

INSPECTION REPORT

Daven County Primary School
Congleton

LEA area : Cheshire

Unique Reference Number : 111222

Headteacher : Mr P Tolley

Reporting inspector : Mr T Painter
21512

Dates of inspection : 8th – 11th November 1999

Under OFSTED contract number: 707062

Inspection carried out under Section 10 of the School Inspections Act 1996

© Crown Copyright 1999

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

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school : Infant and junior

Type of control : County

Age range of pupils : 4 to 11

Gender of pupils : Mixed

School address : New Street
Congleton
Cheshire
CW12 3AH

Telephone number : 01260 273576

Fax number : 01260 298128

Appropriate authority : Governing body

Name of chair of governors : Mrs A Coomer

Date of previous inspection : 1st – 5th May 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Tony Painter, Rgl	Mathematics	Characteristics of the school
	Art	Attainment and progress
	Music	Quality of teaching
	English as an additional language	Leadership and management
Keith Hepworth, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnerships with parents and the community
Kath Hurt	English	Staffing, accommodation and resources
	Design and technology	Efficiency
	Physical education	
Carole Jarvis	Information technology	Pupils' spiritual, moral, social and cultural development
	Religious education	
	Children under five	
David Matthews	Science	Curriculum and assessment
	History	
	Geography	
	Special educational needs	
	Equal opportunities	

The inspection contractor was:

TWA *Inspections* Ltd
 5 Lakeside
 Werrington
 Peterborough
 Cambridgeshire
 PE4 6QZ
 Telephone 01733 570753

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

The Registrar

The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1-4
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 5-14
- Attitudes, behaviour and personal development 15-18
- Attendance 19

Quality of education provided

- Teaching 20-27
- The curriculum and assessment 28-35
- Pupils' spiritual, moral, social and cultural development 36-39
- Support, guidance and pupils' welfare 40-44
- Partnership with parents and the community 45-47

The management and efficiency of the school

- Leadership and management 48-52
- Staffing, accommodation and learning resources 53-56
- The efficiency of the school 57-61

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 62-67

English, mathematics and science 68-97

Information technology and religious education

Other subjects or courses 98-118

PART C: INSPECTION DATA

Summary of inspection evidence 119

Data and indicators

Main findings

What the school does well

- .The school's ethos is very positive and reflects the secure aims and values well. Good relationships are established at all levels.
 - .A caring and supportive atmosphere promotes pupils' personal development well.
 - .Teachers make effective use of very good behaviour strategies to help pupils to behave well.
 - .Children make a good start to their schooling in the reception classes.
 - .Pupils' overall attainment by the time they leave the school is above that in similar schools, and their attainment in science is high.
 - .Parents are involved well in their children's learning.
- Very good accommodation gives teachers opportunities to use a range of teaching styles.

Where the school has weaknesses

The arrangements for monitoring and evaluating curriculum developments are not sufficiently systematic.*

I.Teachers, particularly in Key Stage 2, do not always plan tasks that are sufficiently closely matched to pupils' ages and abilities.

II.Pupils do not have enough opportunities to develop independence in their learning.*

III.Financial procedures are not well documented and some recommendations of the most recent audit report have not been carried out.

* Elements of these weaknesses were identified as key issues in the previous inspection report.

The weaknesses identified are outweighed by what the school does well. They will form the basis of the governors' action plan. A copy of this plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Although there have been substantial staff changes since the last inspection, the school has effectively maintained its positive ethos. The school has made substantial progress in addressing the weakness in its provision for information technology identified in the last report. A new suite of computers and teachers' more purposeful approach to planning are already raising standards of attainment well. Improvements have also been made in the provision for music in Key Stage 2. The school development plan is now more thorough and developments are carefully costed. A significant number of new curriculum developments have been introduced and the school has effectively implemented the National Literacy and Numeracy Strategies. These are having a positive effect on standards, but the school's procedures for monitoring and evaluating developments are not sufficiently rigorous. Pupils still have too few opportunities to develop appropriate skills to find and use their own information in their research. Overall, sound improvements have been made since the last inspection and the school is well placed to make further improvements.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999, based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	C	B		
Mathematics	C	A		
Science	A	A		

The table shows that, in 1999, standards in English and mathematics were in line with the national averages. English results were above those found in schools with similar pupils, while results in mathematics were well above these levels. Attainment in science was well above the national average and the average in schools with similar pupils.

Children enter the reception classes with attainment that is below national expectations. They make good progress as under-fives and, by the time they begin statutory schooling, many approach the nationally expected levels. They continue to make good progress in Key Stage 1. By the end of the key stage, their overall attainment in English, mathematics, science and information technology is in line with national averages and expectations. Pupils in Key Stage 2 make satisfactory overall progress and maintain levels of attainment in English, mathematics and information technology that are in line with national averages and expectations. Their progress in science is good, particularly at the end of the key stage. Pupils' attainment in religious education is in line with that described in the locally agreed syllabus by the end of both key stages.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Satisfactory
Science		Good	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

Most of the teaching seen was satisfactory or better and almost half was good or better. Unsatisfactory teaching was found in only three per cent of lessons. Good teaching is more consistently found in the reception classes and in Key Stage 1. Some recent curriculum developments, including the National Literacy and Numeracy Strategies, are having a positive effect on the quality of teaching.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good. Very good strategies for promoting good behaviour are effectively used by teachers. Behaviour is good throughout the school.
Attendance	Good. Effective systems are improving attendance and reducing the level of unauthorised absences.
Ethos*	Very good. Clear aims and values are a positive influence on all the work of the school. Relationships at all levels are good and are reflected in pupils' good attitudes to work.
Leadership and management	Good. Effective teamwork is promoted well by the headteacher. The governing body plays an increasingly important role in improving the school. Subject co-ordinators monitor planning, but further aspects of their role are limited.
Curriculum	Satisfactory. New schemes of work and planning systems have been recently introduced for many subjects and deliver a broad and balanced curriculum. Very good extra-curricular activities give additional support to the curriculum. Good systems of assessment are developing, although they are not yet being used to their full potential.
Pupils with special educational needs	Good provision allows pupils to make good progress.
Spiritual, moral, social & cultural development	Good. All aspects of pupils' personal development are effectively promoted, with some strengths in the promotion of spiritual and moral development. Pupils encounter a range of cultures, although this provision is not sufficiently systematic.
Staffing, resources and accommodation	Good. The school building and grounds are extensive and give teachers good opportunities. There are good levels of support staff. The school's arrangements for the professional development of all staff are good. The levels of resources are satisfactory, although the library provision is weak.
Value for money	Good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

There were 102 responses to the parents' questionnaire, representing about 32 per cent of parents. There were 12 parents present at the pre-inspection meeting. In addition, inspectors had a number of informal discussions with parents during the inspection.

What most parents like about the school	What some parents are not happy about
IV. Their children are happy in school. V. Approachable staff keep them well informed about how well their children are doing. VI. They are encouraged to play an active part in the life of the school. VII. The school handles the small number of disruptive pupils well. VIII. Pupils achieve good standards of work.	IX. No significant negative issues have been raised.

The inspection team agrees with the positive points made by parents. Pupils achieve overall levels of attainment that are in line with national averages but above the averages in schools with similar pupils. The standards of behaviour are good.

Key issues for action

A number of significant curriculum changes have been recently put into place. These are beginning to have a positive effect. In order to consolidate these and further improve pupils' attainment and progress, the governors, headteacher and staff should now:

X.improve pupils' progress, particularly in Key Stage 2, by ensuring that teachers pay closer attention to pupils' ages and capabilities when planning activities (paragraphs 25, 35, 75, 76, 80);

XI.improve pupils' independence in their learning by providing:

- improved library facilities and more direct teaching of associated skills,
- increased opportunities to undertake research at appropriate levels,
- more opportunities for pupils to apply their developing information technology skills (paragraphs 8, 21, 26, 28, 56, 59, 71, 87);

●.establish appropriate systems to monitor and evaluate curriculum and other developments to ensure their appropriateness and success (paragraphs 49, 52, 57, 86);

●.ensure that issues identified in the last audit are addressed and financial systems and responsibilities are appropriately documented (paragraph 60).

In addition, the following less important weaknesses should be considered for inclusion in the action plan. They refer to providing pupils with a systematic understanding of a broad range of cultures (paragraph 59) and a programme for the development of speaking and listening (paragraphs 8, 69).

Introduction

Characteristics of the school

1. Daven County Primary School is a larger than average primary school for pupils aged from four to eleven years. The school building was originally built in the 1920s as a secondary school. It is set in substantial grounds that are currently being successfully improved to improve their usefulness for aspects of the curriculum. There are 319 full-time pupils distributed between 12 classes. All classes in Key Stage 2 contain pupils from more than one National Curriculum year group.
2. Most pupils come from the mixture of private and council accommodation around the school and there is a balance of boys and girls. A small number of pupils, mostly of Bangladeshi or Chinese origin, come from families where English is an additional language. The proportion of pupils eligible for free school meals is currently around the national average. This is uncharacteristic of the school, for in most previous years this figure has been above the national average. The attainment of children entering the reception classes is below national expectations. The proportion of pupils entered on the register of special educational needs is above average at 24.8 per cent. Of these pupils, two have statements of special educational needs.
3. The school has clear aims that are set out in the mission statement and in school policies. They place an emphasis on pupils' personal development, with a firm commitment to achieving each pupil's full potential. The school has identified priorities and targets, a few of which have been met in part or entirely for the current year. These are appropriate and distributed across all the work of the school. Mathematics is a priority, including the introduction of the National Numeracy Strategy. Other priorities are to improve monitoring within staff teams, to improve pupils' attendance and their social skills at lunchtime, and to continue the development of the grounds and playgrounds.
4. The school was last inspected in May 1995, when key issues were identified for the school to:
 - sustain good leadership and management;
 - raise standards in information technology, develop "more sophisticated skills in reading" and raise the standards in listening to and appraising music in Key Stage 2;
 - continue monitoring teaching and learning to achieve more consistent expectations and more uniform marking, and to make younger pupils in Key Stage 2 progress more quickly in reading, writing and science;
 - disseminate the good and very good teaching seen in all key stages;
 - continue to refine curriculum policies and planning to implement the new National Curriculum.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	23	31	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	18	18	23
	Girls	26	27	28
	Total	44	45	51
Percentage at NC Level 2 or above	School	81 (83)	83 (83)	94 (83)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	19	21	18
	Girls	26	26	25
	Total	45	47	43
Percentage at NC Level 2 or above	School	83 (81)	87 (93)	80 (83)
	National	82 (81)	86 (85)	87 (86)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	22	22	44

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	18	19
	Girls	17	16	17
	Total	33	34	36
Percentage at NC Level 4 or above	School	75 (47)	77 (68)	82 (82)
	National	70 (65)	69 (58)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	14	17
	Girls	15	14	15
	Total	28	28	32
Percentage at NC Level 4 or above	School	64 (56)	64 (68)	73 (68)
	National	68 (65)	69 (65)	75 (72)

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	4.6
	National comparative data	5.7
Unauthorised Absence	School	1.4
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	3
Satisfactory or better	97
Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

