint to County offices regarding graffiti in the park, Year 6 complete diary entries, such as John Cabot's log book, which also gives them a chance for empathetic writing and Bible stories are retold in Year 2. However, there is still scope to extend literacy skills more effectively across the curriculum.

MATHEMATICS

95. Standards in mathematics have been maintained since the last inspection and are average by Years 2 and 6. Current targets set are realistic, challenging and achievable. Over the years, standards of attainment fluctuate between above average and well above average by Year 6. Targets set for the present Year 6 are lower, to reflect that 50 per cent of these pupils have learning difficulties. The overall trend is upward, with comparable improvement for boys and girls.
96. In the Year 2 National Curriculum tests in 2002, pupils' attainment was average in comparison to all schools and below average in comparison to similar schools. None of these children were identified as having above average attainment on entry, however, 29% achieved the higher Level 3. In the Year 6 tests in 2002, pupils' attainment was

well above average compared to all schools and similar schools. There have been good achievements in the junior phase, particularly for higher attaining pupils requiring additional challenge. Teaching strategies have been effective, for example 'booster' groups teaching for Year 6 pupils. Pupils are achieving well in relation to ability throughout the school because work is matched well to their ability. All pupils, including the higher attaining pupils and those with special educational needs, are making good progress over time. Boys achieve equally as well as girls and trends are upwards. A number of factors have contributed to this:

- Teaching is good. The numeracy strategy has helped to improve teaching and learning across the school.
 - The mathematics curriculum is securely in place. Assessments are accurate, and the teachers make good use of this information about pupils' learning to plan the next stages successfully. Attainment and progress are recorded in detail so that work can be targeted at the right level. The co-ordinator has had a significant input into the subject, which is well monitored and evaluated. Standards are being raised successfully.
 - All lessons start well with a brisk oral practice of number facts. Pupils are speeding up their responses. Staff know their pupils well and computers are used effectively to support learning throughout the entire mathematics curriculum. Pupils' work is carefully monitored in each class to make sure that they progress well.
97. Almost all Year 2 pupils use mental recall of the addition and subtraction facts to ten when working with money, and many count backwards and forwards confidently in ten's, 100's and 1000's. They can imagine for themselves a practical illustration of a number sentence. For example, a pupil explained $8 \times 3 = 24$ as three plates each with eight sweets. The majority has a range of strategies for mental addition and subtraction and chooses a method appropriate to the situation, explaining why it was selected. The higher attainers use facts to 20 to add mentally e.g. $36 + 47$ or $18 + 44$. They identify two- and three-dimensional shapes, measure with increasing accuracy and approach problem solving with confidence. Scrutiny of work shows that most pupils have a secure understanding of place value and they worked out simple problems with money.
98. Booster classes for the Year 6 pupils are pushing up standards. Lessons are well planned, at the right levels, making sure that learning is productive. Very good time management and class organisation means that lessons move at a fast pace. Pupils respond to this challenge well. In one lesson based on using appropriate methods of calculation, the group made very good progress as tasks were matched very well to their ability. Both higher achieving pupils' and lower achieving pupils' work was matched well to their ability. The teacher gave very good support to all pupils.
99. Every lesson begins with a short mental mathematics session. Responses have speeded up as the pupils' develop a greater understanding of number facts. $1005 - 427 = 578$. Pupils were reminded that they had to estimate first and made very effective use of their strategies to solve given problems. Through clear explanations from the teacher and their own perseverance, they succeeded well. A very good feature of this session was the teacher's use of on-going assessment through questioning the pupils about their understanding. This enabled the teacher to challenge, extend, and reinforce learning at all ability levels.
100. Attainment is broadly average. Pupils demonstrate a secure knowledge and understanding of place value and the four rules of number when working with larger numbers. Decimals, fractions and percentages are understood. Pupils also have a

secure understanding of symmetry and perimeters. Pupils use computers regularly to support their work. Much is being done to raise attainment in mathematics.

