

INSPECTION REPORT

Brampton Primary School

Bexleyheath

LEA area: Bexley LEA

Unique reference number: 101401

Headteacher: Mr Rob Richardson

Reporting inspector: Rajinder Harrison
18059

Dates of inspection: 07 February 2000 – 10 February 2000

Inspection number: 181601

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	mixed
School address:	Brampton Road Bexleyheath Kent
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. S Bolton
Date of previous inspection:	24 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Rajinder Harrison	Registered inspector	English as an additional language, Art, Equal opportunities	What sort of school is it? The school's standards and achievements. What should the school do to improve further.
Sarah McDermott	Lay inspector	French	Pupils' attitudes, values and personal development. How well does the school work in partnership with parents? How well does the school care for its pupils?
Barbara Atcheson	Team inspector	Religious Education, history, special educational needs.	
Monica Mullan	Team inspector	English, music.	How good are curricular and other opportunities offered to pupils?
Ken Parry	Team inspector	Information technology, geography.	Leadership and management
John Wilkinson	Team inspector	Science, physical education, provision for children under five.	
David Speakman	Team inspector	Mathematics, design and technology.	Teaching

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brampton Primary School is a larger than average primary school providing full-time education for 427 pupils aged from 4 to 11 years. It serves the local area of privately-owned semi detached houses, as well as pupils who travel in from further afield, some from more socially deprived areas of the borough. The school population is predominantly white, and 8% are from ethnic minority backgrounds. Twenty eight pupils come from homes where English is an additional language. There are 108 pupils (above average) on the register of special educational needs, five of whom have statements (below average). Just over 4% of pupils are known to be entitled to free school meals, which is very low, reflecting above-average social circumstances. The overall attainment of children on entry to the reception class is average.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good standard of education overall. Through consistently good teaching pupils achieve overall standards that are above average by the end of Key Stage 2, compared with schools nationally. The good leadership and management of the school, coupled with continuous improvement in standards, result in the school providing good value for money.

What the school does well

- The quality of teaching is good overall.
- Most pupils attain very high standards in English and high standards in mathematics.
- There is very good provision for pupils who have special educational needs and they make good progress especially when supported by very good support staff.
- Strong leadership from the headteacher and very good support from the governing body result in the school being managed effectively.
- The quality of curriculum at Key Stages 1 and 2 is good, and encourages very good attitudes to learning.
- Very good opportunities for swimming and music contribute to high standards in these areas.
- Pupils are enthusiastic about coming to school, work very hard, and form very good relationships with all staff and with other pupils.
- Behaviour throughout the school is very good and pupils learn effectively to be tolerant of others' values and beliefs. The social development of pupils is very good.
- Pupils' moral and cultural development is good.
- The school provides a calm, industrious environment, where all pupils learn effectively.
- Parents make a valuable contribution to the work of the school and support their children's learning well.
- There is a strong, shared commitment to raise standards; expectations of good work and behaviour are high, and the school's ethos is very good.

What could be improved

- Standards in information technology at Key Stage 1 are unsatisfactory.
- Information technology skills are under-developed across the curriculum at both key stages.
- The attention given to science and religious education has been insufficient to enable pupils to match the standards achieved in English and mathematics.
- The procedures for monitoring the academic development of individual pupils are unsatisfactory in subjects other than English and mathematics.
- Co-ordinator's roles are not yet fully developed in all subjects, with respect to the monitoring of teaching and the setting of targets within the subject.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a number of improvements since it was last inspected, in June 1996. Standards in English, mathematics and science have improved steadily, in line with national trends. The literacy and numeracy strategies have been implemented successfully and are having a positive impact on standards. There has been an increased emphasis on investigative work in science. Appropriate schemes of work

inform planning in other subjects. The curriculum for design and technology has improved, and standards are satisfactory. Standards in music have improved, and are now good, but the high standards previously reported in art have not been sustained. The recent establishment of the information technology suite has resulted in very good progress in developing pupils' information technology skills at Key Stage 2. The use of information technology across the curriculum is still under-developed, however. Teaching has improved since the last inspection and is now good overall, with very little unsatisfactory teaching. Satisfactory improvements have been made in developing a consistent approach to assessment in mathematics and English. In other subjects, the use of assessment and the monitoring of individual progress is still inconsistent. The roles of subject co-ordinators are now clear. Where this includes regular monitoring of teaching and learning, there has been a positive impact on standards; for example in mathematics, in English, and in information technology at Key Stage 2. In other subjects monitoring is still a weakness.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	B	A	B
Mathematics	D	D	B	D
Science	D	D	C	E

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

Children under five, who come into school with broadly average attainment, make good progress overall. At both key stages, overall standards are above average in comparison with schools nationally. Results in national assessments at the end of Key Stage 2 have improved in the last year. High standards have been maintained in English, and previous below-average results in mathematics and science have been improved. In mathematics they are now above average and in science are average. The concentration on work in English and mathematics has been effective in raising standards. Inspection evidence confirms well-above-average standards in English and above-average standards in mathematics at both key stages. Standards in mathematics continue to improve this year. The school has set high but achievable targets which it is working well to attain, particularly in mathematics. Most pupils attain average standards in science, but few attain above this level. Standards in music are good and are very good in swimming. Standards are satisfactory in all other subjects, except in information technology at Key Stage One, where standards are unsatisfactory.

In comparison with "similar schools" the standards in mathematics and science look relatively weak. These figures are based on comparison with schools known to have the same number of pupils entitled to free school meals. However, as the attainment of pupils on entry to the school is average, these standards represent good overall progress in pupils' learning during their time in school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good.
Behaviour, in and out of classrooms	Pupils' behaviour is very good and they respond well to the school's high expectations of good behaviour in all situations.
Personal development and relationships	Relationships between pupils and with teachers are very good. Pupils take on responsibilities willingly and are respectful of the feelings and beliefs of others.
Attendance	Attendance levels are above the national average. Pupils are punctual in arriving at school and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 is good overall. In 50% of lessons seen teaching was good, 18% of lessons were very good and 2% were excellent. Only 1% of teaching was unsatisfactory. This is a major improvement since the last inspection, when 12% of teaching was unsatisfactory. Good teaching was seen throughout the school and has a positive impact on pupils' learning. Strengths of teaching include very good management of pupils and very good relationships, and effective use of support staff. Teaching of mathematics and English is good overall, with many lessons being very good. The teaching of the skills of literacy and numeracy is based on the national strategies, and is good throughout the school. This impacts positively on pupils' learning in other subjects. The teaching of pupils with special educational needs, and that of pupils for whom English is an additional language is good, and supports the good progress which they make. In a few lessons, work for higher ability pupils is not sufficiently challenging, so that they make insufficient progress. The teaching of information technology (IT) is good at Key Stage 2, but is unsatisfactory at Key Stage 1. Teaching is good in music and is very good in swimming and in French with Year 6. In other subjects, teaching is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good overall. It is satisfactory for children under five. At both key stages the national literacy and numeracy strategies are implemented effectively. Provision for French in Year 6 is very good. Provision for extra-curricular activities is satisfactory. Visits to places of interest and the range of visitors to the school contribute effectively to enriching the curriculum.
Provision for pupils with special educational needs	Provision is very good. All pupils on the special educational needs register have individual education plans which are monitored regularly. Pupils are supported well in class and when they are withdrawn for extra help from specialist staff.
Provision for pupils with English as an additional language	The school has 28 pupils who come from homes where English is not the first language. They receive appropriate support to enable them to make progress similar to their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good, and is implicit within the day-to-day work of the school, including the formation of very good relationships. Provision for pupils' social development is very good. Provision for pupils' moral and cultural development is good. Provision for their spiritual development is satisfactory.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good overall. Day-to-day routines are good and support a safe, calm, friendly environment where effective learning takes place. Relationships with parents, carers and the local community are good. Effective policies are in place to monitor pupils' personal and academic progress overall. Although procedures are good for monitoring the progress of individual pupils in mathematics and English, they are under-developed in other subjects. Attendance is monitored well.

The school has maintained a good partnership with parents since the last inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher, supported well by a hardworking staff, are good. There is a clear focus on high expectations and change is managed effectively. The monitoring of teaching and learning is good in some subjects, but is too limited in others. The school achieves many of its aims, particularly those related to providing a happy, caring environment to support pupils' learning. The school has made improvements in many areas, and is well placed to continue to improve.
How well the governors fulfil their responsibilities	The governing body fulfils its legal responsibilities well. Governors provide very good support to the school and are clear about priorities in the school development plan. They share the strong commitment to raising standards. They work in close co-operation with staff, parents and the local education authority, and update their practices regularly.
The school's evaluation of its performance	There is good evaluation of test results, especially in English and mathematics. Good use is made of analysis of assessment results to set targets for raising standards and resources are made available appropriately.
The strategic use of resources	Resources are used well. The planning and administration of financial resources are good. The principles for obtaining "best value" for money are followed through thoroughly.

Staffing levels are satisfactory. Resources and accommodation are satisfactory and support the curriculum appropriately. The use made of the library and TV room is limited.

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 make good progress and like going to school. • Behaviour is very good. • Teaching is very good. • The school is easy to approach with difficulties and problems. • The school helps children to become mature and responsible. • The school has high expectations of their children. • Parents feel they are encouraged to work closely with the school. 	<ul style="list-style-type: none"> • A few are not satisfied with homework. • A number felt there were insufficient activities outside lessons. • A few were concerned about the information they receive about their children's progress. • A few parents would like to be invited to school and class assemblies.

Inspectors' judgements support parents' positive views. The use of homework is satisfactory, as is the range of extra curricular activities, with sport and music being strengths. There are inconsistencies in reporting on pupils' progress, with weaknesses in setting personal targets. The size of the hall limits parental attendance at whole school events.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry to reception classes the majority of children under five, shows levels that are broadly average. They respond well to the supportive environment and challenging teaching and by the age of five most attain the desirable learning outcomes in the six areas of learning. Some children are clearly above average in their attainment, and a number have good knowledge and understanding of the world and in their personal and social development. They make good progress overall. Their progress in language and literacy is very good, and progress in physical development and knowledge and understanding of the world is good.
2. Standards in English are high at both key stages. Standard Assessment Tests and Tasks for seven-year-olds in 1999 show the percentage of pupils achieving the expected level in reading and writing was well above the national average. The percentage achieving the higher Level 3 was also well above the national average. When compared with similar schools, standards were in line with the national average. In the end of key stage tests in English for eleven-year-olds, the proportion achieving the expected level and also the higher Level 5, was also well above the national average. In comparison with similar schools the percentage was above the national average. These results show an overall upward trend in measurable standards at both key stages since the previous inspection. Evidence gained during the inspection confirms these very good results. Pupils with special educational needs make good progress overall. They are well supported both inside and outside the classroom and acquire improving standards of literacy as they move through the school. Pupils who come from homes where English is not the first language respond well to the consistently good teaching and support and attain standards in line with their peers.
3. Standards in speaking and listening are good at both key stages. Pupils are taught to listen carefully from an early age and this has a very beneficial effect on the whole of their learning. Many older and higher attaining pupils speak with remarkable ease and self-assurance. Strong emphasis is placed on reading by the school. This good attention is an undoubted factor in the achievement of the well above average standards. Good arrangements for supporting growth in reading ensure that standards improve at an above average rate. Parents play a significant part in helping their children to become good readers. All pupils build on the good foundations developed in the reception classes and by the time they leave the school the majority of pupils attains standards that are well above average in fluency and enthusiasm.
4. In writing, pupils at Key Stage 1 make good progress in building up a range of basic words to construct sentences. A noticeable degree of independence is demonstrated as pupils begin to tackle an increasing range of tasks. They use elementary, and sometimes more advanced, punctuation well. At the end of Year 2, the majority writes with fluency and purpose, and attainment is above average. Pupils at Key Stage 2 have increased opportunities for practising their writing skills in all areas of the curriculum. Pupils rapidly acquire plenty of good experience in understanding grammar and the conventions of language. By the end of the key stage many write with ease in a range of differing styles and for specific purposes and standards are well above average. At the end of Key Stage 2 pupils write to high standards in history, for example, where some very good creative interpretations of events in World War Two were seen. Standards of handwriting and general presentation of work are good. Literacy skills are well practised across the curriculum and

have made considerable impact on raising standards in English and all other subjects.