1. The school has maintained the sound levels of attainment described in the last inspection report. Pupils' overall attainment is in line with national averages by the end of Key Stage 2. Their attainment in science, however, is above average. This is a result of teachers' emphasis on developing pupils' scientific knowledge, particularly in well-targeted revision work. The school's results in the National Curriculum tests in English at the end of Key Stage 2 are above those of schools with similar pupils. The results for mathematics and science are well above the averages for schools with pupils of similar backgrounds. Results in the assessment tests have been variable, particularly in English. These variations have primarily resulted from differences in the groups of pupils involved. The general trend in results at least keeps pace with the national trends, and science shows clear improvements. There have been significant improvements in pupils' attainment in information technology, which was unsatisfactory. Significant curriculum changes have recently been put into place and the school is setting appropriately high targets. These are having a positive effect, but have not been in place long enough to have had a significant effect on pupils' attainment. The progress made and standards achieved in Key Stage 1 suggest that pupils' standards overall are rising and that the school could anticipate improved results in the future.
2. Children enter the reception class with below average levels of attainment and they make good progress in all the areas of learning. By the time they reach statutory school age, most achieve the Desirable Learning Outcomes³ in personal and social skills, and physical and social development. They have developing knowledge and understanding of the world. About half the children reach expected levels in language, literacy and mathematics, while other children are making good progress towards them. Pupils continue to make good progress in Key Stage 1. By the end of the key stage, their attainment in English, mathematics and science is in line with national averages and expectations. Their attainment in information technology is in line with national expectations. Attainment in religious education is in line with that described in the locally agreed syllabus. Pupils maintain their relative levels of attainment in Key Stage 2 and make overall satisfactory progress. Progress in science is good, particularly at the end of the key stage, when there is an emphasis on developing pupils' knowledge. Pupils' attainment by the end of the key stage is in line with national averages in English and mathematics and above national averages in science. Attainment in information technology is in line with national expectations, and attainment in religious education is in line with the locally agreed syllabus.
3. Pupils in Key Stage 1 make good progress in English. They make satisfactory progress in speaking and listening. Pupils listen carefully to stories and begin to identify letter sounds and rhyming words in the text. They gain confidence in their speaking and develop a wider vocabulary through activities such as role-play. Pupils make good gains in their reading, often making up their lower attainment at the beginning of the key stage. Classrooms filled with language stimulate pupils' 'thirst' for reading and they gain skills in recognising words and using phonics. Pupils become increasingly independent

³ Desirable Outcomes for Children's Learning on Entering Compulsory Education – SCAA/DfEE. These are goals for learning of children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.

and confident in their reading, with sound understanding when they talk about what they have read. Some pupils use contents and index pages to find information in books. Pupils make good progress in their writing in Key Stage 1. They write captions and sentences about 'The Three Little Pigs' with greater pencil control and accuracy of letter shapes. Pupils' spelling and use of simple punctuation improve through the key stage. By the end of the key stage, they write stories with structure and a wide range of other material in neat printing.

4. In Key Stage 2, pupils make satisfactory progress in English. They make sound progress in speaking and listening when they follow detailed instructions, for example in technology lessons. They identify the key points in arguments and some become articulate speakers with a wide vocabulary. However, there is no clear plan for systematically developing speaking and listening in the school and some pupils continue to make only brief responses. Pupils make sound progress in reading in Key Stage 2. They improve their comprehension skills and develop greater fluency and expression in their reading. By the end of the key stage, some older pupils begin to tackle difficult reading material such as Shakespeare's plays. Pupils' skills in finding information from books and from libraries are unsatisfactory. They are given too few opportunities to learn how to find information for themselves. They make unsatisfactory progress in developing appropriate research skills. This was identified as a weakness in the last inspection and remains weak. Pupils make sound progress in their writing through the key stage. They use words with increasing precision and begin to use a wide range of imaginative language in stories such as 'Desert Disaster'. They use inverted commas and other punctuation in their work in many different forms, although their experience of poetry and plays is more limited. Literacy skills are effectively promoted in Literacy Hour lessons and across the curriculum, and standards are satisfactory. Pupils use their reading skills and write in different contexts in subjects such as history, geography and religious education. For example, they write a Roman diary, effectively linking literacy with historical understanding.
5. Pupils make good progress in mathematics in Key Stage 1, particularly in the range of correct mathematical language they use. They gain increasing familiarity with numbers and their use through a wide range of activities including art. Pupils develop confidence and speed when adding and subtracting, and most pupils gain number facts that they recall, speeding their calculations further. They practise practical skills such as adding up shopping lists in the 'Cosy Café'. By the end of the key stage, pupils identify odd and even numbers and know some simple multiplication tables. They know common shapes and their properties and measure with standard and non-standard units. Most collect their own information and display it in graphs. Pupils in Key Stage 2 make satisfactory progress. They gain an understanding of division, and higher-attaining pupils have good recall of multiplication facts. They use their understanding of number well in mental arithmetic, answering with increasing speed and accuracy. By the end of the key stage, pupils have greater knowledge of the properties of shapes and use this to solve more complex problems. They measure and read scales accurately with a secure understanding of graphs. They apply their sound numeracy skills appropriately across the curriculum. In subjects such as technology, pupils use their developing skills to measure and read scales. They use numeracy skills well in geography when they collect appropriate data for a transport survey and show their information on graphs.
6. Progress in science is good throughout the school. Pupils in Key Stage 1 increase their understanding of the properties of materials, using everyday language. Older pupils make greater use of scientific terms. They take part in simple experiments, for example

on how some materials return to their old shape after stretching, and record their observations appropriately. By the end of Key Stage 1, pupils know life cycles, such as of a frog, and they sort living things into groups. They know that electricity passes through some materials and how to light a bulb in a circuit. Pupils in Years 3 and 4 build further knowledge of the human body, identifying major organs such as the heart. They investigate sources of light, describing and recording their findings well. In Years 5 and 6, pupils begin to ask searching questions about what they observe in investigations. Pupils make particularly good progress in Year 6, as there is then more emphasis on increasing pupils' knowledge. By the end of the key stage, pupils use appropriate scientific vocabulary to describe fair tests and how they would carry them out. They have good levels of knowledge across all aspects of the science curriculum.

7. Pupils' attainment in information technology is in line with national expectations by the end of both key stages and they make satisfactory progress. This is a clear improvement since the last inspection. Teachers make effective use of the new computer suite to ensure that pupils gain skills in all aspects of the subject. Pupils in Key Stage 1 use tape recorders to listen to stories. They use the keyboard and mouse with increasing confidence when writing with word-processing programs. They have developing skills in altering the appearance of their text to make specific effects. They use drawing programs with an increasing range of drawing tools to create repeating patterns. Most save, recall and print their work with confidence. In Key Stage 2, pupils improve their skills and understanding. They are increasingly confident when opening and closing programs and altering aspects of their work in drawings and text. They combine text and graphics effectively when designing Christmas cards, and use simple musical composition programs to write their own tunes. By the end of the key stage, pupils confidently find their way round major processes on the computer. They recognise and use soundly the facilities of the computer.
8. The school has introduced a new scheme of work for religious education since the last inspection. This is leading to satisfactory progress throughout the school. Standards are in line with the locally agreed syllabus by the end of both key stages. Pupils in Key Stage 1 increase their understanding of Christianity and Judaism and compare types of worship. They gain respect for the special places, books and symbols of religions. By the end of the key stage, they thoughtfully express opinions and feelings, for example when considering friendship and caring for others. In Key Stage 2, pupils increasingly reflect on their own attitudes and beliefs and develop greater respect for the beliefs of others. They develop a deeper understanding of Christianity and other faiths, such as Judaism and Islam, and compare worship and celebration in these faiths. They gain knowledge of stories from the Old and New Testaments. By the end of the key stage, they have knowledge of the life of Christ and his teachings. They recount some stories told by Jesus and miracles from the Bible.
9. Pupils make overall satisfactory progress in all other subjects of the curriculum. They use a wide range of media in art and develop an appropriate range of skills. Their work in art makes an effective contribution to their work in other subjects, for example in Year 1, where they make clay houses with door numbers. Pupils respond with increasing imagination and skills to stories and the work of major artists. They make satisfactory progress in design and technology. They make designs and plan their work soundly. Most select suitable materials and use an increasing range of methods of joining to make models. They increasingly evaluate their work to identify how they would improve it. Pupils' progress in geography is satisfactory throughout the school. They broaden their awareness of their local area through looking at different housing and transport.

They gain confidence with maps of different scales. They extend their knowledge of places through looking at the differences between localities such as towns and the seaside. In history, pupils gain greater understanding of chronology by relating events to time lines and make satisfactory progress. They develop a sound understanding of major events such as World War II and the Great Fire of London. They develop an appropriate understanding of the similarities and differences between the way they live today and life at times in the past. Pupils make satisfactory progress in music and improve their singing throughout the school. They gain a greater understanding of a range of aspects of music and begin to recognise musical notation. They clap rhythms with increasing accuracy and use simple percussion instruments with confidence. In physical education, pupils develop an understanding of the benefits and effects of physical exercise. They learn a range of strategies such as stretching, running and skipping to prepare their bodies. They become more disciplined in stopping and starting on commands and in setting out and packing away equipment. The school provides a very good range of sporting extra-curricular activities for pupils in Key Stage 2. These boost the progress of those taking part and help them achieve higher than average standards in games. Almost all pupils achieve the expected levels of competence in swimming.

10. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans. This includes targets relating to literacy skills and to aspects of personal development, including behaviour. Those pupils for whom English is an additional language are supported effectively. They make good progress in acquiring appropriate language to take a full part in lessons. Their attainment is appropriate for their abilities. The school takes appropriate action to monitor the attainment and progress of boys and girls. There are no significant differences in their relative achievements.

Attitudes, behaviour and personal development

15. Pupils' attitudes to learning are good and most enjoy coming to school. These findings reflect those of the previous inspection. Children under five in the reception classes behave well in lessons and around the school. They quickly absorb the positive work ethos that is predominant in the school. They are keen to take part in practical work and display a developing enthusiasm for learning. Most pupils are eager to learn. They enjoy their work and show interest in it. Pupils concentrate in lessons and respond well to teachers' questions and explanations. They listen carefully to their teachers and show a willingness to be actively involved in discussions. However, there are times when a small number of pupils lose concentration and respond inappropriately. This usually occurs in lessons where teaching is not sharply focused and behaviour management strategies are not used well. In most lessons, however, teachers work hard to create an industrious atmosphere and motivate their pupils successfully. Most pupils settle well to their tasks, co-operate sensibly and can be trusted to work together, even when their teacher is working with another group. They take a pride in completing their work. However, they are not always careful to present it neatly and their writing is sometimes careless. Pupils develop good problem solving techniques through teachers' questioning and testing of knowledge. However, teachers plan too few activities for pupils to organise and plan their own work. As a result, pupils develop too few independent research skills, a weakness identified in the last report. There is a very good programme of extra curricular activities and these improve pupils' attitudes to learning. Many pupils show enthusiasm for activities and they are often over-subscribed.
- 15.
11. Pupils' behaviour is good. There have been no exclusions from the school in recent years. At the meeting, some parents expressed the view that there are a few disruptive pupils. However, they also felt that the school manages the behaviour of these pupils positively and successfully on most occasions. Pupils' overall good behaviour makes a significant contribution to ensuring a calm working atmosphere and enables work to progress appropriately in most lessons. Children under five in reception classes behave well in lessons and join in enthusiastically. They sit and listen to their teachers and each other in discussions and concentrate well during activities. Pupils behave well in the playground and the dining hall, and around the school. They move around classrooms and corridors sensibly and behave responsibly. They understand the difference between right and wrong, and show care and consideration for one another, and respect for their environment and their learning resources. They respond well to the school's high expectations of behaviour and make their own class rules. However, a small minority of pupils have the potential to be disruptive and behave badly from time to time. This occurs in some classes when teachers occasionally fail to employ suitable behaviour management strategies and allow pupils to lose their focus on their work.

- 16.
17. Relationships at all levels in school are good, and in some classes, particularly at the end of Key Stage 2, relationships between pupils and their teachers are very good. In these classes and throughout the school, pupils have a high regard for their teachers. They show respect for other adults in the school. Pupils are confident that they can discuss their problems with teachers and that issues will be resolved fairly. Pupils get on well with each other and develop friendships in the playground and in the extra-curricular activities provided. Pupils of different ages mix well at lunch and playtimes. There were no instances of bullying or harassment observed during the inspection. Teachers encourage pupils to be kind and respect each other's views, and pupils respond well, demonstrating tolerance and understanding of other people. Religious education lessons, 'circle time'¹ and assemblies give opportunities for pupils to reflect on their feelings and this makes a significant contribution to the quality of relationships.
- 17.