101. The teaching of mathematics is good and sometimes very good. It is rooted in a satisfactory curriculum, which focuses on developing mental strategies and a problem solving approach, but also covers all the required areas of mathematics. This is reflected in the growing confidence of the pupils. Teachers have a secure knowledge of the subject and of the National Numeracy Strategy. They plan well, refining their lessons in the light of assessment of previous activities. There are examples of good marking which help pupils to understand their progress and their future targets.
102. Mathematics is well managed by a competent co-ordinator. She has good knowledge of the strengths and weaknesses of the subject from her monitoring of planning, observations of lessons, analysis of results and analysis of pupils' work. The resulting guidance and support offered to staff has resulted in improvements in teaching, target setting and the development of the curriculum. Resources are good. Priorities in the school development plan are appropriate and the suggested actions likely to be effective.

SCIENCE

103. Improvement has been good since the last report and standards have risen. Science was largely satisfactory although assessment was criticised for not providing a sufficient check on pupils' achievement. This issue has been addressed soundly.
104. A majority of pupils enter the school with knowledge and understanding, which is broadly in line with that expected for their age. The inspection finds that achievement is well above the national average by the end of Year 2, whilst at the end of Year 6 standards are similar to the national average. These standards appear to indicate a drop from those achieved in the 2002 National Curriculum tests but they refer to different classes of pupils and do not denote a reduction in the quality of provision. The current Year 6, in particular, has a considerable number of pupils with special educational needs and this, coupled with the relatively small number of pupils in the group, makes a significant impact on the percentage achieving the expected and higher levels. Progress throughout the school is good.
105. Pupils in Year 2 identify a range of common materials and describe some of the similarities and differences. For example, Year 2 pupils examined a number of natural and man-made materials and identified some of the purposes for which they were suited. They are aware of some of the changes, which can occur to materials and undertake simple classification. They understand some of the elements essential to life and how humans change as they grow. The importance of diet augments this study. They understand how the habitats of plants and animals differ according to need. Year 2 pupils investigated this phenomenon by locating creatures and plants within the school grounds and by recording their findings systematically. They construct simple electrical circuits and are beginning to gain awareness of forces such as pushing and pulling. Pupils can, with support, conduct basic scientific investigations. In all these areas their attainment is well above that expected for their age and this represents a significant gain from the time they enter school.
106. At the end of Year 6 standards are broadly in line with the national average. Such achievement relates to the inter-dependence of plant and animal life, to knowledge of materials and their associated properties and to the ability to classify according to given criteria. They have suitable understanding of the human body. In a discussion relating

to the function of the heart, for example, most Year 6 pupils could describe the action of the heart as a pump, circulation and how the blood carries oxygen. Knowledge and understanding of forces such as magnetism and gravity is broadly average and pupils display the expected grasp of the advantages and disadvantages of such forces. Thus Year 6 pupils demonstrated an understanding of how forces have opposing forces and how more than one force may act upon an object at a particular time. Most pupils have a keen appreciation of the importance and value of the environment to living things. Pupils conduct scientific investigations with increasing confidence and have a good understanding of fair testing. Higher achievers clearly appreciate the importance of isolating each variable. Most pupils plan and record experiments using a scientific structure. They are encouraged to design tests, hypothesise, predict outcomes and to reach conclusions based on evidence and they display average independence in these investigational skills.