5. In mathematics at the end of Key Stage 1, the percentage of pupils attaining the expected Level 2 or above was close to the national average in the National Curriculum tests in 1999. The percentage of pupils reaching the higher Level 3 was again close to the national average. When compared with schools with pupils a similar percentage of free school meals, the performance of seven-year-olds was below average. There has been a trend of improvement between 1996 and 1998, when the scores were above average, but they fell back to average levels in 1999.
6. At the end of Key Stage 2 national assessment results were above average. The percentage of pupils achieving the nationally expected Level 4 in mathematics was close to the national average. The percentage of pupils achieving the higher Level 5 was again close to the national average. However, when the average level is compared to similar schools, standards are below average. Between 1996 and 1998, the school trend fell behind the national trend. In 1999, standards rose at a rate greater than the national average. Inspection evidence, however, indicates that the standards that pupils currently attain are above average expectations at the end of both Key Stages 1 and 2 and the progress pupils make, including those with special educational needs, is good at both key stages. This is an improvement on the previous inspection, when standards were judged to be average. This above average attainment is attributable to the high level of input into the teaching of mathematics since last year, including intensive preparation for the numeracy strategy, and good leadership from the co-ordinator for mathematics. The arrangements for booster classes prior to the tests being carried out did not target all pupils sufficiently well, but are being reviewed.
7. Standards of numeracy across the curriculum are good. Pupils measure accurately in design and technology, showing good measuring skills. They use charts and tables appropriately in science and geography. In both these subjects, they use negative numbers accurately, when measuring temperature for example.
8. The 1999 Teacher Assessments for science at Key Stage 1 indicate that the performance of pupils was above the national average when compared with all schools. Evidence from the inspection indicates that, at the end of Key Stage 1 attainment for the majority of pupils is in line with national expectations. Pupils are, however, beginning to make improved progress throughout the key stage because of the well structured lessons based on the newly adopted scheme of work and high teacher expectations. There has been an improvement since the previous inspection in the increased focus upon experimental and investigative work in lessons. However, at present there is insufficient time allocated to the teaching and development of the subject, and science has not featured as a key area of focus since the last inspection.
9. By the end of Key Stage 2 the standards of attainment reached by the majority of pupils in science are in line with national expectations. The 1999 test results indicate the number of pupils reaching level 4 was close to the national average whilst the percentage reaching level 5 was below. In comparison with schools in similar contexts the overall performance of pupils is well below the national average. Evidence from the inspection confirms that pupils are continuing to make satisfactory progress through the key stage, with good progress in some lessons where teaching is very good, and pupils are encouraged to build on prior learning.
10. Pupils make unsatisfactory progress in information technology in Key Stage 1, and standards are below average. By the end of Key Stage 2 progress is good and pupils attain average expectations. The application of information technology across the curriculum is limited and there are few opportunities for pupils to practise their computer skills effectively.
11. Pupils make good progress in music, effectively enhanced by opportunities for performance on a wide range of instruments, and standards are good.
12. Pupils make satisfactory progress in design and technology, history, art, geography and physical education and standards are in line with those expected for pupils aged seven and eleven. Progress and standards in swimming in Key Stage 2 are very good and a strength of the school. Sporting activities offered by the school contribute effectively to the standards pupils achieve. Pupils'

learning in French is very good and they make very good progress.

13. The good standards in art identified in the last report have not been maintained, mainly because time allocated to the development and teaching of art is limited.
14. Pupils of all levels of prior attainment make satisfactory progress in religious education and standards at both key stages are in line with those required by the Locally Agreed Syllabus. This is similar to the findings of the last inspection.
15. Pupils with special educational needs make overall good progress and attain standards in line with their learning targets. A significant number of pupils on stages one and two of the special educational needs register exceed their targets and make very good progress. This is because the school identifies pupils requiring additional support very early, and provision for supporting them is very good. This contributes effectively to the raising of standards.
16. Pupils who come from families where English is not the home language make progress similar to their peers and attain in line with expectations.
17. Overall standards in the school are above average expectations and progress is good. Forty percent of the current pupils in Year 6 have successfully passed the selection tests for places at grammar school. Targets for English and mathematics set by the local education authority are challenging, but achievable because of the good practice identified in these two subjects. Targets for the academic development of individual pupils are not yet set systematically for all pupils. The school is strongly committed to raising standards, expectations are high and the capacity to improve is good.

Pupils' attitudes, values and personal development

18. Pupils have very positive attitudes to school. These have been maintained well since the last inspection. Pupils are keen and eager as they arrive at the start of the school day. Pupils are generally punctual and get down to work very quickly at the beginning of lessons. There is a definite air of enthusiasm about school life. Pupils come to lessons in a positive frame of mind and thoroughly enjoy acquiring new knowledge. Pupils in Year 6 learning French are eager to take on a new language. In their lessons many, including the lower achieving group, are confident and proud to speak French in front of the whole class. Pupils are involved well in a range of activities provided by the school. Photographs in the corridors show cheerful football teams celebrating their successes. A good number of pupils join the several after school and lunchtime clubs for sport and music. These very good attitudes are the positive result of good teaching and interesting lessons, high expectations of full involvement in learning and a shared commitment between home and school.
19. The behaviour of all pupils is very good. There have been no exclusions since the previous inspection. All staff have high expectations of good behaviour and the pupils respond accordingly. Nearly all the parents returning questionnaires and those attending the meeting agreed that discipline is good. In lessons, the very good behaviour and mature, responsible attitude of the pupils contribute very positively to their learning. Even in lessons where aspects of teaching are weak, the pupils are well disciplined and productive. Pupils are extremely orderly as they move about the school. They line up well after break times, before lunch and going in and out of assembly. In the playground, pupils are lively, boisterous, yet controlled, as they make the most of their break times in the fresh air. They converse politely with visitors and often hold doors open or offer to clear their plates at lunchtime. The whole site is free from litter and graffiti.
20. Relationships between the pupils are very good. In nearly all lessons seen there was a strong rapport between pupils and staff. Pupils trust the adults and are willing and ready to follow their advice and teaching. This has a strong bearing on the resulting good learning. The relationships between pupils themselves are similarly strong. In many lessons seen pupils worked very well together to promote their learning. For example, in Year 5 boys and girls collaborated very well to

produce poetic metaphors. The circle times for the younger pupils are successfully teaching them to notice if anyone is lonely, to look after each other sensitively and to think about the results of their actions. Pupils were often seen accompanying peers who had fallen over in the playground to the member of staff on first aid duty. The few pupils in the school who are from ethnic minority groups are accepted well by their peers. All staff are extremely vigilant to counter negative racist views. One parent of a child with special educational needs reported that his classmates were well prepared for his arrival and immediately made him feel comfortable and a full member of the class. The school supports a strong sense of social inclusion and pupils integrate well at all times.

21. Pupils make good use of the opportunities they are given to take personal responsibility. The paired reading between Year 1 and Year 4 pupils effectively encourages responsibility in the older pupils as they help the younger ones to tackle their literacy. Pupils willingly take on the jobs of clearing up after wet playtime, manoeuvring the lunch box trolleys and helping to scrape the plates at lunchtime. Year 6 pupils help the music teacher coach younger members of the recorder club. Pupils have access to the school library once a week, but this is not sufficient for the older ones to develop independent responsibility for their own learning. Pupils have a good sense of respect for the feelings, values and beliefs of others. They listen well as their peers answer questions or give their opinions in class. In assemblies all pupils bow their heads respectfully during the time for reflection. They respond with a resounding “Amen” at the end of the prayers.
22. The attendance of pupils is good. Unauthorised absence is negligible. Attendance has been maintained at the good level of 95% since the last inspection four years ago. Nationally attendance figures have improved gradually over the last few years. Whereas at the last inspection the attendance level was judged to be very good, it is now good in comparison with the national picture. Attendance registers are completed regularly each morning and afternoon. However, teachers are not consistent in completing the agreed symbols for the different types of authorised absence to make for ease of monitoring.

HOW WELL ARE PUPILS TAUGHT?

23. Teaching is good throughout the school and this has a positive impact on pupils’ learning. There are a number of strengths in teaching including very good management of pupils, and very good relationships. Ninety-nine percent of lessons seen during the inspection were of a satisfactory or better standard. Half of the lessons seen were of a good or better quality, a fifth of lessons were very good and some excellent teaching was observed at Key Stage 2. The teaching profiles were of a similar pattern for both Key Stages 1 and 2 and for children under five. This is a vast improvement on the quality of teaching reported in the last inspection where 12% of lessons were unsatisfactory.
24. Teaching is good at both key stages in each of the core subjects of English, mathematics and science. This level of good teaching enables pupils to learn effectively. In music, where the range and level of performance opportunities enhance learning, teaching is good overall. It is satisfactory in design and technology, history, geography, art, physical education and religious education at both key stages, and in these subjects, pupils make generally satisfactory progress in their learning. In information technology, learning is unsatisfactory at Key Stage 1 because insufficient attention has been given to the systematic teaching of skills. Teaching is satisfactory at Key Stage 2, with some good and very good teaching seen in the computer suite when pupils are given good opportunities to practise newly acquired skills. The teaching and learning of French at the end of Key Stage 2 is very good and makes a valuable contribution to pupils’ cultural development.
25. The teaching of pupils with special educational needs is good in lessons and very good when supported by specialist staff in small groups or individually. The very good liaison between the acting Special Educational Needs Co-ordinator and class teachers has significant positive impact on pupils’ learning. Teachers use support staff well, by involving them in planning so they have maximum impact on pupils’ learning.