⁴ Class discussion periods that are organised to ensure that pupils have well-defined opportunities to speak and be listened to in turn.

1. Pupils' personal development is satisfactory. In the reception classes, children under five make good progress in developing their personal and social skills. Most children settle well and quickly feel secure and happy in school. The high expectations of the staff in the reception classes promote good levels of independence and good relationships between children and their teachers. Children share resources and activities well and follow the routines of the classroom very effectively. Pupils are willing to help and eager to please. They take responsibility for routine tasks in the classroom and perform them sensibly and efficiently, for example taking dinner registers to the office and tidying away resources. Older pupils take responsibility for delivering post to classrooms, and during the inspection sold poppies to their classmates on behalf of the Royal British Legion. Acting on their own initiative, pupils in Year 6 run a 'Friendship Club' for infants in the school. They recognised that some younger pupils did not have many playmates and responded by organising games and activities at lunchtime. Overall, pupils have a sense of responsibility and a desire to be helpful. However, their involvement in the running of the school is limited. Their restricted opportunities to take responsibility earlier in their school life limit their personal development. Teaching, for example in religious education, makes pupils aware of other cultures and traditions that are different from their own. Pupils show appropriate respect for the feelings, values and beliefs of others. They willingly support charitable appeals, for example Comic Relief, and they support a child's education in the Gambia.

Attendance

2. Pupils' attendance is good overall. The attendance rate of 94 per cent is in line with that found in similar schools nationally. It has improved steadily since the last inspection and this improvement is being sustained. Most parents are helpful and inform the school of illness or other reasons for absence. However, the rate of unauthorised absence is unusually high and well above that in similar schools. In an attempt to address this issue the school has initiated an immediate response policy for the first day of absence in the case of persistent absentees. Early indications are that the policy is working, and, with the help of the Education Welfare Officer, pupils' unauthorised absence is being reduced. Most pupils are punctual and registration is completed quickly and efficiently. Pupils who arrive late usually do so before registration is completed and this does not cause any significant delay or disruption to lessons. There are, however, some pupils who arrive after registration is completed. The punctuality of a minority of pupils was a concern during the last inspection. The school has taken steps to improve punctuality and the introduction of a late book, coupled with improved security arrangements, has led to pupils becoming more concerned to ensure that they arrive at school on time. There are a small number of families in the area with problems and this is reflected in the attendance and punctuality of their children. The school works hard to address these problems. However, the response of some parents is not encouraging and improvements are sometimes hard to achieve.

19. Quality of education provided

Teaching

3. The overall quality of teaching throughout the school is good. This represents an overall improvement in the standards of teaching described in the last report. Much of this improvement relates to the recent effective revision of school policies. This has focused more securely on raising attainment, and policies now give teachers good guidance in

their approach to subjects. There is greater consistency across the curriculum and this, too, is helping teachers to improve their planning. Almost all lessons were satisfactory or better, with nearly a half of all lessons being good or better. Good teaching is particularly and more consistently found in the reception classes and in Key Stage 1. The quality of teaching in the inspection is higher than that apparent in pupils' past work. A small quantity of unsatisfactory teaching is found in Key Stage 2. Teaching in Key Stage 2 is satisfactory overall, but is less securely matched to the needs of pupils of different ages and abilities.

4. The teaching of information technology has particularly improved and is now satisfactory. This reflects the attention that the school has paid to developing the subject and improving the standards. Teachers ensure that pupils develop an appropriate range of skills through well-organised lessons. They make effective use of the specialist resources such as the new information technology suite. However, they give pupils fewer opportunities to apply their information technology competence across the curriculum. The teaching of science has improved, particularly in Key Stage 2, where there is close attention to developing pupils' knowledge in Year 6. However, the good teaching of mathematics in Key Stage 2 has not been maintained, although the introduction of the National Numeracy Strategy is improving teaching.
5. Teachers have secure knowledge and understanding of all the subjects of the curriculum, an improvement since the last inspection. The National Literacy Strategy has been effectively introduced and has already led to improvements in the standards of teaching. Tasks in literacy lessons are often effectively chosen and teachers have established the routines well. Teachers make good opportunities for pupils to use their developing literacy skills in subjects such as history and religious education. A secure beginning has been made in introducing the National Numeracy Strategy. Teachers are effectively pursuing elements of the strategy, such as the emphasis on mental approaches to problems. The strategy is leading to a more focused approach to pupils' mathematical development and increasing the appropriateness of tasks to the attainment of pupils. Teachers make effective use of numeracy across the curriculum through good practical tasks such as measuring and reading scales, collecting data and displaying it in graphs.
- 22.
23. Teachers throughout the school have good relationships with pupils and use them effectively in creating good environments for learning. They manage pupils well and make good use of the school's behaviour strategies. When these strategies are less effectively used, pupils do not readily retain attention and there is only limited progress. Resources are managed effectively and contribute to the smooth running of lessons. The well-chosen resources motivate pupils well and encourage them to learn.
6. In reception and Key Stage 1 classes, teachers generally have high expectations of what pupils are able to achieve. They question pupils well and lead them into a greater understanding of their work. They use their informal assessments of pupils effectively when introducing or modifying activities in order to promote the most effective progress. The quality of teaching in reception was good in three quarters of lessons seen. Teaching and support staff have a good understanding of how young children learn and organise a good balance of activities to develop all areas of learning. There is particularly effective teaching of personal and social skills for children under five. Teachers have high expectations of children's behaviour and provide good role models for relationships and expected levels of speech. Teachers support the children very well and use praise very effectively to build their confidence and self-esteem. They keep

detailed records of children's achievements, which help them to plan the next steps of learning. On a few occasions, teachers plan activities that are too challenging for the lower-attaining children. They lose interest quickly and make little progress. Good use is made of the space in the classrooms, and the nursery nurses work very effectively alongside teachers.

7. In Key Stage 2, expectations are not so consistently high and planning does not always meet the needs of the full range of age and ability in each class. This is particularly apparent when pupils approach work that they encountered in the previous year in the same class. Teachers are not always completely clear about what these pupils already know. Good systems of assessment are emerging that give useful information to teachers to enable them to monitor pupils' progress. These are not consistently used to determine the difficulty of tasks and to ensure that pupils' learning builds effectively on what they already know. Some lessons in Key Stage 2 contain lengthy introductions and explanations. Although pupils listen well to these, they detract from the time available for other parts of the lessons. In some lessons, pupils begin to lose interest in these sessions and require teachers to use time in keeping their attention.
8. Teachers give pupils too few opportunities to find things out for themselves. Library facilities in the school are poor and pupils do not, therefore, develop sufficient skills in finding books and relevant information in these books. This weakness is particularly apparent in Years 5 and 6, where pupils have not been given opportunities to develop independent skills. Some over-direction by teachers in lessons limits pupils' ability to come up with their own ideas, for example in science experiments.
9. The teaching of pupils with special educational needs is good. They are frequently withdrawn for support, but this does not interfere excessively in their lessons. The individual education plans for these pupils are well structured and they set down specific targets and action plans. Records clearly indicate the progress that pupils make towards their targets. Learning support assistants are usually very effective in supporting pupils' progress in lessons. The support for literacy in Key Stage 2 is well placed and is successful in improving the development of pupils' skills. On the rare occasions when it is not always sufficiently focused in engaging and challenging pupils their progress is slowed. Pupils for whom English is an additional language are effectively provided for. They receive appropriate support in their lessons and good specialist support in order to gain language and learn alongside their classmates.

The curriculum and assessment

10. The school has effectively addressed the weaknesses identified in the previous inspection. It now has appropriate policies and planning for all subjects. This provides a broad and balanced curriculum for children in the reception classes and pupils in both key stages. The school has successfully implemented the national strategy for literacy, and its impact on pupils' learning is good. More recently, the national strategy for numeracy has been soundly introduced. Adequate time is made available for the different components of the curriculum. The previous inspection report highlighted that insufficient time was allocated to information technology and that there was no policy for the subject. The school has successfully addressed these weaknesses by drawing up a policy and allocating time for each class to use the relatively new computer suite. As a result, pupils' information technology skills are developing appropriately, though they are not always used fully to enrich subjects of the curriculum, including history and geography. The school effectively identifies aspects of the curriculum for particular focus at different stages in its development. Its current areas of emphasis are information technology and writing.
11. The curriculum effectively promotes pupils' intellectual, physical and personal development and it prepares them appropriately for the next stage of their education. It meets statutory requirements to teach the subjects of the National Curriculum. Religious education is taught in accordance with the locally agreed syllabus. Sex education and drugs awareness are taught effectively through the school's science programme. There are plans to draw up a programme for personal and social education in year 2000.
12. The curriculum provides equality of access and opportunity for all its pupils. Pupils for whom English is a second language are given effective support by a visiting teacher who enables them to gain confidence and skills at a good rate. Curriculum planning takes into account pupils' ages. The school is appropriately reviewing the way it organises pupils for different subjects, particularly in view of the wide range of pupils' attainment in classes with two age groups in Key Stage 2.
13. Pupils with special educational needs receive a well-structured curriculum that meets their individual needs effectively and enables them to make good progress. Their individual education plans set out clear, achievable learning targets. Pupils are well supported by two special educational needs co-ordinators and by a good range of support staff who focus on learning in specific areas of the curriculum, including reading and literacy. Progress is reviewed regularly and the school complies with the recommendations in the national Code of Practice⁵. In Key Stage 2, teachers do not always focus clearly enough on the targets set out in pupils' individual education plans, for example to ensure that letters are joined, and progress is slowed. Support for literacy is effective, but it is not always sufficiently focused on the identified needs of lower-attaining pupils in order to provide them with the skills that they need.
14. The relatively recent adoption of new schemes of work and policies for each subject has provided a firm foundation for teachers' planning. The school has effectively taken account of national guidance in literacy, numeracy and other areas of the curriculum. As a result, when planning in year groups, teachers ensure that pupils build their knowledge, skills and understanding in a systematic way. This is sometimes less

⁵ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

successful than intended. For example, when teachers in Years 5 and 6 plan literacy work they do not ensure that pupils will cover the full programme of study by the end of the current year. Apart from literacy, which is having a positive effect on attainment, recent changes in planning have had insufficient time to have a measurable effect on standards.

15. The curriculum for the children under five is satisfactory. There is provision for a wide range of activities to provide experiences in all areas of learning. Lessons are carefully planned to help children make good progress towards the Desirable Learning Outcomes and to follow the National Curriculum, when appropriate. However, there is insufficient detail in the planning of purposeful play activities to ensure that all the children's skills are developed fully. All children, including those with special educational needs and those who have English as a second language, have equal access to the curriculum.
16. The school makes very good provision for extra-curricular activities, including competitive sport, and this enriches the curriculum significantly. The substantial array of clubs and opportunities is open mostly to pupils in Key Stage 2 and it extends aspects of many areas of the curriculum and beyond. The French club has recently incorporated pupils from Key Stage 1. A wide range of visits, for example to museums and places of geographical interest, further enhances the curriculum.
17. Procedures for assessing pupils' attainment are good. All statutory requirements for testing and assessing their achievements at the end of each key stage are fully implemented. In addition, teachers use a wide range of standardised tests throughout the school. These provide valuable information about the attainment of children in the early years and in areas of the curriculum, including reading, mathematics and spelling. This information is used well to monitor pupils' progress. It is not always fully used to help teachers to plan future work for pupils and to organise them into groups. The school has introduced new systems of assessing pupils' attainment on a daily basis. Some teachers keep detailed records of the attainment of individual pupils that help them to have a clear picture of what pupils need to do next. Other records are less detailed and their impact on planning the next stage in pupils' work is less effective. Assessment is more consistent in Key Stage 1, where the impact on pupils' progress is greater. Teachers are building up a portfolio of pupils' unassisted writing which is providing a valuable focus on this area of the curriculum and on improving the accuracy of teachers' assessments of pupils' work. The samples of work are appropriately annotated and they effectively indicate the pupils' next target. Teachers regularly and systematically update records of pupils' attainment over time across the subjects of the curriculum. There are good assessment procedures for children under five that accurately identify their attainment. Teachers review learning daily and plan appropriate activities to consolidate and develop skills.