107. Despite some use of the Internet as a scientific tool, there is only limited use of ICT to support the subject although the school plans to enhance this aspect. An exception was the use of a program relating to healthy eating which augmented a Year 6 lesson on the function of the heart very effectively.
108. The school works conscientiously to build scientific understanding and to enrich pupils' experience. The subject is given substantial emphasis and enjoyment is central to the science programme. These factors result in most pupils making good progress as they move through the school. Pupils with special educational needs are sensitively and effectively supported. Those who are capable of higher achievement are encouraged and given opportunities to extend the depth of understanding.
109. Teaching in Years 1 and 2 is good and this results in good advancement. Classroom organisation is productive and class control is secure. Teachers make demands upon their pupils, which are challenging but realistic. There is effective use of scientific inquiry as a means of developing knowledge and understanding across the various aspects of the subject. In a Year 1 lesson investigating the five human senses, for example, pupils had to identify various objects and substances using each of the senses in turn. This imaginative lesson successfully motivated the pupils. It made good use of adult helpers, provided genuine opportunities for experimentation and led to good gains in understanding.
110. Teaching in Years 3 to 6 is also good. Teaching is founded on good subject knowledge and explanations are effectively communicated. Opportunities for genuine scientific discovery are provided and pupils are encouraged to predict outcomes and evaluate their experiments. This was particularly well demonstrated in a Year 5 lesson investigating the effect of exercise on the heart. Here the infectious enthusiasm of the teacher and the sharp focus on the scientific method successfully motivated the pupils and supported good quality learning.
111. The consistently good teaching is a significant factor in the positive attitudes that pupils have towards science. With few exceptions, pupils concentrate well and work industriously. Almost all pupils demonstrate interest in scientific inquiry. Pupils collaborate productively when engaged in practical work and are keen to demonstrate their growing knowledge by answering in class and by contributing to discussion. Overall, the school promotes active enjoyment and pupils' attitude to science is good throughout the school.
112. The newly appointed co-ordinator provides committed and informed leadership. This is giving clear direction for sustained improvement. There is suitable balance between the

required aspects of the subject and experimental work is given proper emphasis. Good procedures are in place for assessing pupils' knowledge and understanding and the information gained is used satisfactorily in evaluating the effectiveness of lessons and in determining what should be taught next.

ART AND DESIGN

113. The attainment in art and design at the end of Years 2 and 6 is in line with that expected for the pupils' ages. Standards have been maintained at the end of Year 2 but have declined in Year 6. This is because there has been a strong focus on improving standards in the core subjects and ICT.
114. Pupils, including those with special educational needs, generally achieve well in lessons and make satisfactory progress throughout the school, as they express their ideas through a range of different experiences in art and design. An appropriate range of work has been produced in both two- and three-dimensions. By the end of Year 2, pupils work carefully when using pastels and blend the colours to gain the desired effect. They evaluated their work and described the effects when using different papers. By Year 6, pupils work in three-dimensions as they create containers in clay, following the visit of a local potter. Work is decorated and finished with care.
115. The quality of teaching is generally good. Teachers are enthusiastic about art and design, have very good relationships with the pupils, effective management strategies and are consistent in their approach. This means pupils are well behaved, work hard and have positive attitudes towards their work, striving to improve their attempts. There was a good example in Year 2, when pupils were drawing natural objects. They decided to use magnifying glasses to enable them to look more closely at the shape, line and patterns in the shells, twigs and stones. This helped them to be more accurate in their pastel and pencil drawings.
116. Links with English are good as teachers give pupils good opportunities for speaking and listening. Year 5 pupils describe scenes from Egyptian tomb paintings well, with good attention to using technical vocabulary such as line, shape and texture and Year 4 pupils work constructively in the paired discussions about plans for depicting their journeys to school. Links with mathematics are more limited. Links with ICT are beginning to be promoted. For example, Year 2 pupils use a graphics program to draw pictures but at present this is an area for development.
117. A satisfactory curriculum is in place, which is broad and balanced and ensures pupils have a good range of experiences of different techniques and media. At present the scheme is based on national guidance, which needs to be reviewed to address the particular needs of the school and to link units of work with other subjects. There are some useful links with history and geography, as in Year 1, when pupils walk round the village to observe and sketch patterns in the buildings. Pupils' work is assessed at the end of each unit of work. The use of sketchbooks provides a satisfactory record of pupils' experimentation of techniques and use of media; this could be usefully extended to all year groups and include work that is dated and annotated, thus giving a higher status to investigative work. Work is being collected to form a moderated portfolio to give the teachers greater expertise in assessing pupils' artwork. This was the situation at the last inspection.
118. The subject makes a good contribution to pupils' social development through effective promotion of collaborative work but a satisfactory contribution to spiritual and cultural development. Pupils in Year 6 work well together when designing panels to form a story

in textiles. They negotiate which aspect of the story they are going to represent in stores such as *St George and the Dragon*. There are satisfactory links to art and design from ancient cultures, such as Egyptian art and some links with African art, which inspired Year 6 pupils' imaginative work on headgear. However, throughout the school there is too little attention given to promoting multi-cultural awareness and the work of Western and non-Western artists and craftspeople.