26. Teaching of children under five is good. Lessons are planned well with suitable resources provided to match the needs of the children. Most lessons are well paced and good class management creates a positive environment for learning. Teachers make sure their expectations are clear and appropriately challenging so that children learn in an orderly but engaging atmosphere. Teachers use support staff, when available, effectively, involving them in planning and preparation prior to working with small groups or individual children. Parents receive helpful information from the school and over the years a good relationship with parents has developed which effectively supports children's learning.
27. Throughout the school, teachers' knowledge and understanding of subjects is generally good. They introduce lessons confidently, skilfully linking new learning to prior teaching. In the majority of lessons, teachers pass on accurate and reliable information to pupils. They ask pupils challenging questions and probe closely to assess the knowledge they have gained during each lesson, using plenary time effectively. However, there are a few occasions when teachers' knowledge is insecure, for example, in a religious education lesson in Key Stage 2, when incorrect information was given to pupils. On other occasions teachers make their insecurity obvious by using note books as prompts thus detracting from the general good flow of the lesson. Teachers' knowledge in the use of information technology across the curriculum is limited, and the school acknowledges that this as an area for development. Overall, teachers have a good knowledge of how pupils learn. They use resources and a variety of appropriate learning experiences to encourage effective learning. In science, for example, good practice enabled Year 1 pupils to freely investigate the effect of magnets on a range of materials and on other magnets. Pupils found this method of learning new information effective and fun. They developed good observational skills and enjoyed their work and the lesson provided a good basis for further investigation work.
28. The teaching of basic skills of literacy and numeracy, is good for children under five and at Key Stage 1 and very good for pupils at Key Stage 2. Phonic skills are developed systematically, effectively supporting pupils reading and writing activities from an early age. Pupils use speaking and listening skills very well, particularly at the upper end of the school, in both literacy and numeracy oral sessions. Pupils are encouraged to be confident in asking and answering questions and have regular opportunities to express their thoughts and reasons for their answers. This strategy effectively supports teachers' assessments of how well pupils are learning. In plenary sessions at the end of lessons, pupils at all levels of ability are provided with good opportunities to talk confidently about what they have learned and convey this information to other pupils in the class. Teachers encourage good writing skills and provide opportunities for pupils to write in different styles to suit the different subjects. Numeracy is promoted effectively in subjects such as geography and science when pupils use tables and graphs to record their findings, and in design technology when teachers encourage pupils to measure accurately.
29. Teachers' planning is satisfactory overall. Planning is particularly detailed and effective in English and mathematics and the clarity of this planning enables teachers to ensure all pupils learn effectively. The school has a consistent planning format that helps teachers focus on what is to be taught in the lesson. Where planning is good, teachers note clearly what pupils with different learning needs are to learn in each lesson and the activities that each group will undertake. However, in some lesson plans teachers fail to identify the learning needs of some groups or individual pupils. For example higher attaining pupils in some classes are insufficiently challenged and, progress for these pupils is sometimes unsatisfactory. Teachers' expectations of pupils are suitably high, except in those lessons where higher attaining pupils are not being properly extended. In some lessons such as mathematics and English, extension exercises are readily available for when pupils have finished their work. This good practice is not consistent throughout the school.
30. Teacher's use of ongoing assessment is good. They consider carefully what pupils have learned in their lessons, through effective plenary time and informal assessment. Teachers effectively identify strengths and weaknesses in pupils' learning and knowledge. Many lessons begin with an effective recap on previous learning and teachers give good support to pupils whilst working. This gives pupils a good knowledge of their own learning and how well they are doing. Whilst teachers' assessment is good for individual pupils in English and mathematics, this careful attention to

assessment detail does not extend consistently to other subjects. Teachers are clear about the skills and knowledge that have been taught, but it is not evident that all of them consistently record how much progress individual pupils have made. Teachers provide satisfactory levels of homework throughout the school. From an early age, pupils become accustomed to working at home to support their learning in school to good effect.

31. Teaching methods promote an active interest in what is being taught, and teachers' management of pupils is almost always very good. There are rare occasions when pupils are excluded from lessons because of inappropriate behaviour. This is unsatisfactory practice and does little to improve the behaviour of these pupils long term. Generally, teachers deal with pupils in a calm and confident manner and pupils respond in a similar way, making very good efforts in all subjects. Activities are purposeful and stimulating and are introduced in ways that capture pupils' interest. They inspire very high levels of enthusiasm and concentration from pupils. For example in the excellent design and technology lesson in Year 6, the teacher continually asked searching questions to help pupils think through modifications they needed to make to improve their design work. Teachers continually encourage pupils, using praise to motivate them and recognising their contributions as valuable when engaged in class discussions. Pupils with special needs and those with English as an additional language are totally integrated in every lesson and this level of inclusion is very good. Teachers have good relationships with pupils. These good relationships create a very positive environment for learning, resulting in pupils' overall good progress in lessons.

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

32. The curriculum for children under five is appropriate and meets their learning needs. The curriculum at Key Stages 1 and 2 includes all National Curriculum subjects and is generally good. Religious education is taught in line with the Locally Agreed Syllabus. In addition, pupils in Years 6 benefit from the very good provision of regular French lessons.
33. The curriculum provided is sufficiently broad and balanced to meet current requirements, with the exceptions of science where time allocated to teaching is satisfactory, but minimal, and information technology, where provision at Key Stage 1 is unsatisfactory. The curriculum is otherwise suitably structured to ensure pupils make good progress and are prepared well for the next stage of their education at secondary school.
34. Good emphasis is placed on the teaching of English and mathematics resulting in the high standards seen. The National Literacy Strategy, and more recently the National Numeracy Strategy, have been efficiently introduced. These initiatives are generally very effective and help ensure that pupils' specific skills in literacy and numeracy are well applied across most areas of the curriculum.
35. All pupils have equal opportunity to partake of the curriculum provided. An above average number of pupils are identified as having special educational needs. Provision for these pupils is very good and the Code of Practice is carefully followed. There is a written policy for homework, though not all parents are sufficiently conversant with it. Pupils systematically take reading books home, as well as a range of other learning assignments.
36. Assemblies and Acts of Collective Worship take place regularly and meet statutory requirements. Provision for the cultivation of pupils' spiritual awareness is satisfactory. It is not specifically planned for but occurs in an informal way in some areas of the curriculum. It arises, for example, in science when younger pupils' imaginations are captured in an exceptional way by the possibilities of magnets, and in English through a wide range of reading materials available to pupils. Moral development is well catered for through the consistent approach adopted by teachers throughout the day, as well as through good, planned assemblies. Many good opportunities are provided for social development. Pupils are effectively organised to work and play well together

and are constantly reminded to be sensitive to the needs of others. Provision for the appreciation of cultural traditions is well promoted, particularly through religious education, music and French.

37. The personal and social education of the pupils is satisfactory. Pupils are encouraged to grow up sensibly and maturely. Support in the reception classes is particularly good. The pupils take part in circle time and learn to share and to look after each other well. However the personal and social education for the rest of the school is less systematic and does not ensure a steadily monitored progression as pupils move up through the classes. There are some good elements, such as the promotion of healthy living through the 'Best of Health' policy, but it is left up to class teachers to fit in personal, social and health education to their time tables as and when they can. There is little organised time for personal development. The successful 'Circle Time', which is in place for some of the youngest pupils, is not similarly established for the benefit of older pupils. Health education is suitably provided. The governors have met their responsibilities as regards sex education, but have not yet recorded their policy for drug awareness.
38. Pupils' learning is suitably extended by the satisfactory provision of a range of extra-curricular activities. These include some successful sport and good opportunities to partake in the school orchestra. School visits take place regularly for all pupils, culminating in the annual trip to France for Year 6. Visitors are also invited to the school to further broaden pupils' horizons of the world outside. These commonly consist of a committed minister to help with assemblies, representatives of the services and sometimes a theatre group.
39. Sound links with other educational establishments in the community have been developed. Most notably, a close relationship has been forged with the local university, which provides many student teachers who regularly bring in new ideas and expertise to enrich the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. All pupils are well cared for and supported during their time at school. Teachers and support staff know individual pupils well and are fully aware of their physical, emotional and intellectual needs. The good levels of care make a very positive contribution to the pupils' learning. The support and guidance of pupils has remained at the good level of the last inspection.
41. Procedures for the health and safety of pupils are good. There is a thorough policy, specifically written with the school and its pupils in mind. The health and safety representatives of the governors and staff work closely with the head teacher and premises officer to ensure that all risks are regularly assessed. The site is safe and secure.
42. The school has good welfare procedures. The school secretary is a knowledgeable first aider. All bumps and grazes are efficiently recorded in the accident books and reported to the parents. The medical room provides a suitable, quiet place to deal with minor accidents in the playground, but is not sufficiently central for effective monitoring of illness during the rest of the school day.
43. Monitoring of pupils' personal development is sound. Teachers know their pupils well and links with families are good, and therefore any concerns are quickly resolved. Parents are appreciative of the school's efforts to support all pupils well. The school has recently won the borough Healthy School award. The older pupils are guided well in sex and drugs education. They are prepared effectively for moving on to secondary school. The restricted use of the school library impinges on the development of pupils' independence at the top end of the school.
44. There are satisfactory procedures for child protection. The head teacher has recently taken over the responsibility for liaising with the child protection agencies. However, neither he nor the staff, many of whom are new to the school, have had a sufficiently recent update in training. In practice all staff are aware of what to do if they suspect that a child needs protection.