Pupils' spiritual, moral, social and cultural development

18. The overall quality of provision for all pupils' spiritual, moral, social and cultural development is good. The school makes good provision for pupils' spiritual development. It provides pupils with insights into religious beliefs and successfully promotes respect for other people's beliefs and faiths, mainly through religious education lessons. Pupils have good opportunities to reflect on their lives and beliefs when considering concepts such as friendship or how feelings are hurt. They reflect on the lives of others, for example when discussing why poppies are used for remembrance and how the loss of soldiers relates to them. Teachers promote a sense of amazement

in the mysteries of the world in subjects such as science and technology, for example when pupils realise that plaster of Paris has solidified or when they are watching ingredients disappear during baking. Teachers clearly accept and respect pupils' ideas and opinions. Good daily acts of collective worship make a positive contribution to pupils' spiritual development. They are well planned and broadly Christian in nature. Quiet music and high expectations of behaviour help to create a spiritual atmosphere, which continues through the well-presented themes, and songs and prayers. Pupils have opportunities to reflect on spiritual issues when listening to stories or considering the effects of war and Remembrance Day.

19. Provision for pupil's moral development is good. They are given good opportunities to devise their own rules for the classroom, and teachers thoroughly discuss and explain expectations. The very positive ethos of the school helps to build the framework for good behaviour. Teachers ensure that all pupils are aware of acceptable and unacceptable behaviour and reinforce it through the awarding of stickers and house points. The school fosters the values of honesty, fairness and a respect for truth and justice by providing opportunities for pupils to discuss moral issues in religious education and health education. They also ensure that pupils have opportunities to discuss incidents that arise in or out of school.
20. Provision for pupils' social development is good. Teachers provide opportunities for pupils to work co-operatively and encourage them to help each other in lessons. Older pupils explain activities and processes to other pupils. Adults encourage pupils to consider the needs of others. The sponsoring of the child in Gambia, and the large number of other charities which pupils support, are very good examples of this. There are opportunities for older pupils to befriend younger pupils, and teachers encourage them to help around the school. The school provides opportunities for pupils to visit the elderly in the 'Age Concern' club. This helps pupils to develop a sense of citizenship through their contribution to the wider community. The wide range of sports clubs and sporting events help pupils develop a sense of teamwork.
21. The school makes sound provision for pupils' cultural development. Teachers help them to appreciate their own cultural traditions through visits to museums, historical sites and local places of interest, such as The Silk Museum, Chester and the local rivers. The work of Monet and Picasso, for example, and a range of music and composers enrich pupils' cultural development. Pupils learn about other world faiths through religious education. However, there is only a limited range of books or resources to reflect the multicultural world. Pupils are not given systematically planned experiences to enable them to appreciate the range of cultural backgrounds in Britain today.

Support, guidance and pupils' welfare

22. Procedures for monitoring the academic progress and personal development of pupils are good. Children under five benefit from a caring environment that effectively supports their personal development. Throughout the school, staff are caring and considerate towards pupils' needs, an aspect which was seen as a strength of the school at the last inspection. Parents see the school as a caring community and inspectors support that view. There is no formal assessment of pupils' personal development. However, teachers provide effective informal support and guidance and know their pupils well. The academic progress of pupils is carefully recorded. The school uses a commercial National Curriculum record of achievement, which teachers update regularly. The accurate marking of pupils' work strengthens assessment

procedures, and regular daily assessment of class work is used effectively by teachers to plan work and raise standards. Support for pupils with special educational needs is good. Their academic progress and personal development are well documented and the information is used effectively. The school makes very good use of its own support staff and deploys them effectively, for example in the reading recovery programme. Outside specialists are used well; for example, there are daily visits from a teacher to work with pupils for whom English is an additional language, which ensures that they get good support.

23. Procedures for monitoring and promoting discipline and behaviour are very good. The behaviour policy is understood and applied consistently by all the staff. A policy gives appropriate advice about dealing with vulnerable children who may suffer bullying, racial abuse or sexual abuse. Pupils agree to abide by a set of basic rules, and they discuss class rules and behaviour with their teachers. There are incentives aimed at promoting good behaviour, which include weekly awards to pupils in each class for tidiness, politeness and good work. The behaviour policy is reviewed regularly, and updated to take account of changes and modernise the procedures. A recent innovation is the award of house points, which strengthens the existing strategies and underlines the school's positive approach. There are appropriate sanctions available for managing behaviour, but the emphasis is placed upon praise and reward. Staff deal with any incidents fairly and record them properly. They monitor behaviour carefully and work hard to ensure a calm working atmosphere. Parents expressed the view that the school's behaviour management strategies are appropriate and that staff use them well to deal with incidents. Most pupils follow the rules and behave sensibly. However, there are a minority of pupils whose behaviour is a cause for concern and the school makes special provision in such cases to monitor and record any issues. Some pupils whose behaviour causes concern are issued with a booklet, which is designed to monitor their behaviour and involve their parents in the process.
24. There are very good procedures for monitoring and promoting pupils' attendance. Pupils are encouraged to achieve 100 per cent annual attendance to qualify for the award of a gift voucher. Pupils work hard to win the prize and last year fourteen pupils did so successfully. Class teachers carefully monitor the attendance of pupils in their class. The school secretary maintains a late book and ensures that appropriate entries are made in class attendance registers. Teachers require explanations from pupils who arrive late and try to ensure that absences are explained. The headteacher regularly monitors attendance registers and the late book. Staff inform the headteacher of any concerns so that follow up action can be taken. The local education authority aims to improve the attendance of pupils in its primary schools and as part of that initiative the education welfare officer visits the school on a weekly basis. She monitors attendance registers and focuses on pupils whose attendance causes concern. The education welfare officer and the headteacher work together and initiate a 'first day response' to the absences of pupils who are being monitored. Indications are that the measures adopted by the school are improving pupils' attendance and punctuality. The school discourages parents from removing their children for holidays in term time.
25. Procedures for child protection and promoting pupils' well-being, health and safety are good. The headteacher is the designated person for child-protection purposes. The school has adopted the local education authority's procedures. All members of staff are aware of their responsibilities and understand the child-protection procedures, which are clearly set out in the school's helpful policy document. The health and well-being of pupils is promoted mainly through the science curriculum and in physical education

lessons. Pupils learn about the importance of exercise, the need for healthy eating and how to care for themselves. Sex education and the dangers of drug misuse are taught appropriately. Pupils are taught road safety and about 'stranger danger'. Visiting professionals highlight the dangers of railways, and building safety officers from a nearby site have warned pupils about the dangers associated with construction work. Pupils understand the importance of hygiene in their daily lives, and children in the reception classes learn the importance of washing their hands carefully when handling food. Pupils expressed the view that they enjoy their school meals. They benefit from a choice of wholesome meals cooked on the premises and the arrangements for serving the food are good.

26. There are appropriate health and safety procedures and the governing body discharges its responsibilities wisely. The headteacher is the responsible person and reports to the governing body. Accident and emergency procedures are well established and there are sufficient staff qualified in first aid. An asthma policy gives valuable information to staff about dealing with attacks and clearly describes the different properties of inhalers. There is a critical incidents policy designed to help staff cope with serious events, which proved effective during an outbreak of meningitis earlier this year. Staff are aware of health and safety issues and take appropriate measures to safeguard pupils taking part in classroom and off-site activities. In a science lesson, pupils were given a clear warning not to taste the materials to be tested in their experiments and teachers ensure that appropriate warm-up activities precede physical education lessons. Fire evacuation drills and fire alarm tests are carried out regularly. All statutory checks of equipment are carried out as required.

Partnership with parents and the community

27. The school successfully achieves its aim to maintain a good partnership with parents and the community and this has a beneficial effect on pupils' attainment and progress. The quality of information that parents receive about the school is satisfactory. The prospectus contains useful information about the curriculum. Regular newsletters are used to keep parents informed about the curriculum, activities and events. At the meeting, parents expressed the view that the newsletters are helpful and the curriculum information they contain is useful. Parents have received appropriate information about the school's response to the National Literacy and Numeracy strategies at meetings arranged by the school. There is good informal communication between parents and teachers. Parents expressed the view that teachers are approachable and that the school listens to their opinions. Annual reports to parents are written in plain language and fully meet statutory requirements. The reports are well presented and give a reasonable account of pupils' academic achievements and personal development. They provide some guidance to parents about how they might help their children improve. There are regular formal consultation sessions each year and teachers are available at other times to discuss any issues. Parents of pupils with special educational needs are well informed about their children's progress.
28. Parental involvement in pupils' learning is very good and a strength of the school. The school encourages parents to support teachers in the classroom. Parents help by supporting activities in Literacy Hour lessons and other subjects, for example sewing in design and technology lessons. They listen to pupils read, help with cookery in a reception class, and support off-site activities and school clubs. Those who give their time to support pupils' learning feel that their help is valued and that they are accepted as part of the school team. Teachers value the support they receive from parents and

other volunteers and their work in classrooms is often written into teachers' daily lesson plans. There is an active parents' group who work hard to raise funds to support the school; for example, this year they contributed £3500 towards the cost of improvements to the playground. The many fund-raising activities and social events for parents and pupils usually generate around £5000 annually in support of the school. There is an appropriate home-reading scheme. This and other homework is well supported by most parents. As part of its future plans, the school aims to offer parents guidance on how to support their children when they are studying mathematics. In its annual report to parents, the governing body emphasises the importance of parental support in developing literacy skills by listening to children read on a daily basis. The school has published suitable information for parents about supporting reading.

29. There are good links with the local community. Visitors from a variety of cultural and sporting backgrounds enrich pupils' learning. They include a rock and pop dance show, a theatre group and scientists from a pharmaceuticals company who take part in science activities with pupils. Pupils study the local environment, for example the River Dane, and their understanding of the wider community is enhanced by visits to places of interest, such as the Macclesfield Silk Museum and activity centres such as the 'Deva Experience'. Pupils sing carols for elderly people at Christmas and donate their Harvest Festival gifts to charity. The school leases a detached building in its grounds to a local playgroup, and many of the children who attend transfer to the reception classes. The building is also used for clubs before and after school, which cater for pupils from other primary schools and a number from Daven. There is an effective system to ensure the smooth transfer of pupils into secondary education.

47. **The management and efficiency of the school**

Leadership and management

30. Although there have been substantial staff changes since the last inspection, the school continues to have good leadership and a very positive ethos. As a result, the school functions as an orderly and purposeful community. The headteacher manages the school well and has gained the confidence of staff, governors and parents. This was particularly apparent in the responses made to a recent outbreak of meningitis. He has a clear view of the strengths and weaknesses of the school, gained from his formal and informal monitoring. He has developed an appropriate vision of how the school can develop and conveys this effectively through his work. A substantial priority has been to promote and develop effective teamwork amongst staff. This is successful and is improving the quality of important aspects of the school, such as planning. Senior staff, including the deputy headteacher and subject co-ordinators, are increasingly aware of their roles and carry them out appropriately. There is good support from the senior management team. Throughout the school there is a clear commitment to equality of opportunity. The management of support for pupils with special educational needs and those for whom English is an additional language is good.
31. There has been sound improvement since the last inspection in the quality of monitoring. New systems are developing for monitoring planning, and some co-ordinators are using the information well. Co-ordinators make useful regular analysis and evaluation of their subjects and identify how they should be developed further. There is greater analysis of the school's National Curriculum tests and assessments results, with results from other assessments. This is helping the school to steer its way

effectively towards higher attainment. Some important developments are taking place to increase the level of monitoring of teaching. This is increasingly linked with the identification of subjects within the good school development plan. Some effective monitoring has recently taken place, for example in literacy, numeracy and information technology. Good opportunities are taken by many co-ordinators to support and informally monitor their subjects. However, planned opportunities to monitor teaching are still somewhat limited and restrict the opportunities the school has for sharing good practice.