119. The management of the subject is good overall. The co-ordinator is enthusiastic and has good expertise in the subject and supports her colleagues well. However, she is aware that she has had limited time to promote the subject recently, as she has concentrated on implementing the ICT curriculum in the new suite. The co-ordinator monitors planning of art and design and standards through the displays in the school but has had limited opportunities to observe teaching and learning in the classrooms.

DESIGN AND TECHNOLOGY

120. The previous inspection was satisfactory in relation to design and technology and this position has been sustained. Pupils at the end of Years 2 and 6 achieve levels of knowledge and skill in design and technology, which are broadly average. Pupils are able to select from a satisfactory range of materials when designing and making products and proper consideration is given to the purpose of each item and to the subsequent design and construction. The design and construction of a box to contain food exemplified this process in Year 3. Pupils are competent in their ability to relate what they are making to their associated design. Food technology is an integral part of the programme. Pupils make thoughtful evaluations about their work as demonstrated by the comments made by Year 6 pupils relating to their earlier design for an outdoor shelter. Skills associated with design and technology are satisfactorily developed as pupils move through the school.
121. Teaching is satisfactory at both key stages. Teachers are aware of the essential elements of design and technology, such as, providing opportunities for original and creative generation of ideas. Open-ended questioning during a Year 3 lesson, for example, encouraged pupils to think actively and to produce ideas about their designs for a 'monster'. Teachers include material to develop knowledge associated with mechanisms, structures and applications and how products can be refined and improved. Thus, Year 2 pupils were able to discuss the purpose of wheels and axles in relation to model vehicles they had made.
122. Pupils' attitudes to the subject are good. They are interested and motivated in their work, which they discuss with animation. In a Year 3 lesson, for example, pupils employed a simple pneumatic system to operate the jaws of a model monster and went about their work with enthusiasm and obvious enjoyment. Pupils concentrate well and persevere to overcome problems. Collaboration is particularly productive.
123. The subject is soundly managed and priorities satisfactorily addressed through the School Improvement Plan. The co-ordinator is aware that her monitoring role is under-developed at present. The school has adopted national guidance to support teachers' planning. This results in a reasonably balanced programme but further detail is required to ensure more systematic coverage and development of skills. This is needed to ensure that important elements of the programme are not omitted and that skills are built in a planned and incremental manner. There are useful cross-curricular links such as when Year 1 pupils employed measurements and fractions when developing joining techniques in a three-dimensional model.

GEOGRAPHY

124. During the inspection only one geography lesson was observed. The findings from discussions with pupils and staff, the scrutiny of teachers' planning and children's completed work, indicates that most pupils are working at a standard expected for their age by the age of seven, and are making satisfactory progress. By Year 2, pupils draw simple maps and plans, locate the United Kingdom on a map of Europe, and the nations of the United Kingdom. They use and draw maps when studying their own locality, Lulworth Cove and the fictitious Isle of Struay. They draw graphs to show where their classmates live and make observations of houses close to school. They are beginning to use secondary sources including books and photographs for their research, although this could be developed to include the further use of ICT.
125. By the age of eleven, pupils have made unsatisfactory progress, and standards are below those expected for their age. In Years 3 to 6, pupils have studied environmental issues, features of an urban locality, weather, the water cycle and the uses of water. However, pupils have insufficient experience of studying places in differing parts of the world and the United Kingdom or of fieldwork investigations outside the classroom.
126. This indicates unsatisfactory improvement since the last inspection, when standards were in line with national expectations.
127. The response of pupils is satisfactory overall, and is good when they are given the opportunity to communicate their own ideas. For example, when pupils described how they filmed their own weather forecasts, having researched weather on the Internet, they showed real enthusiasm. However, in some recorded work the over reliance on worksheets constrains the pupils' opportunities to raise questions, express their own views, or to use their observations of their own locality and contrasting places.
128. Based on scrutiny of pupils' previous work, overall teaching in Years 3 to 6 is unsatisfactory, although there are strengths in the teaching of physical processes and contrasting localities in Year 5. There are very few examples of pupils recording and evaluating evidence, drawing conclusions and giving explanations for differing views. ICT is not used sufficiently to promote learning in geography throughout the school. Provision for pupils with special educational needs, who participate in the same range of opportunities as other pupils, is satisfactory for infant pupils and unsatisfactory for junior pupils.
129. The subject co-ordinator has reviewed resources and implemented the national guidance for geography. A draft policy is in place and pupils effort and attainment is regularly assessed. This is an improvement since the last inspection but overall management of the subject is unsatisfactory. The co-ordinator is aware that her monitoring role is underdeveloped at present. Planning is monitored; however, the co-ordinator has had limited opportunity to monitor teaching and learning. Resources are well organised and accessible. However, there is insufficient equipment for fieldwork and weather observation, and too few photographs relating to places to be studied. The subject has the potential to make a positive contribution to pupils' awareness of other cultures. This aspect needs to be further developed both in the provision of resources and also in the long term planning for the study of places.