45. The school has good strategies for monitoring and improving attendance. The good attendance levels are the result of a concerted effort by all staff to promote regular attendance and to make the school a place the pupils want to come to. Parents report that all their children are happy at school and returned willingly on the first day of term. Registers are taken promptly and effectively. The school administration staff are conscientious in keeping tabs on individual attendance rates. However the teachers are not all consistent in clearly differentiating the types of authorised absence. Lateness is noted in the register, but the actual time of arrival is not always identified by accurate monitoring.
46. The procedures for promoting good behaviour are strong and effective. All staff have consistently high expectations of good behaviour and the pupils respond very positively. There is a clear set of rewards based on the Gold Book and related bronze, silver and gold certificates for good work or behaviour. These awards are highly valued by the pupils. However, there is lack of clear guidelines on how to deal effectively with inappropriate behaviour. With the current well-disciplined school population all that is normally needed is a stern word from a member of staff. In the inspection week a few disruptive pupils stood for considerable lengths of time outside the school office with a minimal amount of supervision. This practice is unsatisfactory. In more severe individual cases, pupils are effectively helped to improve their behaviour through a well-monitored behaviour management plan. The school has effective procedures for monitoring and eliminating oppressive behaviour. An incident book for racial incidents and any other bullying or harassing behaviour is satisfactorily maintained and monitored.
47. Procedures for assessing pupils' overall attainment and progress are good. The deputy head teacher, as assessment co-ordinator, ensures that the school takes advantage of a wide range of assessment methods, ranging from the national tests at the age of 7 and 11 and the borough eleven plus tests, to spelling and reading schemes adopted by the school. There is a clear and well written policy which explains the principles of assessment and the time-table for collecting attainment information for each class. Information on pupils' achievements in the core subjects of English and mathematics are collected regularly and methodically. They provide very good details on how cohorts of pupils are progressing in literacy and numeracy. A satisfactory amount of informal assessment information is collected in the other core subjects of science, information technology and religious education.
48. The use of assessment information to guide curricular planning is satisfactory. Some class teachers are starting to use assessment effectively to change plans to suit the needs of the pupils. A few teachers do not feel confident enough to amend their arranged plans. In mathematics and English a few teachers keep a sheet entitled "English surprises" or "Maths surprises" to identify those pupils who have done particularly well or struggled to understand, so that the next lesson can be adapted to suit their particular needs. In English some pupils have been carefully identified from past assessment to take advantage of phonic awareness training and the additional literacy scheme. Rigorous assessment of pupils with special educational needs is used very well to support their progress. At the last inspection a key issue was to ensure a more coherent approach to assessment throughout the school in order to inform planning and subsequent learning. The school has made satisfactory progress in addressing this issue.
49. The procedures for supporting pupils' academic development in subjects other than English and mathematics, are unsatisfactory. The ethos of the school encourages the pupils to try their best, but the management has not formally agreed how this is to be achieved in a structured way. The assessment policy fails to go far enough in giving guidance on how individual pupils can be supported once assessment information has been collected and collated. A few teachers are beginning to set individual goals for improvement in English and mathematics, but most pupils are not given formal targets so that they can take personal responsibility for extending their learning. At times the Gold Book is used well to acknowledge pupils' achievements and build up pride in high achievement. The marking of pupils' work is not always consistent or sufficiently positive in encouraging the pupils to achieve more. The end-of-term reports do not include targets for pupils to enable parents to work together with their children to raise attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has strong, positive and effective links with the parents and carers. The rapport between home and school contributes very well to the happiness and good achievements of the pupils. The home school relationship has developed well since the last inspection. Parents who attended the pre-inspection meeting and who returned questionnaires are very supportive of all the school does. However, there was a significant amount of concern about the quantity and quality of homework that their children are asked to do at home. Some parents suggested there was too much homework, and others that it was not sufficient. Parents also raised concerns about the inadequate amount of information parents receive on their children's progress and the lack of provision of an interesting range of activities outside lessons.
51. Parents receive a satisfactory amount of information from the school. The general school information is good. The prospectus and annual governors' report to parents are thorough and useful documents, although the prospectus is dated in not including a reference to the literacy and numeracy strategies. The school keeps parents well up to date on what their children are learning in the classroom. Each term the pupils take home a leaflet explaining the topics to be covered and outings arranged. The school has held successful curriculum evenings to keep parents informed on the teaching of literacy and numeracy. Parents do not receive sufficient written information on their own children's progress. They are invited to meet their child's teacher in the autumn and spring terms to discuss attainment and progress, but the end of year reports often fail to identify how their child has progressed since the last report. Parents are not sufficiently involved in setting targets with the school for their children, so it is often not clear what pupils need to do to improve and how the parents can help.
52. The involvement of parents and carers is having a very good impact on the work of the school and on the pupils' progress. Parents are keen to help their children with learning both in and out of school. Many parents come in to school to help with reading, cooking, computer use and outings. The Friends of Brampton have raised significant large sums of money towards resourcing the new information technology suite, which is already having a positive effect on the pupils' knowledge of computers. Parents who have become governors are contributing very effectively to the management of the school.
53. The home school contract is proving to be an effective foundation in identifying how parents can support the school and help their children in their learning. The homework policy has recently been reviewed after consultation with parents at the meetings for annual governors' report and for the home school agreement. Although some parents are dissatisfied with the amount of homework, whether too much or too little, the school's current policy and practice is appropriate for primary age pupils. It is effective in allowing parents to have an insight into what and how their children are learning. Many parents are appreciative of the clubs for sport and music, and the booster classes for tests in preparation for Key Stage 2 sats, provided at lunch times and after school. Although a significant number of parents believe that the school does not provide enough activities, the inspection team considers that the provision is satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Leadership and management by the headteacher are good. The headteacher is very committed and he enjoys the respect and support of parents, governors, staff and pupils. He provides strong leadership that reflects his own clear vision for the future educational direction of the school. Evidence gathered by inspectors confirms that the strengths in leadership and management identified in the last inspection have since been developed further. Overall, satisfactory improvements have been made both in addressing key issues from the last inspection and in responding well to national initiatives, for example the literacy and numeracy strategies and information technology at Key Stage 2.
55. The school's aims and values show a commitment to traditional values, high standards and the all-

round development of pupils. These are clearly evident in the comprehensive range of policies that guide and support all aspects of the work of the school and promote high academic standards. They are reflected in the daily life of the school and result in a positive and caring ethos. There is a strong commitment to improve that is shared by governors, staff and pupils alike, and the potential for further improvement is very good. However, the aim to achieve high standards is at present being met only in part. High standards are achieved in English and mathematics, as a result of high priority given to the development of these subjects. In other subjects, particularly information technology at Key Stage 1, standards do not always reflect pupils' capabilities, and equal attention has not been devoted to developing these areas.

56. As was identified by the previous inspection, the governing body provides strong support and its relationships with the school are very good. Governors have established an effective committee structure through which they very successfully fulfil their duties and responsibilities. Minutes of meetings show that decisions are taken with careful consideration of their impact on pupils' learning, for example when approving arrangements to increase the level of classroom support for pupils with special educational needs. Governors visit regularly, and as a result, they are well informed about the day to day life of the school. Some provide valuable practical help by working with pupils in the classroom. Statutory requirements are met in full.
57. The headteacher's own monitoring of teaching and the curriculum is proving to be effective in identifying individual and whole-school strengths and weaknesses. In addition, some teachers with management responsibilities monitor progress and assess samples of work. The role of co-ordinators was identified as a weakness in the previous inspection and since then the role has been strengthened and more clearly defined. Co-ordinators now have a good understanding of their responsibilities that are outlined in clearly written job descriptions. They are reviewed regularly. Teachers respond positively to the challenge of managing a subject or aspect of the curriculum and they provide the headteacher with good support. In English, mathematics and information technology they have played key roles in recent initiatives. The implementation of the literacy and numeracy strategies and the installation of the new computer suite have been managed successfully and have resulted in significant improvements to the quality of teaching and pupils' attainment in these subjects. However, in other subjects, co-ordinators have been given insufficient opportunities to lead curriculum development and to raise the status of their subjects in order to improve pupils' performance. They are not sufficiently involved in determining priorities for development, and this has contributed to the lack of attention given recently to religious education, science and the foundation subjects. The attention given in the recent past to information technology has had rapid impact on raising standards achieved at Key Stage 2.
58. A comprehensive school development plan for the current year very clearly identifies priorities, targets, costings, success criteria and personnel responsible. It has a clear focus on improving educational standards. As an effective working document it enables governors to gain a strategic overview of the progress being made by the school towards achieving its targets. However, while it covers the current year in great detail it does not provide an outline plan for future years. It does not, therefore, ensure the most effective contribution of all teachers with management and subject responsibilities. The school's arrangements for professional development are having a significant effect on the work of the school. This is clearly evident in the considerable improvements in the quality of teaching which have occurred since the previous inspection. Priorities for training are identified in the school development plan. In addition, both teachers and support staff are encouraged to take part in training to meet their own professional needs. Many of these needs are identified as part of the informal appraisal process that is in place pending the introduction of the national scheme. The positive impact of training is clearly evident in the successful implementation of the literacy and numeracy strategies and in the rapidly improving information technology skills of teachers in Key Stage 2. Arrangements to support new staff and students on initial teacher training are very good.
59. The previous inspection found that the school was managed efficiently with effective financial planning and control. In many respects the school is now more efficient than previously. For example, the quality of financial planning is now very good and is closely related to the educational

priorities identified in the school development plan. This is confirmed by the most recent financial audit carried out by the local education authority. The favourable report included several recommendations to which the school is responding in an appropriate manner in order to further strengthen the management and control of its finances. The headteacher and governors are well supported by the local authority's bursarial service. They quite rightly see this as a cost-effective arrangement that provides regular and accurate financial information to enable the rigorous monitoring of the school's finances. They have a good understanding of the principles of best value, seeking competitive quotations and following strict criteria for selecting goods and services. The budget allocation for pupils with special educational needs is spent wisely, mainly on providing the additional classroom support that makes such a significant contribution to the good progress made by these pupils as they move through the school. Minutes of governors' meetings show that they are very good at taking advantage of every opportunity to seek additional funding for the benefit of all pupils. This has resulted in considerable improvements to the quality of education offered by the school, including additional literacy support and extra tuition for older pupils in readiness for the annual National Curriculum assessment tests.

60. The school is well staffed in terms of the number, qualifications and experience of teachers to meet the demands of the National Curriculum and the needs of the pupils. As far as possible, teachers' subject management responsibilities are matched to their qualifications and interests. At present the long-term absence through illness of the special educational needs co-ordinator is being covered on a temporary basis, and the headteacher has managed the situation successfully in order to ensure that pupils' learning and progress are good. The level of classroom support has been increased since the last inspection in order to deal more effectively with the challenges of teaching mixed ability classes and now provides better support for pupils with special educational needs. Classroom assistants provide teachers and pupils with very good support, considerably enhancing the good quality of education provided.
61. The school's accommodation is satisfactory, although the headteacher and governors are continually seeking to improve its quality. Recent improvements include two new classrooms, the carpeting of selected areas and, with the generous financial support of parents, the conversion of a group teaching room for use as a computer suite. The latter has resulted in the significant and rapid progress currently being made in information technology. The library, which is housed in one of the temporary classrooms, is not being used widely enough as a resource for personal and independent study. Overall, learning resources are adequate for the school's curriculum and the numbers and ages of the pupils. The computer suite is not yet made effective use of in Key Stage 1 where standards are unsatisfactory.
62. At the time of the last inspection it was judged that the school gave satisfactory value for money. Pupils' attainment on entry is average. Teaching is now good and as a result pupils make good progress attaining above average standards at the end of Key Stage 2. Their attitudes, behaviour and relationships are very good. Overall therefore, the school now provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to raise standards and the quality of education provided by the school further the governors and school should:

1. Raise standards in information technology in Key Stage 1, as planned, by:
 - a) making full use of the scheme that currently exists to ensure that pupils develop their knowledge and skills appropriately.
 - b) increasing the time pupils spend using computers in the classroom and in the computer suite.
(Paragraph No. 10. 24. 98)
2. Increase the use of information technology across the curriculum by:
 - a) ensuring that wherever possible teachers' planning identifies opportunities for pupils to practise their skills as appropriate to each subject.
 - b) identifying specific training teachers require to support the teaching of information technology.
(Paragraph No. 10. 27. 84. 95. 101. 124)
3. Increase the attention given to the development of science and religious education so that standards match those achieved by pupils in English and mathematics.
(Paragraph No. 8. 57. 91. 105. 107)
4. Apply a more consistent approach to the assessment of individual pupil's academic progress in all subjects so that teachers' lesson planning is more effective in meeting the needs of all pupils.
(Paragraph No. 30. 48. 49. 51. 96. 107. 118. 120. 125)
5. Continue to develop the role of subject co-ordinators so that there is increased opportunity to monitor standards of attainment and quality of teaching in their subjects in order to set targets for development and share best practice.
(Paragraph No. 57. 96. 107. 112. 121)

In addition to the key issues above, the following less important issues should be considered for inclusion in the governors' action plan:

- a) Develop the use of the library to support the teaching of library skills.
(Paragraph No. 21. 61. 78)
- b) Maximise the use of the television room wherever possible.
(Paragraph No. 61)
- c) Review the time spent on teaching science to bring it more in line with curriculum guidelines.

(Paragraph No. 33. 91)

- d) Review the behaviour policy to consider how to address the behaviour of the few disruptive pupils who are sent to stand outside the office.

(Paragraph No.46)

- e) Develop a cohesive whole school provision for the support and monitoring of pupils' personal and social education.

(Paragraph No.37)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

84

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

28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	18%	50%	24%	1%	0%	0%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. (5% of lessons observed - 4 lessons- were not graded for teaching because no teacher input was seen)

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)		427
Number of full-time pupils eligible for free school meals		4.3%

FTE means full-time equivalent.