32. The school's aims place an appropriate emphasis on pupils' personal development, but make a firm commitment to realising pupils' full potential. Aims are appropriately set out in the mission statement and suitably developed in all policies, and have a positive effect on the work of the school. Policies have been recently reviewed and this has been helpful in focusing attention on improving standards. There is now a greater consistency in the school's approach to its work. This is having a positive effect on teachers' understanding of all aspects of the curriculum.
33. The governing body is playing an increasing role in the life of the school. Many governors are new and have taken up their roles with enthusiasm. They have good arrangements to gather and share information through an effective system of committees. A number of governors have identified roles linked with the work of the school and these links are successful in bringing greater understanding to the governing body as a whole. Good plans are in place to further develop governors' opportunities to visit the school. The governing body fully meets all statutory requirements.
34. The system of development planning has improved since the last inspection and there are good systems for identifying the school's priorities. The system offers a secure framework for further improvements. The governing body is appropriately involved in determining the developments of the school. The information it receives from the headteacher and other staff is full and detailed, allowing it to make secure decisions. Appropriate priorities are identified to address relative weaknesses in the school's provision. For example, recent priorities have been to develop information technology, religious education and the school grounds. Recent revisions and developments within the curriculum have placed a heavy burden on the school to effectively manage the monitoring and evaluation of these developments. At present, the plans for this are not sufficiently detailed to ensure that all developments are appropriately evaluated. Some appropriate evaluation of developments has been made, particularly by co-ordinators. Governors' involvement in evaluating and monitoring the success of developments is less secure. Governors recognise the need to clearly identify success criteria for developments that they are able to assess to ensure the effectiveness of their decision-making.

Staffing, accommodation and learning resources

35. Since its last inspection, the school has experienced significant changes in staffing, including the headteacher. New staff, including newly-qualified teachers, are settling satisfactorily into the school helped by the good support of their colleagues in aspects such as curriculum planning. All staff have clear job descriptions to guide their work. There are sufficient appropriately trained, qualified and experienced teachers, with a broad range of subject expertise for all the pupils. There is generous provision of well-trained classroom support staff and two co-ordinators for special educational needs who work closely with teachers in planning. These staff are effectively deployed, moving

around the classes providing good support for individuals and groups of pupils, for example with literacy work. This particularly benefits pupils with special educational needs and those for whom English is their second language, making a significant contribution to their good progress. There are sufficient administrative and ancillary staff to enable lunchtime procedures and the day-to-day running of the school to operate smoothly and efficiently.

36. The arrangements for the professional development of staff are good. Teachers have benefited from a range of courses and training, particularly in literacy and numeracy, that have enabled them to implement the new National Strategies for these subjects efficiently. Staff training needs are now carefully identified and addressed in the school development plan. Newly-qualified teachers benefit from a suitable induction programme with good support from their mentors and colleagues, for instance in planning, and training courses provided by the local education authority. Useful feedback from observations of their teaching provides a sound basis for teachers' appraisal systems. These are having a positive effect on teaching, for instance in managing the Literacy Hour.
37. The accommodation is substantial, and provides good space for the numbers on roll and the demands of the curriculum. The site is pleasant and extensive, with ample play areas, both grassed and hard. An attractive central courtyard with a pond area provides a useful study area, for instance for science observations. Many classrooms are spacious and there are valuable additional areas in corridors and spare rooms which provide a computer suite and room for support assistants to work with groups of pupils. However, the library area is barely adequate as a study area in which pupils can undertake research and this limits pupils' opportunities. The hall provides a suitable space for such activities as physical education and assemblies. The accommodation for children under five provides sufficient space for the full range of play experiences. Teachers work hard to create attractive displays in classrooms and the extensive corridor areas, that enhance the environment well. The building is well maintained by a rolling programme of redecoration and repairs. Caretaking and cleaning staff work hard to keep the very large building and play areas clean and tidy. The school has well-designed plans to develop the school grounds, and these are already creating interesting and useful areas for environmental studies.
38. There are sufficient resources to meet the demands of the curriculum throughout the age range of the school. They are easily accessed by staff and pupils. The good resources in the computer suite provide valuable opportunities for pupils to develop their information technology skills. There are sufficient reading books, including sets of books for group reading and big books to support literacy. However, there are insufficient books available in classrooms, for example picture books in Key Stage 1 and reference books in Key Stage 2, to support reading other than in the Literacy Hour. The school makes satisfactory use of library loan collections, but the stock of books in the library is insufficient in number, range and quality to support pupils' research needs. Parent volunteers provide valuable support for pupils with a range of activities, for example cooking, reading and computer work. Pupils benefit from useful visits to places that help to bring their studies alive, for instance visits to Chester when studying the Romans, The Silk Museum and the River Dane.

The efficiency of the school

39. Financial planning is sound. Finances for pupils with special educational needs are

managed efficiently and effectively. Weaknesses in identifying the budget implications of curriculum developments noted in the last inspection have been fully addressed and these are now clearly costed in the school development plan. Governors are fully informed about school finances and are clear about budget priorities for the year ahead.

However, school development planning does not provide a sufficiently long-term view of priorities. The finance committee meets regularly to consider and decide on budget issues and monitor spending. Funds are allocated wisely where they are most needed. This has a positive effect on provision and standards; for instance, the new information technology suite and additional support staffing for literacy are both having a positive impact on raising standards in these subjects. Procedures for evaluating the effectiveness of budget decisions, for instance spending on resources for the National Literacy Strategy, are not sufficiently established to enable governors to assess the impact of their spending decisions on raising standards.

40. The use and deployment of teaching staff are good. The school makes good use of teachers' expertise as subject co-ordinators, providing clear job descriptions that help them work effectively. Classroom support staffing is well targeted on pupils with special educational needs, and enables them to make good progress. The co-ordinators for special educational needs are effective in managing the school's procedures. The school makes good use of additional support by the local education authority, in the reading recovery and additional literacy support programmes. These are helping to raise standards in literacy.
41. The school's learning resources and accommodation are used satisfactorily. The new information technology suite is used well by all classes and is already improving pupils' skills. However, pupils lack awareness of the library and use it rarely. This limits its effectiveness as a resource for pupils to use to extend their reference and research skills, and restricts their development of independent learning skills. This weakness was also noted in the last inspection and has not been addressed. Effective use is made of spare spaces for teaching small groups and food technology. Large classrooms are used well to provide a full range of activities, particularly in Key Stage 1.
42. Financial control and school administration are sound. The school was audited before its previous inspection and has not had a more recent audit. Not all the issues raised in the last audit have been sufficiently addressed. Financial principles, procedures and practices are not all securely established. There is insufficient guidance and monitoring of the procedures involved in managing the school financial resources, such as school monies and assets. The need for a formal statement of roles, responsibilities and delegated duties was identified in the last audit report and remains a weakness. The school office runs smoothly and efficiently, enabling the headteacher and his staff to concentrate on their teaching and other duties.
43. The unit costs of the school are a little higher than average. Pupils make good overall progress from low overall attainment on entry. Their behaviour and attitudes to learning are good. In relation to these and the good teaching and quality of education provided, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

61. Areas of learning for children under five

44. Children start school in the September before they are five, with overall attainment below the expectations for their age. However, their attainment in mathematics, particularly number, is slightly higher than in the other areas of learning. The children have a range of experiences before starting school, with none attending nursery school and a limited number attending playgroups. During their time in the reception class, children under five make good progress overall, particularly in their personal and social development.
45. By the time they are five years old, the majority of children attain the Desirable Learning Outcomes in their personal and social development, with a significant number above. The quality of teaching of children's personal and social skills is good. The very effective management and organisation of activities and routines of the class ensure that children learn to listen carefully to instructions and concentrate on their play and learning. They join in group activities eagerly and many are keen to make suggestions, for example for songs and rhymes. Most children answer the adults politely and confidently. The adults in the reception classes support the children for whom English is an additional language very well. They ensure that they are involved in all the activities and build their confidence through much encouragement. Adults have high expectations of children's behaviour and reinforce it through good relationships and firm reminders. Children respond appropriately and show remorse if they displease their teachers. Teachers provide a number of opportunities for children to work together, for example when baking. They encourage them to share resources, such as the model bears they use when making sets, and to take turns in the role-play area or on the computer, for example. Adults encourage independence, such as when getting ready for their physical education lesson, and through clear explanations and high expectations. They encourage children to consider their feelings through providing opportunities for them to express their opinions in 'circle time'. By the time they are five, children show good levels of independence in their work and play. They are confident and enjoy good relationships with their teachers and classmates. They concentrate well and show enthusiasm for learning.
46. Children under five make good progress in their language and literacy development. Many children enter school with below average language and literacy skills. These skills are developed well and the quality of teaching is good. There are many opportunities for children to read, write and talk to others. The use of their name cards when preparing for lunch promotes name recognition, and the writing table encourages children to communicate through written signs, symbols and occasional letters. Adults in the reception classes, including the nursery nurses, act as good role models for speaking and develop the children's vocabulary well. They encourage them to listen carefully and use a range of strategies to develop listening skills. As a result, most children speak clearly and confidently to adults and their classmates. They play in role in the 'animal hospital', talking confidently on the telephone and about the toy animals, and teachers interact with them to extend their vocabulary. In the Literacy Hour and reading sessions, children are encouraged to talk about stories and develop a love of books. They choose to read books in the reading corner, following the story correctly and handling books carefully. They practise letter sounds and learn new words. They make good progress at using letters and words to convey meaning, and by the time they

are five many children write simple sentences, copying successfully from word cards or under adults' writing. Teachers have high expectations of the children. These are sometimes unrealistic for lower-attaining children who need more practice with pencil control. Children sing nursery rhymes and songs confidently, adding the actions appropriately. They read simple stories, with help, and talk confidently about the pictures.

47. Children make good progress at developing mathematical skills, and the quality of teaching is good in both classes. Teachers reinforce number skills effectively through singing and acting out a range of number songs and rhymes, such as 'Ten Green Bottles' and 'Five Little Spacemen'. Consequently, children begin to count objects correctly. Teachers explain activities clearly, which enables the children to work independently. They are clear about what they want the children to learn by the end of the lesson. This gives good structure and purpose to lessons. However, some activities are too challenging for the lower-attaining children and, as a result, they lose interest and make little progress. However, they are keen to try all the activities. When they work with support on activities appropriate to their development, they make good progress. Teachers encourage children to use resources round the room, such as the number line, to help them with their work, and use praise well to build children's confidence and self-esteem. By the time they reach the age of five, many children work confidently with numbers up to 10. They sort teddies by colour and size, and understand concepts such as 'longer', 'shorter', 'bigger and smaller'. They make patterns with two colours and recognise circles, squares and triangles.
48. Children's knowledge and understanding of the world are secure and they make good progress in both classes. The quality of teaching is good overall. Children under five discuss and record the weather every day, which helps them to understand the pattern of the seasons. They have opportunities to talk about their families and friends and they draw pictures of their favourite toys. They are encouraged to explore a range of technical activities such as building moving toys from a variety of construction equipment, making simple finger puppets and baking jam tarts. By the age of five, most children have a secure scientific knowledge and understanding for their age. Teachers use probing questions to challenge and extend children's learning. Children recognise a range of different animals and know some basic differences between them. They explore foods, recognising many ingredients in baking, and learn that they disappear into a mixture and that the heat of the oven bakes it. They work confidently on the computer, controlling the cursor to drag clothes onto teddy. They talk confidently about their families, homes and pets, and complete jigsaws and models successfully.
49. Children's physical and creative skills develop well. The quality of teaching is good. Teachers provide many opportunities for children to develop control and co-ordination through physical education lessons and during outdoor play sessions. Consequently, children make good progress. They ensure that the children understand the importance of the rules of safety and organise lessons well to ensure that they are carried out. They use the nursery nurses well to support groups of children working on the apparatus, which helps to build their confidence and agility. Teachers make effective use of children's demonstrations to help others improve. There are many opportunities for children to be creative. They experience a range of musical experiences. Teachers play music when children enter the classroom. They sing a wide range of songs and rhymes, and encourage children to develop rhythm through music making. The children experience a wide range of painting and modelling activities. By the time they are five, children travel over and round balancing and climbing apparatus safely and confidently.