HISTORY

130. During the inspection five history lessons were observed. Evidence was also gained through discussions with the teachers and pupils, and a scrutiny of planning and pupils' work. From this evidence it is judged that the majority of pupils, by the age of seven

and eleven, are working at standards in line with those expected for their age. They are making satisfactory progress. This maintains the average standards found at the time of the last inspection.

131. In Year 1, pupils develop a sense of change over time by comparing toys belonging to grandparents, parents and themselves. In Year 2, pupils understand how life has changed. For example, they compare the features of a seaside resort in 1900 with today, and they learn about the life story and achievements of Florence Nightingale. Pupils in Year 6 are learning how a primary source can be used to research the past. They interviewed local people about their memories of leisure, home life, transport, festivals and the Second World War. In Year 3, pupils were encouraged to communicate their own views, having read different accounts of Boudicca. Year 4 pupils study Tudor people at different levels of society, in their work on homes.
132. Pupils express positive attitudes to the subject. For example, Year 3 pupils were keen to explain the features of life for Roman soldiers and Celtic warriors, and gave good explanations of why the invaders were the stronger fighting force. In the majority of lessons they respond well, working independently at tasks and demonstrating good behaviour. Pupil response and behaviour is less positive when they are required to use a photocopied text to complete comprehension questions. This constrains the pupils' opportunities to express their own views, or to raise questions to pursue. Recorded work indicates that pupils of all abilities and groups have equal access to the curriculum. The pupils eagerly anticipate visits to St Albans Roman Museum and Sulgrave Manor House.
133. Teaching is satisfactory overall, and ranges from satisfactory to good. Where teaching is good, stimulating wall displays and artefacts promote pupils' research skills, and tasks matched to prior attainment are well planned. For example, Year 3 lower attaining pupils looked at a range of illustrations to draw conclusions about Boudicca. Higher attaining pupils were required to explain why Boudicca was motivated to fight, having read different accounts. Good teacher subject knowledge is evident when pupils are encouraged to raise as well as answer questions, and to provide reasons and patterns of change. For example, after interviewing people from the village, pupils in Year 6 were able to suggest the war may have interrupted May Day celebrations in the village in the 1940s. They considered checking when motor bikes were first used and using the school log book to investigate an epidemic of scarlet fever.
134. The subject is well managed although the co-ordinator has had limited opportunities to monitor teaching and learning in the classroom. Planning guidance promotes progression and coverage of the history curriculum. Consistent assessment procedures are now in place, and this is an improvement since the last inspection. A new history policy is in draft form. Most history units are adequately resourced, although the use of ICT could be further exploited, requiring further investment in history programs. There is an adequate range of textbooks for pupil and teacher reference, but the range of real or replica artefacts needs extending.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

135. The last report found standards at the end of Years 2 and 6 to be below those expected. Progress was said to be unsatisfactory. The programme did not give teachers sufficient guidance and resources were judged to be insufficient. Assessment procedures did not provide sufficient information about levels and progress. Since then the requirements and prominence of ICT in the National Curriculum have been greatly increased. The school has defined what should be

taught, improved the resources significantly and assesses the skills of each pupil. Although these initiatives are very appropriate, they are very recent and, overall, this constitutes only a satisfactory response to matters raised in the previous report.