Special educational needs

	Nursery	YR- Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		108

English as an additional language

	No of pupils
Number of pupils with English as an additional language	28

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.9

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	22	35	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	19
	Girls	33	34	32
	Total	52	55	51
Percentage of pupils at NC level 2 or above	School	91	96	89
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	19	22
	Girls	34	32	34
	Total	55	51	56
Percentage of pupils at NC level 2 or above	School	96	89	98
	National	82	86	87

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	27	35	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	21
	Girls	32	29	31

	Total	50	47	52
Percentage of pupils at NC level 4 or above	School	81	76	84
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	26
	Girls	31	30	34
	Total	46	46	60
Percentage of pupils at NC level 4 or above	School	74	74	97
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	2
Indian	9
Pakistani	0
Bangladeshi	0
Chinese	6
White	340
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR-- Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR-- Y6

Financial information

Financial year	1998/ 99
	£
Total income	621965
Total expenditure	636645

Total number of education support staff	10
Total aggregate hours worked per week	141.5

Expenditure per pupil	1495
Balance brought forward from previous year	16064
Balance carried forward to next year	1384

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	394
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	40	1	0	1
My child is making good progress in school.	47	47	4	1	0
Behaviour in the school is good.	43	52	1	0	3
My child gets the right amount of work to do at home.	20	60	18	1	0
The teaching is good.	34	57	9	0	0
I am kept well informed about how my child is getting on.	25	56	18	1	0
I would feel comfortable about approaching the school with questions or a problem.	49	44	6	1	0
The school expects my child to work hard and achieve his or her best.	45	49	4	1	1
The school works closely with parents.	28	58	10	1	3
The school is well led and managed.	33	58	6	0	3
The school is helping my child become mature and responsible.	29	63	5	1	2
The school provides an interesting range of activities outside lessons.	7	36	33	12	12

Other issues raised by parents

A few parents indicated at the Parents' meeting that the homework their children sometimes received was not related to the work they were currently doing in class, this was particularly referring to mathematics. Parents' were generally appreciative of the access, for all pupils to instrumental tuition in the school. Parents felt that the school was generally calm and welcoming. A few parents felt that they should be invited to their children's assemblies, as this was no longer happening.

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE.

64. Children are admitted to school in September and January from the beginning of the school year in which they are five in line with the agreed procedure of the local education authority. Effective induction procedures are in place to admit children to school on a part time basis for one week to ensure a smooth transition from home to school. At the time of the inspection there were 36 children under five, the majority having joined the school in January.
65. Many of the children experience some form of pre-school education and their attainment on entry is broadly average. Children respond well to the supportive environment and challenging teaching and by the age of five most attain the desirable learning outcomes in the six areas of learning. A significant number of children are clearly above average in their attainment, and a number have good knowledge and understanding of the world and their personal and social development is good. They make good progress in their learning overall. In language and literacy progress is very good, because the well-structured schemes support the good teaching. Progress in physical development and knowledge and understanding of the world is good because of the range of learning experiences children engage in. There is no secure outdoor play area with a range of large play apparatus designed for under fives. The indoor provision for sand and water activities is also restricted partially by the limited accommodation, but teachers compensate effectively and children make satisfactory progress in creative play. For the large number of children under five the paucity of provision of support staff is inappropriate, and sometimes children are not given sufficient attention and guidance in their activities.
66. The curriculum for the under fives is broad and balanced and appropriately covers the six areas of learning. Effective long and medium term planning is in place as are satisfactory assessment procedures to record children's progress and provide continuity of learning. Teachers and support staff work well together to plan and prepare for lessons which meet the needs of all children, being very aware of the needs of specific individual children in all activities.
67. Provision for the personal and social development of the children is a strong feature of both reception classes, and teaching is good. It is clear after four weeks in school children have settled well into planned routines. The class teacher and support staff provide good role models and children are beginning to demonstrate appropriate relationships with all adults. Relationships are good, fostered through praise and sensitive encouragement though at times there is a tendency for the provision to be over directed and formal. The children also appear comfortable with visitors and are sufficiently confident to engage with them in conversation. Attainment at five is good for pupils' personal and social development.
68. Children make very good progress in language and literacy overall. The skills of speaking and listening are encouraged through focused activities. In small groups they are encouraged, for instance, to sound out the syllables of their own name and listen attentively to others. Staff use effective questioning skills to encourage them to answer questions and many are beginning to talk confidently about their experiences. Large story-books are used effectively as children are introduced to the conventions of reading. Most pupils recognise different letter sounds and attempting to write associated words. Good organisation and challenging questioning by teachers, enables children to learn quickly, and they have no difficulty in making correct letter shapes and spaces and can trace their names accurately, by the age of five.
69. Children make satisfactory progress in mathematics. On entry to school many children are able to recognise colours and identify different shapes. Good teaching introduces children to a range of activities and they are encouraged to sort and group objects and recognise sequences. Their knowledge of number lines is developed through familiarity with singing number rhymes and

- songs. By the age of five most children can count to ten accurately and the higher attaining children can count and match teddies to twenty accurately. Through practical activities children are beginning to extend their vocabulary and are familiar with relevant terms such as 'bigger than' and 'in front of'. They are becoming more aware of the number operations of addition and subtraction and higher attaining pupils can subtract three from ten using small apparatus.
70. Children's knowledge and understanding of the world develops well and overall they make good progress. In a structured activity children investigate a range of materials to compare properties and most children can describe their findings competently. Appropriate use is made of computers to reinforce both numeracy and literacy skills. Children use the mouse confidently and are able to work through most programmes independently. Support staff are used to good effect to support children whenever possible. The good teaching supports effective learning. Teachers' expectations are high and children learn new skills effectively. By the age of five children's attainment is good.
71. Suitable opportunities are provided for the children's creative development and they make satisfactory progress. Children develop their manipulative skills using paintbrushes to experiment in colour mixing. They have fun making colour patterns by blowing across their own work and explain what effect this technique has on what they produce. There are planned sessions for all children to join in singing choruses which they enjoy. Children recognise basic rhythms well. Most children can distinguish between high and low animal sounds and use appropriate body percussion with new songs. In most activities the majority of children develop competence in using a variety of tools and instruments to express their ideas.
72. Progress in children's physical development is good overall. They have regular access to the hall and use a range of apparatus with increasing skill. They respond well to the structured provision and show an awareness of space in small group activities. They co-operate well with each other and develop self-confidence through their activities. Effective use of praise and encouragement motivates children to work hard whilst they have fun.
73. Parents receive helpful information from the school and over the years a good relationship with parents has developed which helps support the children's learning.

ENGLISH

74. Standards in English are very good at both key stages. Evidence gained during the inspection confirms these very good results. Pupils are eager to learn, the teaching gives them good opportunities to work to high standards, and by the time pupils leave the school attainment is very good for the majority.
75. Pupils with special educational needs make good progress. They are well supported both inside and outside the classroom and generally acquire improving standards of literacy as they move through the school. Pupils with English as an additional language benefit from the overall good teaching and their attainment is in line with the majority of pupils.
76. Standards in speaking and listening are good at both key stages. Pupils are taught to listen carefully from an early age and this has a very beneficial effect on the whole of their learning. Throughout the school they listen attentively to instructions and to the contributions made by other pupils. Speaking skills develop well as plenty of occasions occur for communication between pupils and their teachers in most areas of the curriculum. A good range of vocabulary is used to express ideas and opinions. Many older and higher attaining pupils speak with remarkable ease and self-assurance. Assemblies are sometimes effectively used to provide relevant opportunities for pupils to perform before a larger audience. An example of this was when a very well written report on a school football match was confidently presented.
77. Strong emphasis is placed on reading by the school. This good attention is an undoubted factor in the achievement of the well above average standards. At Key Stage 1 pupils are introduced to

books early and take them home regularly. Parents play a significant part in helping their children to become good readers. All pupils build on the good foundations developed in the reception classes. A structured approach is employed which enables teachers to monitor the progress of the individual and steadily increase the range and challenge of the reading books provided.

78. At Key Stage 2 the good progress made at earlier levels is maintained. The great majority of pupils read well enough to cope with the breadth and quantity of the reading material they encounter in all subjects. Pupils continue to read at home and become increasingly conscious of the pleasures of reading. They acquire more extensive skills with which to develop their abilities to deal with the printed word, using newspaper cuttings and a range of poetry styles to enrich their learning. Good arrangements for supporting growth in reading ensure that standards improve at an above average rate. Many pupils read with impressive fluency and accuracy. They read from a wide selection of fiction and are able to discuss their texts capably and with obvious interest. Abilities in fact-finding and various other elements of research are less well developed than they otherwise might be, due to the general inaccessibility of the non-fiction library.
79. In writing, pupils at Key Stage 1 make an early start in building up a range of basic words to construct their own sentences. They gradually begin to express their ideas across a whole range of writing activities. A noticeable degree of independence is demonstrated as pupils begin to tackle an increasing range of tasks. They begin to use elementary, and sometimes more advanced, punctuation well. By Year 2, many are able to write simple sustained stories with a discernible structure and pattern. They write with fluency and purpose, choosing suitable adjectives as required, for example pupils' writing about a special feeling was effectively enriched with words like 'unhappy', 'joyful', 'excited' in a Year 2 piece of work.
80. Pupils at Key Stage 2 have increased opportunities for practising their writing skills. They generally produce an extensive variety of writing from the rich diet of topics provided. Writing is by no means all generated by the National Literacy Strategy, as challenges are well met in all areas of the curriculum. Pupils rapidly acquire plenty of good experience in understanding grammar and the conventions of language. Most are able to apply this knowledge effectively and use words very appropriately to improve the power of their writing. By Year 6 many write with ease in a range of differing styles and for specific purposes. For example, good quality writing is demonstrated as pupils write informative or persuasive pieces. They can interpret the text from a genuine historical newspaper well. They also show an emerging ability to evaluate the essence of a fictional story and the creation of its characters.
81. Standards of handwriting and general presentation of work are good. Pupils learn to form their letters correctly at the early stages. They learn cursive script in Year 2 and receive frequent opportunities for practice subsequently. By the end of Key Stage 2 most have acquired a legible and comfortable hand and write with general ease and fluency.
82. The quality of teaching in English is good overall. In lessons observed it is always at least satisfactory, most commonly good, and occasionally excellent. Teachers understand the requirements of the National Literacy Strategy well and now work within it with confidence. Lessons are suitably structured to match the developing needs of pupils. Most lessons have clear introductions which explain the text well to pupils and convey the purpose of the lesson. This generally engages pupils' interest in the reading presented and ensures their enthusiasm for the tasks ahead. Questioning is skilful and directed at fostering genuine thinking about language. The very good relationships nurtured with pupils are fully exploited to encourage pupils to produce the best writing they can. Very good and excellent teaching is notably marked by the very demanding level of work set for pupils and the overall challenge which is presented. Pupils co-operate well with each other and share ideas where appropriate which adds to their overall good learning in English.
83. Pupils at both key stages have very good attitudes to their work in English. They are very attentive, behave well in lessons and make observable attempts to work hard and please their teachers. They settle well to written assignments and generally complete them well, and are

confident in presenting their work to others. Pupils' learning is greatly enhanced by these positive attitudes and enthusiasm.