They have favourite songs and rhymes, which they sing clearly. They recognise and name many colours and begin to mix them to paint their portraits, for example. Most children handle scissors with an appropriate awareness of safety and with increasing control.

- 67. **English, mathematics and science**
- 67. **Information technology and religious education**

English

- 50. The school has maintained the sound standards identified in the last inspection. Pupils' attainments in English by the end of both Key Stages 1 and 2 are similar to the national average. This confirms the results of National Curriculum tests and teacher assessments in 1999. By the end of Key Stage 1, standards of attainment are above those of similar schools. They are well above in reading, where a third of pupils reach the higher Level 3. However, few attain the higher levels in speaking and listening, and no pupils reach the higher levels in writing. Standards by the end of Key Stage 2 are above those of schools with similar pupils. Standards have fluctuated in recent years, with a considerable decline in standards in 1998. These fluctuations reflect the groups of pupils in each year group, for instance the high numbers of pupils on the special educational needs register in 1998. The 1999 results show a considerable improvement in standards. In view of the lower than average level of attainment of many pupils on entry to the school, pupils make good progress overall, particularly in Key Stage 1.

- 51. By the end of both key stages, standards in speaking and listening are in line with national expectations. Pupils make satisfactory progress throughout the school. Pupils in Key Stage 1 develop satisfactory listening skills when they listen to stories, rhymes and poetry, correctly identifying letter sounds and rhyming words in the text. They listen carefully and respond well to their teacher's instructions, so that little time is wasted in settling to their tasks. They become more confident in speaking, and offer their ideas more clearly in discussions. They develop a wider vocabulary through the topics they study and in useful role-play opportunities. 'Circle time' provides valuable opportunities for speaking and listening to others, ensuring that everyone practises speaking and listening in turn. Skills develop appropriately in Key Stage 2, where pupils develop keen listening skills. This enables them to follow more detailed instructions, for example a complex sequence of instructions in a Year 6 technology lesson. Pupils become more skilled in identifying the key points when listening to discussion and stories. Speaking skills develop steadily, so that many pupils become confident in explaining their ideas and discussing their work. Some become articulate, mature speakers using a wide vocabulary and adapting their speaking style for the purpose and audience. However, the school has no clear plan for developing speaking and listening skills and there are fewer opportunities in Key Stage 2 for pupils to extend their speaking skills through planned activities. Teachers' questions are sometimes insufficiently open-ended to encourage pupils to speak at length. This weakens the progress pupils make, and accounts for the brief response and reticence of some pupils when asked to explain their ideas.

- 52. Reading standards are sound by the end of both key stages. Pupils make good progress in Key Stage 1, many catching up on their low reading attainments at the beginning of the key stage. Progress in Key Stage 2 is sound. Teachers throughout the school successfully transmit an enthusiasm for reading and provide good reading models by their lively, expressive reading of shared texts. They place a suitable heavy emphasis on developing reading skills, particularly in Key Stage 1, where they create a word-rich environment through displays of writing, books, labels and captions. These effectively stimulate pupils' interest and 'thirst' for reading, and successfully develop pupils' reading skills, particularly word recognition and phonic skills. Teachers make good use of new resources, such as group reading and big books that are interesting

and varied enough to extend pupils' reading experiences. The youngest pupils in Key Stage 1 recognise an increasing number of letter sounds and begin to use them when faced with new words. They build a useful bank of basic words which they read on sight. Pupils become more independent and confident in reading, using phonic and picture clues to make sense of the text. They begin to use context clues to make simple predictions, for instance when sharing a big book "Dear Greenpeace" in Year 2. Teachers in Key Stage 1 use assessments well to plan group activities, so that pupils of differing ability build successfully on their early experiences. This is seen when a more able pupil in Year 1 has useful opportunities to extend his research skills using a dictionary. As a result, by the end of the key stage, many pupils read independently, showing a sound understanding of the text when discussing the stories they read. They have a growing awareness of a range of authors and begin to identify their favourites and explain clearly the reasons for their choice. Some understand and use contents and index pages to find information. High-attaining pupils read fluently and confidently, retelling stories in detail and explaining events well. Reading diaries are sometimes used effectively to share information with parents about pupils' reading targets. This enables them to provide more focused support at home and promotes good progress.

53. Pupils in Years 3 and 4 sharpen their comprehension skills when exploring the characters and events in the stories they read. They sift through their reading for information to justify their ideas when describing the characters, and correctly explain the sequence of events in stories. They begin to make inferences, though often relying on illustrations. Their reading is developing fluency and expression. By Years 5 and 6, many pupils become fluent readers, competent in reading detailed instructions and more mature text, such as Shakespeare plays. They use a wider range of strategies competently to make sense of the text. Some pupils develop sound skills in skimming and scanning text when seeking information in books. However, the school library is inadequate for pupils' research needs, and the book stock is insufficient in number, range and quality. Although the school makes good use of library loan collections, the stock of reference books in classrooms, particularly in Key Stage 2, is unsatisfactory. This means that there are insufficient opportunities for pupils to undertake their own research, either in the classroom or in the library. As a result, many make unsatisfactory progress in developing the more mature reading and research skills. This was identified as a weakness in the last inspection, and remains so.
54. Standards in writing are sound by the end of both key stages. Pupils make good progress in Key Stage 1 and sound progress in Key Stage 2. In the reception and Year 1 classes, pupils' writing skills are emerging well. Their writing of captions and simple stories, such as 'The Three Little Pigs', shows greater pencil control and accuracy of letter shapes, and the spacing of words. They make good attempts at spelling. Pupils' writing becomes more extended by the end of the key stage. They use full stops and capital letters more consistently and accurately. Writing develops more structure and stories; for instance, that based on stories such as "Not Now Bernard", have a distinct beginning, middle and end. Pupils' spelling of basic words is correct. They develop a neat, printed handwriting style. They write in a range of styles - letters, a fact booklet about snails, café menus, book reviews and giraffe poems. Pupils develop a neat, joined handwriting style in Key Stage 2, though they sometimes take insufficient care when writing in Literacy Hour sessions, and writing is untidy with careless mistakes in punctuation. Most of their writing is still in pencil by the end of the key stage. However, when opportunities are provided to use pens, pupils take pride in presenting their writing neatly. They accurately use a wider range of punctuation, including inverted commas, and different font styles to add impact to their writing, for

instance an 'Alien Mystery' story and news items in 'The Daven News' in a class for pupils in Years 3 and 4. They use words more precisely and imaginatively, using similes, adjectives and adverbs, such as "...deadly, burning heat" in a 'Desert Disaster' story, to enliven their work. High-attaining pupils' writing becomes more interesting with more complex phrases and sentences; for instance, in a story about 'The Iron Woman' a pupil writes "cunning, metal creature - stunning and intelligent". Teachers focus carefully on developing these aspects in Literacy Hour lessons and this is already having a positive effect on pupils' writing. They write appropriately in a full range of styles, but their limited past experiences in some aspects, such as writing play scripts and poetry, means that progress is relatively weak. The school has used assessment information wisely to identify weaknesses in pupils' writing progress and these are being successfully addressed through extra attention and well-focused activities in the Literacy Hour, including a weekly planned extended writing session. There are valuable opportunities in other subjects, such as: in science, writing logical accounts of investigations and labelling diagrams; in geography, well-argued letters to the prime minister about pollution; and in religious education, descriptions of special books. These are all having a positive impact on pupils' writing.

55. Pupils with special educational needs and those for whom English is their second language make good progress throughout the school. Teachers focus clearly on their needs in lessons and provide useful additional support when needed. The school provides good support through co-ordinators, classroom support staff, the reading recovery programme and specialist teachers who are all well trained in literacy. Effective use is made of additional support provided by the local education authority in the additional literacy support project. Staff are deployed effectively and support pupils well either in the classroom or when they are withdrawn for more focused work. Support staff build good relationships with pupils and provide strong encouragement and motivation for pupils to improve. As a result, pupils enjoy their literacy work, gaining new skills and confidence and raising their self-esteem. All staff use assessments carefully to plan achievable targets and set relevant tasks to help pupils achieve them.
56. Pupils have good attitudes towards their work. They behave well, listen carefully and respond well to instructions. They enjoy reading sessions, becoming absorbed in the stories they share. Teachers appreciate pupils' ideas and this is reflected in pupils' willingness to answer questions and contribute suggestions in discussions. Where teachers establish clear routines and set high expectations of work rate and behaviour, pupils soon settle to their tasks, working independently with sustained concentration. This is particularly seen in Key Stage 1 classes. Sometimes, more frequently in Key Stage 2, pupils lose concentration and waste time when required to work without direct supervision on group tasks.
57. Teaching is good overall and consistently good in Key Stage 1. In Key Stage 2 teaching is satisfactory but more variable, with distinct strengths and weaknesses. Teachers have secure subject knowledge and understanding of the requirements of the National Literacy Strategy. They are well trained and have fully and successfully implemented the Literacy Hour. Pupils are benefiting from the greater focus on literacy skills this brings and this, together with good assessment procedures, is having a good impact on pupils' attainments. Two subject co-ordinators bring valuable expertise to the subject, for instance in planning. Strong, effective teaching is seen where lessons have a clear focus that is pursued vigorously in the tasks set. These teachers have well-established routines that ensure that pupils transfer between activities smoothly and they set high expectations of pupils' concentration in independent work. Weaknesses in teaching

arise where the tasks set for pupils do not meet the needs of the different abilities and ages in the class. This particularly weakens the progress pupils make in some lessons in Key Stage 2, where there are mixed-age groups and a wide range of ability within the class. Similar tasks are sometimes set for these pupils, which means that low-attaining pupils sometimes struggle with their tasks whilst more able pupils are not sufficiently challenged. Teachers use questions skilfully to check pupils' understanding and encourage deeper thought, particularly promoting reading comprehension skills. They choose interesting texts and provide good reading models that successfully promote pupils' enthusiasm for reading. They manage pupils well and build good relationships with them. In some classes, however, teachers do not address sufficiently the behaviour of pupils who fail to concentrate on group tasks and waste time in lessons, sometimes disrupting others.

Mathematics

58. The school has maintained the standards found at the time of the last inspection. Pupils' attainment, by the end of both key stages, is in line with the national averages. It is well above the average levels found in schools with pupils from similar backgrounds. This is consistent with the most recent National Curriculum tests at the end of both key stages. Over the last four years, attainment at the end of Key Stage 1 has varied around the national average. The 1999 results show attainment above the national average and indicate that new curriculum approaches are leading to rising attainment. This is consistent with the good progress seen in the key stage. The school's results in the Key Stage 2 National Curriculum tests over the last three years have been slightly above the national averages. However, the most recent results are similar to those national averages. Pupils make satisfactory progress through the key stage. All classes in Key Stage 2 contain pupils from more than one National Curriculum year group. Teachers make sound attempts to ensure that work is appropriately matched to the needs of pupils of different ages and abilities. However, the wide spread of attainment in classes means that tasks are sometimes less securely pitched and this restricts progress. This is particularly apparent in pupils' past work. Teaching in the inspection is more demanding, through attention to aspects of the National Numeracy Strategy. Numeracy is used and developed effectively in other subjects of the curriculum. Pupils in Key Stage 1 sort, count and use numbers in many contexts, including their art work. Pupils in Key Stage 2 read scales and plot graphs in their work in science. They apply their numeracy skills effectively in geography when conducting a survey and presenting information about transport. A greater attention to developing pupils' abilities to talk about their mathematics work is having a positive effect on the attainment of pupils with special educational needs and those for whom English is an additional language. Pupils with special educational needs are helped effectively to make good progress. Those pupils with English as an additional language make appropriate progress and achieve standards that are in line with their capabilities.
59. Pupils enter Key Stage 1 with attainment that is still below national expectations. They make good progress in all aspects of the subject through well-organised lessons. Pupils in Year 1 make good progress in their familiarity with and confidence in subtraction. Higher-attaining pupils work with increasing accuracy and speed with numbers up to 20. They identify some addition and subtraction facts and recall them with greater security. Lower-attaining pupils identify numbers and know "one more than" and "one less than". They gain confidence and speed as they subtract numbers within ten, using counters. Pupils in Year 2 increase their pace and confidence when adding, and lower-attaining pupils feel increasingly secure in their grouping and counting of coins. Higher-attaining

pupils make good progress in adding sums of money in shopping lists, purchasing items from the 'Cosy Café'. Pupils have increasing familiarity with two-digit numbers and a growing understanding of place value. By the end of the key stage, pupils know simple multiplication tables and identify odd and even numbers. They correctly identify common shapes and some of their properties. Pupils measure length and area using non-standard and standard units. They find information and display it in the form of graphs. Higher-attaining pupils understand a wider range of mathematical language and use it in their explanations.