136. Standards in ICT towards the end of both Years 2 and 6 are below the national age related expectation. Pupils in Year 2 have satisfactory levels of proficiency in word processing but their basic keyboard skills are less assured. The ability to save and retrieve information, with support, is secure and many use 'painting' programs with appropriate skill. Other aspects of the subject are less secure when selecting options whilst investigating on-screen situations. Their ability to enter and present data is somewhat limited and some are unsure and do not know how to give sequential instructions, for example, in order to control programmable devices. The majority has only cursory understanding of how information technology is used in the home and their environment.
137. Year 6 pupils' competence in the skills required by the National Curriculum remains below the average. Word processing skills are extended and most pupils reach satisfactory levels of competence. Most save and retrieve stored information independently. The majority combines text and pictures to an above average level and prints the finished product. Pupils' ability to monitor external events such as temperature is, however, in line with that expected as demonstrated by Year 5 who used sensors linked to computers to measure sound and light levels around the school. Achievement in other areas of the subject is less assured. Not all pupils have secure knowledge of how to establish, test, modify and store sequences of instructions to control on-screen events. Many do not have the expected knowledge in entering, sorting and classifying data and presenting the findings by means of a range of graphical representations. Their awareness of the application of ICT outside the school is somewhat limited. The school has recently installed Internet access and pupils confidently log on and use the search facility.
138. In recent years the school has operated within severe financial restrictions. This has resulted in an inability to afford a sufficient number of computers for educational use and opportunities for pupils to operate computers have been limited. Despite the recent and significant investment, the number of machines has only recently been sufficient to fully meet the demands of the subject. Recent improvements mean that the majority of pupils, including those with special educational needs, are now making good progress as they move through the school. However, previous shortcomings in provision have not had time to work through a full cycle and achievement over time is only satisfactory. Consequently, not every pupil has received the same exposure to the subject and there are significant 'gaps' in the knowledge and skills of many pupils. Teachers work hard to provide opportunities and pupils are enthusiastic about the subject. Given recent improvements, pupils might confidently be expected to achieve higher standards. Evidence of this improvement is already apparent in examples of higher achievement as teachers and pupils take advantage of the enhanced facilities and resources. In a Year 6 lesson, for example, pupils were able to combine text, illustrations, effects and sound to produce a presentation of much greater sophistication than is normally found.
139. Teachers make only limited use of ICT to enhance and support other areas of the curriculum. Utilising the Internet to research factors relating to eye disease and obtaining weather information from around the world are productive examples but, overall, the use of ICT to support other subjects is neither comprehensive nor sufficiently systematic.

140. Teaching is good throughout the school although this has yet to impact fully upon standards. Teachers have enhanced expertise and improved resources, and now work in a suitably designed computer suite. Lessons consistently contain material which interests and challenges pupils. The pace of lessons is invariably purposeful and this has the effect of stimulating pupils. There is good balance between the direct, whole-class teaching of skills and opportunities for pupils to consolidate and extend their knowledge by working on computers. These qualities were exemplified in a Year 6 lesson in which pupils were shown how to add sound to a multi-media presentation and were then immediately able to apply this knowledge to their own project.
141. Pupils display very good attitudes. They behave sensibly and sustain concentration over time. Almost all pupils strive to achieve the desired outcome and interact well with each other and with staff. They talk about their work with animation and enthusiasm. This was well illustrated by the gasp of wonder, which was audible from Year 1 pupils when the press of a key changed the style of graphical representation. Almost all pupils clearly enjoy their work in relation to ICT but the earlier lack of resources means that these positive attitudes are only just being fully harnessed.
142. The programme for ICT incorporates national guidance. It provides a satisfactory basis for teachers' planning, although more detailed definition would assist teachers in deciding exactly what should be taught and when. A lack of computers made it difficult for teachers to combine the direct teaching of skills with immediate 'hands-on' experience for their pupils. In contrast, pupils' learning has been positively affected by being able to have active experience following the teaching of a particular skill. Teachers maintain satisfactory records for charting individual experience and progress and for ensuring that every pupil receives his or her entitlement.
143. The co-ordinator is leading the subject with energy, enthusiasm and a real determination to drive up standards. Staff expertise has been improved through a programme of staff training and good quality resources have been put in place. The school appears well placed to make significant improvements in ICT standards.