84. The subject is well led by the co-ordinator who has been successful in implementing recent changes in the teaching of literacy. Assessment procedures are usefully organised to measure and monitor pupils' progress. Resources are easily sufficient with plenty of reading books available in classrooms. However, the whole school library is currently significantly underused. Information technology is appropriately used in many classes but is not yet in a sufficiently strong position to be as useful as it could be.

MATHEMATICS

85. From evidence gathered during the inspection, standards in mathematics are above average at the end of both Key Stages 1 and 2. The progress pupils make, including those with special educational needs, and those having English as an additional language, is good at both key stages. This is an improvement on the previous inspection, when standards were judged to be average. This above average attainment is attributable to the high level of input into the teaching of mathematics since last year, including intensive preparation for the numeracy strategy, and the good leadership of the co-ordinator for mathematics.
86. At Key Stage 1, pupils at all levels of attainment have a good understanding of number and can manipulate numbers effectively. They have a good understanding of place value in number and accurately add ten to numbers by adding onto the tens digit. Higher attaining pupils add tens and units to other tens and units with carry over of units. All pupils sequence numbers using different digits, further showing secure understanding of place value. They have good mental recall of subtraction number bonds and use these accurately when subtracting numbers. They recognise and use symbols + and – for the number operations of addition and subtraction and know such names as add on, take away, subtract and difference between. Higher attaining pupils more readily recall the addition and subtraction number bonds. Pupils make good progress towards knowing their multiplication tables up to ten times ten and show good knowledge of fractions by dividing shapes into halves and quarters. All pupils use two digits comfortably and have some good strategies for calculating. Most add coins proficiently, giving the total of sums of money and subtract from amounts of money such as a pound or fifty pence when calculating change. When making shape pictures, younger pupils accurately match objects they are representing to shapes, such as the sun matched to a circle. Pupils identify shapes such as triangles, different types of quadrilaterals and circles. They classify shapes according to a wide range of criteria such as the number of sides, whether there are right angles or whether all sides are straight. They match shapes well and know the names of more common regular polygons. They accurately identify and name solid shapes such as cube, sphere, cuboids and competently point out and count the number of faces, edges and vertices. Pupils identify symmetry in shape and show lines of symmetry. Most are able to draw simple symmetrical shapes, most showing good motor skills and measurement. Higher and average attaining pupils tell the time accurately to $\frac{1}{4}$ and $\frac{1}{2}$ past the hour and lower attaining pupils are generally limited to times on the hour. All know the names of days of the week and months of the year. Pupils measure lengths of lines accurately using standard units such as centimetres.
87. At Key Stage 2, pupils continue to work at levels that are above average. Pupils attain good standards in number. They show good mental maths skills when they confidently round numbers and estimate answers to addition and subtraction sums for example. They have developed good skills in working with numbers to two decimal places and higher and average attaining pupils work well with these numbers. They multiply three decimal place numbers by 10 or a hundred for example. Pupils competently round numbers to the nearest hundred and ten. All are able to use their knowledge of place value to arrange large numbers in ascending order. Pupils use > and < symbols accurately in ordering numbers. They show good understanding of number bonds and develop good strategies for solving questions. They use number bonds to 20 quickly and accurately, mentally recalling answers when solving number problems. They are proficient at doubling and halving numbers. Most pupils are beginning to use brackets competently and know

the order of operations in number calculations. Most count reliably below zero and accurately order positive and negative numbers in size order. All pupils measure length and weight accurately using standard metric units. They count quickly and accurately forwards and back in fives and apply this effectively to minutes past the hour. Most read digital and analogue clocks accurately and work out that 35 minutes past is 25 minutes to the hour. Some lower attaining pupils find this difficult and their work is generally limited to $\frac{1}{2}$ and $\frac{1}{4}$ past the hour. The majority of pupils read timetables well and can accurately calculate the length of time for a journey for example, from information given in the table. Pupils classify shapes accurately according to the number of sides for example, or whether they have all straight sides. They have a good understanding of angle as a measure of turn and apply their knowledge well to such topics as bearing and direction. Pupils know about solid shapes and can name a good variety of shapes such as cubes, spheres and different types of prisms. When working with solid shapes, pupils identify and count the number of vertices, edges and faces. They apply this knowledge well in guessing games for example when pupils describe solid or flat shapes and other pupils quickly and accurately guess the names of these shapes. Pupils use tally marks well when collecting data and produce and interpret accurate bar charts well. When given data they answer questions from charts well. Pupils have developed good knowledge and understanding of probability, but some lower attaining pupils find this idea difficult. Most pupils carry out experiments to establish if an event is likely or unlikely to happen and apply this understanding to other theoretical situations.

88. Standards of numeracy across the curriculum are good. Pupils measure accurately in design and technology, showing good measuring skills. They use charts and tables well in science and geography and in both these subjects, they use negative numbers well, in measuring temperature, for example.
89. Progress at both key stages is well supported by the attention which pupils give to their teachers and the overall good quality of teaching. Teaching is consistently good and is never less than satisfactory. Some very good teaching was observed at both key stages. Teaching effectively encourages good learning, thus helping pupils to achieve high standards. This is an improvement on the previous inspection when the quality of teaching was generally satisfactory. Teachers' subject knowledge is sound and they are able to discuss and answer questions well. They give good clear instructions so pupils are aware of what they have to do. Often key instructions are written on the board so pupils are clear about what they are learning. Planning is good and activities promote good learning through the progressive development of skills and knowledge and appropriate reference to pupils' prior attainment. This ensures that all pupils are provided with work that is at an appropriate level. Pupils respond well to interesting and challenging activities. They remain on task throughout lessons and are attentive. They work well together in pairs and small groups, exchanging ideas and supporting each other well, learning well through discussion. Teachers have high expectations of work and good behaviour. Relationships are very good and pupils respond well. They show very positive attitudes, often excitement, during oral sessions and are generally eager to participate in question and answer sessions. Teachers make good use of resources and classroom support assistants. Their work is effective and results in them having a significant impact on the quality of learning. Assessment is used well to inform planning, picking up on any weaknesses from the previous lesson for pupils at different levels of attainment. Teachers' intervene to support appropriately but pupils are generally allowed to work and solve their own difficulties. Good use of questioning probes into and develops pupils' knowledge and understanding. Classes are well managed, partly through good strategies and partly through very good relationships.
90. The school has prepared the transition of the curriculum to the National Numeracy Strategy well. Training for staff has been good. The co-ordinator is new into her responsibility and provides good leadership. She has put into place a well-constructed policy to help teachers plan lessons and is engaged in monitoring teachers' planning, sampling pupils' standards of work, and, when possible, supporting teachers by working with them in class. Medium term planning to support on going development in mathematics is well established and good records of assessment are kept in order to track individual pupil's progress and attainment. However, the analysis of standardised assessment tests to monitor

whole school performance and to identify strengths and weaknesses in order to guide future planning is currently under developed. Resources are good and appropriately support effective teaching.

SCIENCE

91. By the end of Key Stage 1 the standards of attainment for the majority of pupils are in line with national expectations. Pupils are beginning to make good progress throughout the key stage because of the high teacher expectations and well-structured lessons related to the newly adopted published scheme of work. There has been an improvement since the previous inspection in the increased focus upon experimental and investigative work in lessons. However, at present, there is insufficient time allocated to the subject, and the standards achieved do not match those attained by the same pupils in English and mathematics.
92. Most pupils by the end of Key Stage 1 are familiar with the principle of fair testing applied to physical processes. They recognise that there are variables in an experiment in, for example, comparing the size of different cars and lorries, before measuring the distance travelled by vehicles running down a ramp. Most pupils are able to measure their results using unifix cubes to record the distances travelled in a simple table. Higher attaining pupils are able to complete a chart independently noting the factors which made their test fair. In their work on different materials pupils explore the magnetic properties of a range of objects. At the end of the key stage most pupils understand the purpose of making predictions in experiments and, with guidance and support, record their findings on simple diagrams and drawings.
93. By the end of Key Stage 2 the standards of attainment reached by the majority of pupils are in line with national expectations. Evidence from the inspection confirms that pupils are beginning to make better progress through the key stage, following the implementation of the newly adopted science scheme. Insufficient time is given to the monitoring of learning and target setting for the higher attaining pupils to enable these pupils to work consistently at the higher levels.
94. Pupils in Year 3 continue to apply their understanding of a fair test to examine the absorption of water by various materials and record their results on a chart. In their work on life processes Year 4 pupils can distinguish between types of teeth. The majority of pupils use appropriate vocabulary, such as canine and pre-molar, correctly to describe different types of teeth. In their work on measuring their pulse rate most Year 5 pupils show a clear understanding of recording their results as line graphs and explain well their findings in plenary discussions. Pupils in Year 6 understand how the seasons and length of day and night are related to the earth's movement. They explain in detail why a 'leap year' occurs every four years. Since the previous inspection report there has been a clear move to develop the investigative and experimental aspects of the subject.
95. The quality of teaching is generally good, and pupils respond enthusiastically. Most teachers have high expectations and insist on pupils persevering with their work. Lessons are well planned and all resources appropriate for an experiment are readily available. In lessons that are planned well, pupils are absorbed when actively participating in experimental projects. They clearly enjoy their science lessons and always show interest and enthusiasm. Pupils benefit from suitable lesson strategies involving prediction, investigation and recording where it is appropriate. A brisk pace is maintained and lessons conclude with an effective plenary session to assess the pupils' learning. Pupils work well together when required to, and listen carefully to clear instructions. They discuss their activities confidently and demonstrate good understanding of what they are learning. They are expected to record their results accurately, and take pride in their written presentations. Pupils are shown how to handle equipment sensibly, and are mindful of health and safety during practical investigations. However, although most lessons are appropriately structured with clear learning objectives there is little provision for individual research and limited opportunities for pupils to develop independent learning. In all lessons observed, for example, no use was made of computer technology to support the curriculum.

96. The curriculum is suitably broad and balanced and meets statutory requirements. The school acknowledges that the subject has not been a priority for development, nor has there been sufficient time allocated at both key stages. In recent years there has been only minimal staff training in the subject. These factors have not enabled standards in science to match those seen in English and mathematics. Following the introduction of the newly adopted scheme of work teachers' planning now adequately covers all the appropriate programmes of study. Formal assessment procedures have also been introduced recently to inform curriculum planning but are not implemented consistently to inform planning for all ability levels in all classes. Monitoring of standards and quality of teaching has not been systematically established. Whilst some good learning was seen during the inspection, recent developments in science have had limited impact as yet.
97. The level of presentation of work is good. Pupils' work is marked frequently but it is not always supported by constructive comments to support their learning.