60. Standards are generally maintained in Key Stage 2 and pupils make satisfactory overall progress in all aspects of the subject. Teachers' use of the National Numeracy Strategy is particularly improving pupils' confidence with mental arithmetic and their use of mathematics in problems. In classes with younger pupils, lower-attaining pupils use counters and cubes to begin to recognise how numbers can be divided up. Higher-attaining pupils in these classes have increasingly confident recall of some simple multiplication tables. They begin to use these to solve problems involving division, and recognise remainders. Older pupils in the key stage gain speed and accuracy in their recall of number facts in mental arithmetic. They have good understanding of place value and use this knowledge with greater confidence when multiplying and dividing by ten and 100. They recognise and use decimal numbers, and lower-attaining pupils understand their relationship to whole numbers and to fractions. Higher-attaining pupils in Year 6 confidently and correctly place numbers with two decimal places on a number line. Pupils of all levels of attainment have increasing understanding of the properties of shapes such as triangles and quadrilaterals. They make effective progress when using their knowledge of shapes to solve simple problems involving perimeters and areas. Higher-attaining pupils learn quickly and apply their new knowledge well when finding the area of triangles. By the end of the key stage, pupils have secure understanding of simple graphs and use their skills effectively in work in subjects such as geography. They read scales and measure accurately, including making sound use of protractors to measure and draw angles.
61. Throughout the school, pupils have good attitudes to mathematics and show pride in their work. They respond well to teachers' challenges and are keen to answer questions. They enjoy applying their growing skills and concentrate hard on their work. Behaviour is good and pupils listen carefully to teachers' instructions and explanations. When pupils are given opportunities to work together, they co-operate well, organise themselves effectively and talk sensibly about their tasks. In all classes, pupils show increasing levels of independence, settle quickly to activities and share materials and equipment sensibly.
62. The overall quality of teaching is good. Teachers throughout the school have good relationships with pupils and use these effectively to create a good atmosphere for learning. Teachers make effective use of behaviour and other strategies to ensure that lessons run smoothly. Teaching in Key Stage 1 is good. Teachers have secure organisations and routines that enable lessons to proceed at a good pace, and little time is lost. They organise materials and other resources well, particularly in giving pupils a wide range of practical experiences to gain an increasing understanding of number. This work is effectively reinforced through such activities as the 'Café', where pupils can practise their new skills. Work is effectively pitched to meet the needs of pupils of different levels of attainment. Good use is made of support staff to ensure that lower-attaining pupils and pupils with special educational needs are appropriately supported. In Key Stage 2, teaching is satisfactory, although the introduction of the National

Numeracy Strategy is bringing some good features. Pupils' past work shows teaching that is less secure than that seen in the inspection. Teachers have secure routines and organise lessons appropriately. They use questioning well, especially in the introductory sections of lessons where pupils are effectively challenged to answer with speed and accuracy. The last report identified strengths in the teaching of mathematics in ability groups. However, the school found this system less effective over time and has changed to mixed-age ability groupings. Lessons often include activities that are designed to meet the needs of pupils of different attainments. However, because the range of age and attainment is large, these are not always sufficiently precise. Teachers know pupils well and use this knowledge effectively when working with individuals and groups. They assess pupils' attainments regularly, but these assessments are not used consistently to accurately target work on what pupils need to learn next. For example, pupils stay in each class for two years and approach most topics in each year. Teachers are not always clear about how much the older pupils learned when they tackled the topic last year.

Science

63. In 1998 the number of pupils achieving the expected Level 2 in the school's statutory results at the end of Key Stage 1 broadly reflected national averages. No pupil attained the higher Level 3. When compared with that in similar schools, the percentage of pupils reaching Level 2 or above was broadly in line with the average. Teacher assessments for the end of Key Stage 1 in 1999 show attainment at the age of seven to be below national averages. The school has very recently adopted new national guidance on the planning and teaching of science. This has already begun to improve the development of pupils' science skills in Key Stage 1. As a result, the current attainment of pupils in Year 2 reflects that found nationally, although some more able pupils are not always sufficiently challenged.
64. The attainment of pupils at the age of eleven shows an improving trend from 1996 to 1998. Average test levels in 1998 were well above national averages and they were also well above the results of similar schools. This picture was reflected in the 1999 scores. The number of pupils reaching the expected Level 4 or above was broadly in line with national averages, but the number of pupils attaining the higher Level 5 was well above. Pupils receive a period of intensive revision during Year 6 that has a strong focus on knowledge, and as a result their current attainment is above that found nationally, with a significant number of pupils gaining the higher Level 5.
65. Pupils, including those with special educational needs and those from homes where English is not the first language, make good progress through the school. They use increasingly descriptive language as they report observations in speech and writing, which effectively contributes to the development of their literacy skills. Their numeracy skills are used effectively when collecting data, reading scales and plotting information in graphs. In Year 1, they develop their ability to raise questions. They increase their knowledge of the properties of a range of materials and they learn to describe these using everyday language such as 'furry' and 'squashy'. This is further developed in Year 2 when less able pupils make good progress by finding out whether different materials recover their original shape if they are changed, for example by squeezing. Sound understanding is gained when pupils visit a wood to learn about the differing habitats of various creatures. By the end of Key Stage 1, they have an awareness of life cycles such as that of a frog and they use simple classifications to sort living things into groups. They know how a bulb lights up in a circuit, and that certain materials will allow electricity to pass through them while others will not. They learn about the relative safety and dangers of different medicines and drugs.
66. In Years 3 and 4, pupils build their knowledge of the structure of the human body, including the skeleton, muscles and joints, and they learn about major organs such as the heart. They consider different light sources such as the sun. Pupils use simple equipment to make observations related to a set task, such as comparing the passage of light onto or through certain materials. Higher-attaining pupils describe and record their findings well, for example in a table. Lower-attaining pupils are less effective in recording their observations. Pupils in Years 5 and 6 learn that certain processes such as evaporation can be reversed, and they raise searching questions about some of the unexpected changes that they observe in their investigations on dissolving. By the time the pupils in Year 6 leave the school, they use appropriate scientific vocabulary such as 'gas' and 'variable' when describing tests as fair, and they use mathematical skills competently to measure liquids and temperatures. Higher-attaining pupils acquire good levels of knowledge.

67. Pupils' attitudes to their science work are good. They respect their teachers, relate well to them and listen carefully to instructions. Pupils throughout the school are keen to be involved in practical activities. They co-operate well with one another, working sensibly and purposefully, and they are prepared to take turns and to share equipment. They concentrate well and treat resources responsibly when collecting them and tidying them. They willingly talk about their findings as they work. When noise levels rise it is usually in association with enthusiastic practical work. A minority of pupils sometimes become restless when opportunities for first-hand experiences are restricted.
68. Teaching is good, and it is particularly effective in raising pupils' levels of knowledge in Year 6. Teachers manage pupils well and use effective methods and organisation. Resources are wide-ranging, well prepared and easily accessible to pupils. Teachers use appropriate technical vocabulary and this encourages pupils to apply correct terms in their work. Occasionally, teachers miss good opportunities to extend pupils' thinking; for example, by not questioning further when a higher-attaining pupil in Year 2 explains that a bulb lights in the circuit, "because you stick things together". Newly-adopted planning is already having a positive effect on the way teachers develop pupils' science skills, although this is not yet consistent through the school. For example, in Year 2, teaching places strong emphasis on enabling pupils to investigate materials at first hand and this develops their understanding and skills effectively. In Year 1, however, pupils have too few opportunities to investigate materials in small groups. Pupils in Years 5 and 6 do not always make their own choices of how best to record the findings of their investigations. Teachers' planning is effective in linking pupils' learning in one aspect of science with that in other areas. For example in Years 3 and 4, pupils develop their investigative skills while gaining knowledge and understanding of the nature of light and the properties of materials. Higher-attaining pupils are well challenged in Years 5 and 6 through the systematic acquisition of extensive knowledge. A key issue in the last inspection was that the school should continue to monitor teaching. However, the co-ordinator does not have the opportunity to carry out this responsibility to build up a picture of the strengths and weaknesses of teaching through the school in order to share effective practice and remedy weaknesses.
86. **Information technology**
69. The standards of attainment in information technology are in line with national expectations by the end of both key stages. This is an improvement since the last inspection, when standards were found to be below those expected. By the time the pupils are eleven, they collect, add to and amend data. They use information from data to create and change graphs and explain their finding by word-processing their ideas. They search for information, realising the need for carefully framed questions. Pupils have an appropriate knowledge of the facilities within programs. Most of them confidently find their way round major processes on the computer and use icons competently. The introduction of the new information technology suite has been a significant improvement in resources. Teachers are making effective use of the suite in order to develop pupils' skills and competence. There are fewer opportunities for pupils to use their skills across the curriculum, applying their use of computers to other lessons. For example, there are currently few opportunities for pupils to consult CD-ROMs and the internet to furnish further information for their work. This restricts the independence that they are able to show in their learning.
70. The progress of all pupils, including pupils with special educational needs and those

who have English as an additional language, is satisfactory in both key stages. Although the computer suite has only been recently installed in the school, the organisation of lessons and the introduction of a new scheme of work have ensured that pupils have access to resources. Resources are now good. These were all issues identified in the last inspection and they have now been addressed.

71. Pupils in Key Stage 1 use the word-processing programme to communicate information, such as speech bubbles and addresses in English lessons. They use the keyboard and the mouse successfully to direct the cursor round the screen. They change the size of font and centre their words to improve the appearance of their work. Pupils create attractive repeating patterns using a drawing programme. They draw using a variety of tools and colours, and use the programme to produce the pattern. When designing a coat for 'Joseph' in design and technology, they use the computer to trial designs. Most pupils save, access and print their work, although some require help. Pupils confidently use tape recorders to listen to stories.
72. In Key Stage 2, pupils increase their skills and their understanding of the use of information technology. They access programmes correctly, save work to discs and shut down computers safely. They use the mouse to select icons to enlarge print, open and close programmes and change screen colour. Pupils use programmes to write a three-bar tune in music and design a card for Christmas, combining text and graphics. They paint pictures based on the work of Seurat to extend their learning in art. In history, pupils research information about the Victorians. However, there are still too few opportunities for pupils to access computers on a daily basis to support learning in other subjects.
73. Pupils' attitudes to information technology are good. They enjoy working with computers and become very involved in their work. Pupils are keen to take turns at the computers, but share well and collaborate successfully to research information or solve problems. They behave well and handle the equipment carefully. More able pupils support pupils who are less able or experiencing difficulties.
74. The quality of teaching in both key stages is satisfactory. Lessons take place in the computer suite, which enables teachers to explain work to the whole class or to demonstrate processes to groups of pupils effectively. Teachers use probing questions to reinforce new and previous learning. Effective training and the support of the new co-ordinators ensure that teachers' knowledge and understanding are secure. Teachers are confident and pupils are clear about what they have to do. Teachers expect pupils to use their skills independently and provide increasingly challenging tasks. This enables most pupils to make sound progress. However, sometimes the pace of the lesson is too fast for the lower-attaining pupils. They lose concentration and their progress slows. Pupil management is good. Teachers praise pupils appropriately, which builds their confidence and self-esteem. They ensure that pupils listen attentively and maintain their concentration. Occasionally, pupils become so involved in their work that they do not listen to their teachers and, consequently, they do not always know what to do. Teachers make good use of adult helpers to support groups of pupils and provide extra resources to guide pupils effectively. They assess pupils' attainments through effective interactions and adapt their planning appropriately.