MUSIC

144. Standards have been maintained since the last inspection and are in line with national expectations for pupils by the ages of seven and eleven. All pupils, including those with special educational needs, make good progress with their singing throughout the school. They can sing '*Hallelujah*' in two parts and quickly learnt the '*Sense Song*' in Assembly. The quality of teaching has improved since the last inspection with full use being made of resources in lessons.
145. In Years 1 and 2 pupils have a good understanding of rhythm and beat. They also have a good sense of pitch as they sing '*The Best Gift*' and demonstrated a sound understanding of tempo as they listened to music. Valuable opportunities are given for pupils to listen to contrasting types of music in Years 1 and 2. For example, pupils' literacy skills were developed well in a Year 2 music lesson on sound pictures and '*Swan Lake*' by Tchaikovsky was described as being '*peaceful, floating music*.' By contrast the '*Flight of the Bumble Bee*' by Rimsky Korsakov made a pupil think of a tornado, because it went really quickly. Another pupil commented '*It made me think of a gentle wind turning into a storm with thunder and lightning*.' Composition work is being developed well throughout the school. Year 2 pupils enjoy using an appropriate range of descriptive words and phrases to create 'sound' pictures. Valuable opportunities are given for pupils to evaluate and refine their performance and overall they make good progress.

146. By the age of eleven, pupils have a secure understanding of pitch and rhythm. They sing with enthusiasm. Year 3 and 4 pupils have a good understanding of instruments of the orchestra. Composition work is developed satisfactorily throughout Years 3 to 6. By Year 6, pupils are able to record original composition work using notation. Music makes an effective contribution to pupils' spiritual, moral, social and cultural development. The school is developing soundly the use of ICT in lessons to support pupils' learning.
147. The quality of teaching and learning is good overall. Teachers have secure subject knowledge and a clear expectation of the pupils' performance. Pupils' literacy and numeracy skills are developed well through song and musical composition. Lessons are carefully prepared and the quality of the curriculum is satisfactory. Pupils co-operate well in lessons. They listen carefully and display good attitudes, which helps them to make at least satisfactory progress. Pupils' attainment is assessed at the end of each unit of work. The co-ordinator is providing sound educational direction for the subject and has identified the need to update the music policy and to ensure that resources are appropriate for delivering the National Curriculum.

PHYSICAL EDUCATION

148. Standards in physical education are average at the end of Years 2 and 6, including pupils with special educational needs. There are no significant differences in standards achieved by boys or girls and they all make satisfactory progress throughout the school. This is similar to the previous inspection.
149. Year 2 pupils move with good co-ordination and control of their bodies. They are improving their throwing and catching skills and becoming more accurate. During a lesson observed, skills were developed well. This was through a combination of pupils working individually and in pairs catching and throwing a beanbag. Meanwhile, during the lesson pupils demonstrated their growing skills and the teacher then set challenges for greater accuracy using underarm throws. This helped them to improve their skills, as they tried hard to do better.
150. By Year 6, pupils choose appropriate techniques for specific athletic events and organise themselves into small groups, working together and encouraging each other to do better. There are good links with mathematics as pupils measure the distance they jump or throw a ball. This helps to motivate them to try harder and, with good intervention by the teacher who concentrates on developing skills, they jump further and throw a ball with greater accuracy, control and efficiency. The lesson was set at the right level for all pupils, tasks were challenging and relationships very good; this meant pupils' skills improved well.
151. The teaching seen was generally good which helped develop pupils' skills through the lessons. Teachers stress the importance of exercise, which is effectively linked to the science topic in Year 5, where they take their pulse after exercise. They ensure pupils wear correct clothing and generally stress the importance of warming up and cooling down. However, in one lesson with younger pupils the lesson was abruptly concluded without sufficient time for pupils to cool down or evaluate their work. Lessons are planned well to develop skills sequentially. For example, in a Year 3 lesson, challenging activities were planned to develop short and distance running. Pupils were made aware of skills being developed and responded with an awareness of refining and improving their techniques, for example, how to run, pick up the beanbag and return with speed and agility. Teachers' high expectations about the standards they expect as well as

how they expect pupils to behave in the hall or outside, meant that pupils rose to the challenges set and worked hard, with enthusiasm and behaved well.