INFORMATION TECHNOLOGY

98. While identifying weaknesses in some aspects of information technology, the previous inspection found standards of attainment to be satisfactory in both key stages. Currently, at the end of Key Stage 1, standards are below national expectations, while at the end of Key Stage 2 they are in line with national expectations. There is no appreciable difference between the attainment of different groups of pupils. As a result of recent developments in the National Curriculum the school, like most others, is having to work more rigorously in order to bring the subject more closely in line with the other core subjects. The school has given the development of teachers' skills in understanding new technologies a very high priority as well as investing substantial sums of money in improving the quality and range of hardware and software. This is leading to much improved knowledge and skills for staff and a commitment to sustained improvement over time for themselves and their pupils. This is a recent initiative and it includes the installation of a computer suite. There has not yet been sufficient time for it to be implemented throughout the school. In line with the well-conceived development plan it is part of a phased introduction currently only affecting Key Stage 2. In these classes it is having a significant impact on the quality of pupils' learning. In both key stages pupils are starting from a relatively low knowledge and skills base, and it is clear that as classes and staff are targeted good progress is being made. The school's capacity for improvement in information technology is very good.
99. In Key Stage 1, although teachers plan appropriately, they do not give enough emphasis in lessons to the focused and developmental teaching of basic skills. As a result, pupils' progress and learning are unsatisfactory. All pupils have experience of word processing to produce simple unedited work or to produce a final draft, carrying out basic editing such as back delete and using the arrow to position the cursor. They use the keyboard and mouse confidently and select from simple menu options, for example when using Pod to support work in literacy. Pupils enjoy their work using the computers and are excited by the interactive activities they have access to. However, there was little evidence of pupils being directly supported or taught during the inspection. Opportunities for pupils to handle data, for example in sorting and classifying activities and displaying block graphs, and to control external objects, are currently restricted by a shortage of suitable software and a damaged floor turtle.
100. During Key Stage 2 the quality of pupils' learning is much improved following the successful implementation of the information technology development plan. Teachers plan their lessons in the computer suite carefully to ensure that pupils' learning builds progressively on their earlier experiences and this leads to good and accelerated progress being made by all groups of pupils. Pupils listen attentively, follow instructions carefully and are keen to develop their competence. They develop a sound understanding of the management of their work, opening the required program, changing drives and locating their lesson files quickly and efficiently. They use word processing programs effectively and confidently manipulate text and graphics. They edit their work to improve the content, presentation and layout using a wide range of menus and toolbars. Pupils in Year 6, for example, create an underwater scene using copy, resize and flip functions.

They make clear gains, not only in the acquisition of basic skills, but also in their understanding of the more creative possibilities available through the use of information technology. The policy and scheme of work are detailed and supportive documents that ensure that, by the age of eleven, all pupils will have full access to the wide range of opportunities available to them.

101. Teaching is satisfactory overall, although good and very good lessons were observed in the computer suite with pupils in Key Stage 2. In these lessons, teachers demonstrated good knowledge of the subject. This was evident in their skilful questioning, clear explanations, and their careful monitoring of pupils' use of the equipment. This enabled pupils of all attainment levels to make good progress in solving problems, developing skills and completing their tasks successfully and with enjoyment. The shared use of computers is an important factor in developing their ability to work collaboratively, and therefore makes a significant contribution to their personal and social development. Weaknesses in teaching are concerned mainly with the use of classroom based computers, which alongside the computer suite will continue to be an important part of the school's provision for the subject. They are under-used and tasks do not always adequately support current work across the curriculum.
102. The planned curriculum is broad and well balanced although the school recognises that it is not yet being fully implemented. Long and medium-term plans are now beginning to enable pupils to develop their knowledge in a planned and progressive way, but assessment procedures remain unsatisfactory. The subject is well managed by an enthusiastic and knowledgeable co-ordinator, who receives the full support of the headteacher and governors. He has identified the need to monitor the implementation of the development plan in order to build further on the solid base now being established.

RELIGIOUS EDUCATION

103. The evidence from the scrutiny of pupils' written work, discussions and lesson observations indicates that standards in religious education are in line with the Locally Agreed Syllabus at both key stages. Learning is satisfactory overall at both key stages. Good progress was observed in Key Stage 2, particularly in lessons where the teachers' subject knowledge was good.
104. Scrutiny of work at Key Stage 1 revealed little written evidence. From teachers' planning and conversations with pupils, pupils learn about Christianity and Judaism. They can name and describe important ceremonies, and explain why special clothes, customs and foods may be important in these ceremonies. They understand that praying is 'like talking to God', and that people usually pray in special buildings like churches.
105. At Key Stage 2 pupils learn about Christianity and one other religion each year. They study the lives of religious leaders for example, Guru Nanak, St Stephen and St Paul. They understand the meaning of religious symbols such as the five 'Ks' in Sikhism, and have a clear understanding of different buildings where worship takes place. In Year 6 there are good examples of pupils' ability to use reflection and empathy, for example in letters written from Mary to Elizabeth after the Annunciation. However, opportunities for pupils to consider major issues in life when comparing and contrasting key features of different faiths are generally few, and impact on pupils' spiritual development is sometimes limited.
106. Teaching in both key stages is satisfactory, and pupils have a good attitude to their learning. There are a few instances when teachers are not confident with the subject, where there is an imbalance of teacher / pupil talk. In these lessons pupils have limited opportunities to contribute their own thoughts and observations. Where learning was observed to be unsatisfactory in Key Stage 2 the knowledge gained in the lesson was minimal and the task was too easy for the majority of pupils. Where learning was good pupils were able to demonstrate, for example, a good knowledge of the conversion of St Paul because the teacher's knowledge was good. Here the teacher's skilled questioning enabled the pupils to explain the meaning and implications of persecution. Pupils are managed well and teachers use praise effectively to motivate the pupils. Where teaching was

judged to be unsatisfactory, the planning was weak and there was a lack of pace, resulting in pupils' initial interest not being sustained. Teaching was judged to be good, where the teachers' subject knowledge was good and skilful probing through discussion encouraged pupils to recall facts. In these lessons pace was good and the teacher valued each pupil's contribution. Overall, the subject makes satisfactory contribution to pupils' spiritual development.

107. The scheme of work is written in accordance with the recently revised Locally Agreed Syllabus. Teachers' planning does not always reflect the new scheme of work because it is so new and sufficient time has not been given to develop the subject thus far. The scheme of work does not contain sufficient detail to help teachers' plan new learning effectively to a high standard. The co-ordinator is well qualified and has good subject knowledge. Whilst she has gathered a portfolio of samples of work, she does not have opportunity to monitor standards and the quality of provision in classrooms. There are no formal arrangements for assessing pupils' work, but this is an area for development identified by the co-ordinator together with raising the profile of the subject within the school. Resources and artefacts appropriately support the teaching of the Locally Agreed Syllabus, and visitors to the school who lead assemblies and Acts of Collective Worship, make valuable contributions to pupils' learning.

ART

108. Few lessons were observed during the inspection, but evidence of pupils' work and teachers' planning indicate that standards are in line with average expectations. In some aspects, for example, work with pastels, pupils' make good progress. Pupils of all abilities at both key stages make satisfactory progress. Standards in art were good at the time of the last inspection and this has not been maintained. Pupils do not have sufficient time to practise the new skills they acquire, and time is limited in talking about and appreciating the progress they make. Some teachers agree the limited time given to art restricts the range and quality of experiences pupils have to develop their knowledge and skills to a high standard. To a large extent extra time has been diverted to the successful implementation of the literacy and numeracy strategies, and the recent developments in information technology.
109. At Key Stage 1, appropriate attention is given to encourage pupils to work with different media, and some good work was seen where pupils were learning to mix and blend water colours in Year 1. Teachers encourage pupils to think about what differences they notice when mixing a range of colours, and a number were able to explain how they had created certain effects in work displayed around the room. As a result of this attention to exploration, pupils make satisfactory progress in the development of skills, using paints, crayons, chalk, collage and clay.
110. At Key Stage 2 pupils continue to build on their skills using a similar range of media including, fabric art, batik, charcoal, clay and collage. Pupils in Year 3 have made clay mosaics in the style of Roman mosaic patterns linked to their history work, and pupils in Years 4, 5 and 6 have some interesting and exciting displays of work done in the style of Monet, Van Gogh and other artists. Some very good development of skills using chalk and oil pastels was seen in a Year 4 lesson, where pupils were clearly enjoying exploring these media, and learning how each differed in tone, texture and overall effect. They talk enthusiastically about their preferred medium and give clear reasons for their preference. A number were proud of the hall display in which all pupils had had 'a hand', and the overall effect was one that pleased them, but they were unable to explain why, other than it looked 'nice'. Similar responses were made to some work pupils had on display in the style of Monet, but their understanding of the technique applied to create the effect was limited.
111. Pupils are generally enthusiastic to learn, and enjoy the opportunity teachers provide to create, using the range of activities made available to them. Whilst a number are keen to discuss and 'show off' their work, a few are hesitant and show disappointment with their efforts unless directly encouraged and praised by staff. They enjoy individual support and when given opportunities to talk about what they think of their own and other pupils' work they are constructive and respectful towards each other. Whilst some are confident in talking about the work of artists they have studied, this is not something all do confidently. The overall quality of teaching in art is

satisfactory at both key stages. Teachers' have a sound knowledge of the requirements and all aspects of the subject are evident in the planning. Where teachers are confident and enthusiastic about the subject, and pupils are given good guidance and support, pupils learn effectively and make good progress. The use of sketch-books is inconsistent in the school, but where these are used pupils can see how they have developed their skills over time, and are helped to reflect on ways they can improve further. This reference to prior learning helped the lesson on pastels in Year 4 to be effective, and pupils made good progress.

112. The scheme is helpful in ensuring skills are developed systematically, but time is limited in this subject, and does not support the high standards found in the previous inspection. The co-ordinator, who is interested in the subject and keen to develop new ideas, is aware that the school has worked on other priorities since the last inspection. Whilst her management of the subject is satisfactory overall, insufficient attention has been given to whole school planning for the development of art, she does not have opportunity to monitor standards and the quality of provision in classrooms. Teachers' planning is monitored to ensure skills are taught systematically, and support is given where help is requested. Samples of work are kept for each pupil to record progress, but these profiles have limited use, because pupils do not see them regularly. In the past 'Art Weeks' have made a significant impact on the overall profile of art in the school, but no such events are currently planned.
113. Some use is made of information technology to produce paint-box work using appropriate software, and some examples of this were seen in Year 6 where pupils had used a 'flip' technique to produce repetitive images. Resources for art are satisfactory, and reflect the work of a wide range of artists and cultures. The subject makes a valuable contribution to pupils' cultural development.

DESIGN AND TECHNOLOGY

114. All pupils make satisfactory progress in both elements of designing and making and attain standards that are satisfactory. Sensitive support for pupils with special educational needs ensures that they make sound progress alongside their peers. This is an improvement on judgements made at the time of the previous inspection when standards and progress were judged to be less than satisfactory at Key Stage 2. However, the designing process, although of a satisfactory standard where seen, is less well developed, in all classes, and some pupils are more secure in following given instructions and guidelines. A limited number of activities were able to be seen during the week and these judgements have been made not only as a result of these observations but also from looking at pupils' work, from teachers' documentation and from talking to pupils and teachers.
115. Pupils at Key Stage 1 develop sound skills in making and finishing models. They experience a satisfactory range of media and artefacts including food, textiles, wood and card, wheels and axles. They use paper plates, wool for hair and different ways of creating different faces. Whilst constructing their models, pupils demonstrate some good pasting skills to join the parts of their models and finish them off with satisfactory colouring skills. Using two coat hangers tied together, pupils make attractive and well-balanced mobiles. They have a basic understanding of balance and, through trial and error make effective mobiles.
116. At Key Stage 2 pupils practise basic skills such as making frames that have strengthened corners for greater stability and strength. Using card, pupils have made three-dimensional scenes that are well finished and accurately represent their original thoughts and ideas. Pupils have developed their making and construction skills satisfactorily but, although their designing skills are satisfactory, there is still further development needed in this respect. Pupils experience an appropriately wide range of media, including wood, fabrics, food, card and construction kits.
117. Only one lesson was seen, and although the teaching was excellent in this lesson, from scrutiny of work and teachers' planning, teaching is judged to be satisfactory overall. In this one lesson the teacher encouraged and motivated pupils of all abilities to take an interest. Skilful questioning

helped pupils to think carefully about how to improve their designs and work in groups to help each other. All groups worked diligently, persevering with erratic glue guns, and minor adjustments to produce work they were proud of. The lesson was a 'buzz' of activity and the very good plenary gave all pupils a chance to contribute to each other's learning. Overall, teachers have secure subject knowledge, but insufficient attention is given to developing the design process. Where seen, pupils are managed well and resources are conveniently organised for ease of access and efficient use.