152. The subject is led well. The co-ordinator has recently taken over the subject and has good expertise and is keen to promote more competitive events with other schools, such as netball and football. The curriculum is broad and balanced and covers all elements, including swimming. Pupils in Years 4 and 5 go swimming and, by the end of the programme, the vast majority of pupils swim at least 25 metres. Certificates are awarded to recognise achievement. Teachers assess pupils' skills development at the end of each unit of work. A number of extra-curricular activities support the physical education curriculum well. They are enjoyed and valued by a large number of pupils. Physical education supports pupils' moral and social development well. Teachers promote fairness and encourage pupils to play by the rules of the game, respect others' effort and encourage pupils to work co-operatively in pairs or as members of a team. There are good opportunities for all pupils to be fully involved in all activities, they have positive attitudes and are keen to participate. There is good use of the playing field for athletics and games, which gives pupils sufficient space to develop their skills.

RELIGIOUS EDUCATION

153. Following observation of lessons, discussions with the co-ordinator and pupils, and a scrutiny of planning and pupils' work, it is judged that the majority of pupils by the age of seven and eleven is working at standards expected for their age. Pupils make satisfactory progress. The curriculum meets the requirements of the Buckinghamshire Agreed Syllabus. The position is similar to the previous inspection.
154. Pupils learn about Christianity, Islam and Judaism, and relate the teachings in religions to their own life experiences. For example, in Years 1 and 2 they study celebrations, special people and rules. They relate what it means to belong to a family, school and community to these issues. In Years 3 to 6, pupils develop an understanding of sacred texts, artefacts and rituals, holy places and religious leaders. They consider what it means to be religious; they reflect on social and moral issues as they create their own prayers and explore moral issues such as racism.
155. The quality of teaching is satisfactory overall, and ranges from satisfactory to good. The teaching of Christianity builds on previous understanding. For example, in Years 1 and 2 pupils retell Bible stories and pupils in Year 3 consider why people need access to the Bible in their own language. When asked why the Bible is important to people, they were able to describe it as the book, which tells: '*the stories about Jesus,*' and '*how to live a good life*'. In Year 6 pupils were asked to study a range of paintings of Christ, and identify significant life story events illustrated in the art. There were good examples in pupils' work, in Years 5 and 6, of considering what faith means in practice and interpreting the meaning of religious symbols and ceremonies. Year 6 pupils visit a mosque, following a visit to school by the Imam.
156. The scrutiny of pupils' work and discussions with pupils indicated that teaching and learning in Years 1 to 6 about Christianity is sound. Opportunities for developing their personal responses to questions of meaning, purpose and value could be further developed, in Years 1 to 4. The scheme of work does not clearly identify which other religions are to be included. The study of other religious beliefs and practices is currently under developed, and there is insufficient continuity and progression in this aspect of religious education. The subject has the potential to make a positive contribution to pupils' cultural awareness, as they consider the religious beliefs and practices in other cultures, but this is not fully exploited.

157. Pupils respond through writing, pictures, discussions and thought showers. There is very little evidence of pupils using ICT to respond or learn in religious education. Pupils demonstrate good behaviour during lessons, contributing well to question and listening well. In Year 3, carefully differentiated tasks, elicited a 'yes, yes, yes!' response, communicating the excitement enjoyed by pupils when completing story boards and play scripts about the story of Mary Jones. Pupils with special educational needs are fully involved and respond well.
158. The scheme of work draws together the planning guidance in the Buckinghamshire Agreed Syllabus and national guidance. There are limited procedures in place for monitoring teaching and learning, although the co-ordinator monitors pupils' work in books. Assessment procedures are in place, demonstrating improvement since the last inspection. Resources have also been improved, now offering well-organised access to artefacts and books. There is an acknowledgement of the need to review the scheme of work to ensure the long- and medium-term planning promotes progression in pupils' spiritual and cultural development.