118. At the time of the previous inspection, a key issue was 'to meet statutory requirements in full in this subject. Curriculum leadership, planning and assessment are not yet effective enough to ensure that all pupils experience the full range of National Curriculum requirements'. There is now a new co-ordinator with good subject knowledge as had the past holder. The policy and scheme of work have been reviewed, staff expertise has been audited, staff training has taken place and new resources have been purchased. The school now provides pupils with worthwhile experiences to develop their skills in design and technology. Satisfactory development has taken place to bring the subject in line with requirements, but at present assessment of pupils' abilities and progress are not consistently monitored.

GEOGRAPHY

119. Strengths identified in the last inspection have been maintained and pupils continue to attain the levels which are expected. As a result of effective planning by teachers, all pupils make clear gains in knowledge and understanding as they move through the school. This is achieved through investigating geographical themes and places and leads to an increasing awareness of people's impact on the environment. However, the school has not yet given sufficient consideration to the progressive development and assessment of geographical skills in order to ensure that pupils' new learning builds on earlier experiences. Insufficient opportunities are provided for pupils to take part in fieldwork, in order to support their practical skills of measuring, recording and making observations using first hand data.
120. Pupils' attitudes to geography are consistently good. They are enthusiastic, and they contribute well to question and answer sessions, eager to demonstrate their knowledge while showing respect for each other's views. Teachers plan interesting tasks and as a result pupils sustain good levels of concentration throughout the lesson. For example, in Year 1 pupils thoroughly enjoyed sorting through a bag of their teacher's clothing gaining a good understanding of the effects of seasonal variations in temperature on their choice of clothes. The quality of teaching is generally satisfactory, although examples of good teaching were observed during the inspection. In all lessons teachers demonstrate good subject knowledge in their confident use of questioning and of geographical language. Pupils enjoy lively and challenging introductions to lessons, and are eager to recall prior learning. Teachers use appropriate methods and resources, although in the absence of clear detailed guidance from the scheme of work, they rely on their own knowledge and expertise to promote the essential geography study skills. In a Year 3 class, for example, pupils' learning was considerably enhanced when they used ordnance survey maps from 1909 and 1937 to identify changes that have occurred in the local area. This was an activity that captured the interest of all pupils and led to a good deal of useful discussion, and therefore made a positive contribution also to the development of their literacy and numeracy skills. Teaching is less effective when teachers set tasks in the form of worksheets or copy writing from the board. These activities do not always offer sufficient challenge and do not extend pupils' learning, especially the higher attaining pupils. Formal assessment of pupils' overall progress is not evident in most classes.
121. The co-ordinator is an experienced teacher who has a good understanding of both the subject and her role. However, there have been few opportunities for her to identify and build on the good work that is going on and to address the weaknesses, because the subject has not featured in the School Development Plan.

HISTORY

122. Standards at both key stages are in line with expectations and pupils make satisfactory progress overall.
123. Scrutiny of work and discussions with pupils show that they have a good understanding of the past and present in their own lives. They demonstrate an early sense of chronology with the ability to explain the time lines in their books which show pictures of methods of cooking, from an open fire to a range and finally a microwave. In Year 2 pupils demonstrate that they are beginning to appreciate why people in the past acted as they did for example Helen Keller and Louis Braille. Very good learning takes place where teachers have a clear focus which encourages pupils to build on prior learning. Pupils know some of the key facts about the Great Wars, and have looked at literature related to these periods. Pupils in Year 4 demonstrated a very clear understanding of the basic issues behind the 'Gunpowder Plot', talking with some passion about religious persecution. In one lesson where pupils were looking at Roman settlements, pupils with special educational needs were able to work in line with expectations because the teacher had matched her planning to address individual pupil's needs. This level of planning based on good use of assessment enabled higher attaining pupils to work at above average expectations.
124. Teaching is satisfactory overall in both key stages. Where teaching is very good, for example in Key Stage 2, teachers have high expectations, work is well differentiated, and resources including support staff are used to maximum effect. This level of support enables all pupils to learn effectively and make good progress. Pupils are encouraged to listen attentively, and because lessons generally have brisk introductions, most pupils enjoy listening to any new information presented. In good lessons pupils contribute with enthusiasm and when appropriately motivated, they sometimes bring in work they have carried out independently at home. Contributions to the pupils' cultural development are seen in Key Stage 2 when teachers organise an Ancient Greeks' day, with Greek food, costumes and 'Olympic Games'. Good use of speaking and listening skills is made when pupils perform dramatised events from history, for example the 'Gunpowder Plot' in a Year 4 lesson. The use of information technology is limited but some good examples were seen in Key Stage 2 with their word processing work on World War Two.
125. Teachers' assessments of pupils inform overall planning, but planning at Key Stage 1 sometimes fails to prevent repetition, nor does assessment record how well pupils are progressing in the subject. This is seen by the co-ordinator as an area for development following the introduction of the new National Curriculum in September 2000. The subject has not been significant in the School Development Plan as an area of focus. Currently there is no specific monitoring of teaching and learning, other than teachers' planning. The management of the subject is generally satisfactory.
126. Resources including good use of television programmes, and visitors to the school, enrich the subject appropriately. The standards in history have been sustained since the previous inspection.

MUSIC

127. Standards of attainment in music, for pupils of all abilities, are good and above those expected nationally. This represents an improving picture since the previous inspection. Music enjoys a high profile in the school and contributes significantly to the quality of the education provided and the ethos of the school. Pupils throughout the school benefit from many varied musical experiences. They are exposed constantly to a culture of well-chosen and diverse music. As part of this, they possess an extensive repertoire of hymns and songs and can sing out well with confidence and pleasure. They demonstrate a good knowledge of rhythm and timing and are able to sing with suitable expression.

128. At Key Stage 1, they listen carefully to classical music with a good degree of discrimination. They learn to discuss their feelings confidently, about a piece they have listened to and contribute many thoughtful ideas as to what the music reminds them of. They are aware that different pieces of music express different things and are capable of arousing feelings such as fear and excitement. At Key Stage 2, pupils develop an increased understanding of music and notably extend the range of their musical vocabulary. They are able to use varying body movements well to indicate mood. They have a good knowledge of both tuned and untuned instruments and can play them effectively to meet the required purpose. When working on a musical piece, for example about “The Rainforest”, they are able to produce a very interesting selection of sounds to reflect the environment.
129. The quality of teaching is at least good and sometimes very good, and this encourages pupils to enjoy what they are learning. Lessons are carefully organised to follow a progressive programme of musical ideas. Teachers are suitably knowledgeable of the subject and make appropriate use of the learning resources available. Teachers’ own interest and enthusiasm makes lessons interesting for pupils. They are involved fully in lessons and are encouraged to share their own views and ideas. Activities are challenging and questions are set to engage pupils’ whole attention. In the best teaching observed, an infectious enthusiasm is evident. This communicates itself to pupils and encourages them to develop a love of music. They clearly enjoy the experience of making music together, and listening to music from a diverse range of composers.
130. The subject is very well led by a co-ordinator with a particularly high degree of expertise and talent which is shared with colleagues. She also manages a very good school orchestra to which an impressive number of pupils belong. This is supported by various peripatetic instrumental teaching and, unusually for a primary school, accompanies singing at the daily assemblies. Parents are aware of the good standards in music and are appreciative of the school’s efforts.

PHYSICAL EDUCATION

131. At the end of both key stages the majority of pupils attain standards which are consistent with those expected and overall they are making satisfactory progress. Pupils with educational needs are well supported and are also making satisfactory progress. This is similar to the judgement made in the previous inspection.
132. In Key Stage 1 in gymnastics most pupils practise basic actions of travelling on both the floor and on apparatus competently. They refine their ways of travelling with practice altering their speed and adjusting their bodies to support their weight. Most pupils devise their own sequence of movements to suit the apparatus though some still lack overall co-ordination. In games younger pupils throw and catch a small ball accurately by themselves. When this is extended to working in pairs the majority of pupils at first drop the ball but improve as the lesson progresses.
133. In Key Stage 2 the majority of pupils continues to make satisfactory progress in ball games. They understand the principles of attack and defence and practise passes avoiding interception in small team games. Overall, pupils make very good progress in swimming and develop a range of strokes and appropriate support positions in the water. A significant minority of pupils makes very good progress, particularly in their execution of the butterfly stroke. In gymnastics most pupils improve their sense of control in work on apparatus and use a range of springing sequences appropriately to extend their movements. In all lessons pupils are familiar with the need for appropriate warm up and cool down sessions as well as basic safety procedures.
134. Pupils' response is always good. They enjoy the subject and work well collaboratively when working in teams. Pupils listen attentively to instructions and all classes, including the youngest, distribute apparatus as required in a sensible and orderly manner. Overall behaviour is good and pupils remain focused on their activities with little disruption.
135. The quality of teaching is satisfactory overall. In swimming it is very good providing clear

objectives and effective coaching techniques to support pupils' learning. Most other lessons are suitably planned and include all the resources required appropriate to the activity. This good organisation has a positive impact on pupils' learning. Lessons include good demonstrations of relevant gymnastic and games techniques by selected pupils, and by observing others and listening to support from the teachers, pupils learn many skills well. However, in a few lessons, there is too much time spent on the explanations with the majority of pupils sitting passively. In these lessons there is a lack of rigorous pace and insufficient time is given the planned activity. In these lessons learning is less effective. Teachers manage pupils well and encourage them to make improvements in their skills through careful on-going assessment. Pupils generally enjoy their games lessons and make satisfactory progress in team activities.

136. Management of the subject is satisfactory. There are suitable curriculum guidelines and the long term planning covers the six areas of activity appropriately. Procedures for recording pupils progress are not evident in skills other than swimming where good records are kept of the progress pupils make. Pupils benefit from the provision for outdoor and adventure activities, as well as suitable provision for extra-curricular activities.

FRENCH

137. Only one lesson was observed in French in Year 6. Whilst French is not required to be taught at this key stage, teaching is very good. Pupils make good progress, and standards are above expectations. The inclusion of French contributes well to pupils' cultural development. Pupils listen attentively to the new language skills they are taught, and are keen to practise what they are learning. From the scheme the school follows, there is a clear emphasis on speaking and listening, and pupils are given good opportunities to apply their language skills to a range of everyday activities. They learn situational vocabulary, in order to communicate effectively in shops, cafes, school and home. Their confidence in hearing and using another language and opportunities to extend their speaking and listening skills are good. More importantly it enables them to gain maximum benefit from their residential visit to France in Year 6. The teaching is lively and interesting, and all pupils are able to achieve in line with their ability. They are well poised to continue this subject at Key Stage 3.