Religious education

75. Pupils' attainments in religious education meet the expectations of the locally agreed

syllabus by the end of both key stages. The school now has a scheme of work based on the current agreed syllabus and an increased range of artefacts. This is an improvement since the last inspection.

76. By the end of Key Stage 1, pupils understand the basic beliefs and practices of Christianity and Judaism. Considering special treasures and books important to them introduces them to the importance of the Bible to Christians. They visit local churches. Through these visits, they confidently compare Christian and Jewish worship. Pupils learn to respect special places, books and symbols of religion. They express their opinions and feelings sensitively and thoughtfully, such as when considering friendship or caring for others. By the end of Key Stage 2, pupils show respect for other people's faiths and beliefs, and have a sound understanding of the beliefs and practices of Christianity and a range of other faiths. They consider the meaning of stories from the Old Testament, such as the Christian explanation of creation. They know the story of the Passover and its importance in Judaism. They explore the stories of the New Testament as they study the life of Christ. Pupils consider the value of his teachings and his use of miracles.
77. Pupils make sound progress as they move through the school. They develop a deeper understanding of Christianity and other faiths, such as Judaism and Islam. Their understanding of the Christian tradition is supported well by very good input from a visiting speaker. They increase their knowledge of the important signs and symbols in religions. Pupils compare worship and celebrations across different faiths and consider similarities and differences. They increasingly reflect on their own attitudes and beliefs and develop respect for the beliefs of others. Good opportunities for pupils to express their opinions through discussion help them develop sensitivity and tolerance. Pupils with special educational needs and those for whom English is an additional language are appropriately involved in lessons. They make satisfactory progress, in line with other pupils.
78. Pupils' attitudes to religious education are good. They listen carefully and respectfully to their teachers, visiting speakers and each other. They enjoy their lessons and become totally absorbed listening to stories and explanations. Pupils offer their ideas and opinions freely, knowing that others will respect them.
79. The quality of teaching is satisfactory. Teachers organise lessons well to provide pupils with opportunities to express their ideas. The use of 'circle time' ensures that pupils have good opportunities to talk. Teachers question pupils carefully to extend their thinking and help them consolidate learning. They have secure knowledge of the subject and make good use of resources, including visiting speakers, to develop pupils' understanding of Christian values and moral issues. Teachers usually manage their pupils well and relationships are good. At present, there are no formal assessment procedures to enable teachers to assess pupils against the attainment targets in the agreed syllabus. However, teachers know their pupils well and target questions and activities appropriately.

97. **Other subjects or courses**

97. **Art**

80. No lessons were seen in Key Stage 1, but teachers' planning and pupils' past work show

that provision is secure. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress throughout the school. The school has maintained the good attention to using a broad range of media and developing an appropriate range of skills that was highlighted in the last report. Year 1 pupils produce work in many forms that is successfully linked to their work across the curriculum. They use crayon, mixed media and polystyrene prints to show houses. They show increasing attention to detail in their work, for example in making relief models of houses in clay. This work also contributes effectively to pupils' progress in number. Pupils respond imaginatively to stories and make increasingly effective use of space in their pictures. Pupils in Year 2 produce pastel and chalk pictures that are responses to a reproduction of a painting of sunflowers by Monet. They show an increasingly secure command of colour, line and texture. They develop a wider range of techniques in paintings, including colour washing and sponging. In pencil sketches, such as of dahlias or parts of a church, pupils show greater attention to detail and good use of tone.

81. Younger pupils in Key Stage 2 have sound pencil control when making drawings based on photographs of people and some make good attempts at a difficult task. Pupils make tessellating patterns of fish with an increasingly secure use of wax crayon, ink, acrylic and poster paint. They gain understanding of a wider range of artists' work and produce group collage work based on the art of Chagall. Older pupils create printing blocks based on their earlier ideas for patterns. They pay good attention to the first ideas and translate them effectively into the new medium. Pupils work with increasing accuracy and care with a variety of printing techniques, applying earlier learning effectively. Some pupils use pastels with greater skill as they make drawings of animal skulls and portraits based on the work of David Hockney.
82. Pupils' responses to art are good. They enjoy art lessons and make good efforts to improve their work. They maintain high levels of concentration and work with increasing attention through the school. Pupils use materials and resources with care. They listen carefully to teachers' explanations and ask thoughtful questions. They co-operate and discuss their work sensibly. Many show enthusiasm for the work of the artists that they encounter and some begin to think carefully about the meaning behind their art.
83. Teaching throughout the school is satisfactory. Teachers in Key Stage 1 make good efforts to link work in art with that of the rest of the curriculum. This is effective in reinforcing pupils' learning and giving good purpose to the activities. Teachers throughout the school have good relationships with pupils and use these well when commenting on pupils' work and encouraging them. Effective control and interesting tasks keep pupils' attention and create effective learning environments. Teachers make increasingly secure use of the recently adopted curriculum materials. This gives an effective framework for the development of skills, although, at present, some activities do not build systematically upon pupils' earlier learning. For example, polystyrene printing in Years 5 and 6 is not sufficiently more advanced than that in Year 1.

Design and technology

84. Only one lesson in design and technology was seen during the inspection, due to the school's timetable arrangements. Discussions with pupils, an examination of their past and present work and teachers' planning indicate that all pupils make sound progress in design technology as they move through the school. Pupils with special educational needs and those with English as an additional language are appropriately provided for.

85. Pupils in Key Stage 1 use an increasing range of joining techniques to attach the different parts of their models. They use a simple tape hinge to make an opening door on a car picture and learn to cut and attach a tube shape to create a chimney on a roof. By the end of the key stage, pupils draw designs using the computer for a multicoloured coat for 'Joseph' in response to a Bible story. They select suitable materials and experiment with stitches, pins and glue on prototypes before selecting the best method for their finished garment. These skills develop soundly in Key Stage 2 when pupils take apart and examine boxes, then design and make their own packages for specific products, for example chocolates. They design the shape and outer finish of their box, and plan and evaluate their work, identifying possible improvements. Older pupils in the key stage undertake more complex projects, such as designing and making chairs and toys with moving parts driven by a cam. They work with a wider range of materials, such as wood, developing sound skills in cutting, shaping and joining, using a range of tools safely and competently. They increase their understanding of the most effective designs for rigidity and strength, for example when creating their own towers and bridges using rolled paper. Pupils in Key Stage 1 use construction kits to create detailed models of houses. However, this is not developed sufficiently in Key Stage 2 where pupils have few opportunities to work with more complex construction kits. Pupils throughout the school develop sound skills in food technology. They understand the need for good hygiene and safety when baking cakes or making bread. Pupils have some experience of working with textiles, for instance sewing Joseph's coat in Year 2, practising sewing machine stitches, and weaving patterns with fabrics. This is underdeveloped in Key Stage 2 and weakens the progress pupils' make in this aspect. Sometimes tasks are over-directed by teachers so that pupils do not develop their own skills sufficiently in planning and organising their own projects and selecting the materials, tools and techniques to use.
86. Pupils have good attitudes towards their work in design and technology. They enjoy talking about their work, explaining in detail particular projects they have enjoyed. They pay good attention when listening to instructions and observing new techniques. As a result, they handle tools and equipment sensibly. They collaborate well with their classmates when working together in groups, sharing ideas and allocating tasks fairly.
87. Not enough lessons were seen during the inspection to make an overall judgement about the quality of teaching. Planning is currently being revised, with changes to the scheme of work already being successfully implemented. Assessment procedures are not sufficiently precise to ensure that teachers plan activities that build on pupils' existing skills, knowledge and understanding through the projects they undertake in each year group. This leads to insufficient coverage of some aspects and insufficient opportunities for pupils to take control of their own projects. This particularly weakens the progress of older pupils in Key Stage 2. These issues were noted in the school's last inspection, when a policy and scheme of work were at a similar stage of implementation. Whilst there has been some improvement in the range of opportunities offered, provision is not yet sufficiently coherent or consistent throughout the school, and other weaknesses remain.
105. **Geography**
88. The timetable did not allow any Key Stage 2 lessons to be observed. However, pupils' past work, teachers' planning and lessons in Key Stage 1 indicate that provision is

satisfactory. Pupils, including those with special educational needs, make sound progress. There is effective provision for pupils from homes where English is not the first language, who also make sound progress with the other pupils. Pupils broaden their awareness of different forms of transport when they conduct surveys about how they get to school. The presentation of the data obtained contributes positively to pupils' progress in numeracy. They learn about their immediate locality through considering different housing in the neighbourhood and by plotting where they live on a map. Their knowledge is extended by study of the differences between localities such as town and seaside. Map skills are acquired appropriately through using grid references, symbols and compass points. Pupils in Years 3 and 4 gain good awareness of the environment by writing letters about pollution to influential people, undertaking surveys on rubbish and considering recycling. By the time pupils leave the school, they use correct terminology, such as 'estuary' and 'meander', when talking about rivers. They know about the water cycle and they have developed their mapping skills to enable them to follow the course of a river.

89. Pupils' attitudes to their learning in geography are good and they behave well. They willingly take turns, co-operate effectively and show interest in the contributions of others. They enjoy practical activities and contribute readily to discussions.
90. Teaching in Key Stage 1 is satisfactory. Teachers have sound strategies for involving all pupils and they use good questioning skills to develop learning. Teachers throughout the school plan carefully, taking account of recent national guidance on geography. However, long-term planning in Key Stage 2 does not consistently ensure that pupils will systematically cover all the aspects of learning that teachers intend. Teachers use fieldwork effectively to develop sound understanding, knowledge and skills, but they do not always use opportunities for information technology to enhance pupils' learning.

History

91. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in history through the school. Teachers effectively use time lines. This enables pupils to gain an increasing understanding of chronology and of when specific events such as invasions happened in relation to other events. Pupils gain a sound knowledge of some of the major events in history, such as World War II and the Great Fire of London, and they learn about historical figures such as Samuel Pepys. They develop an appropriate understanding of the similarities and differences between the way they live today and life at times in the past. Older pupils develop the ability to empathise with people from the past by, for example, writing a Roman diary. They attempt to understand the circumstances behind what happened in history, such as the reasons for the Roman Invasion of Britain. Pupils use appropriate historical vocabulary. For example, higher-attaining pupils in Year 3 talk about "Allies" when discussing World War II.
92. Pupils respond well to history lessons. They confidently make comments, enthusiastically offer ideas about the lives of people from the past and raise relevant questions. Most pupils behave well, listen carefully to their teacher and to other pupils' ideas and show interest in their work. Pupils have good relationships with their teachers and with each other. They collaborate very effectively, for example when carrying out research on the Victorians in Year 6. As a result, the ethos for learning is very good.
93. The teaching of history is satisfactory. Teachers use effective strategies to engage

pupils' interest. For example, in Year 2 they focus on when different relatives were born in order to develop an understanding of chronology. Resources are used appropriately, but teachers do not always ensure that the equipment that they plan to use in lessons is available. For example, when a television is not accessible, a planned video cannot be used and this results in last minute lesson changes. Teachers do not always make full use of pupils' information technology skills to enrich their learning in history. Teachers appropriately use visits to museums and places of historical interest to develop pupils' knowledge, understanding and skills. Visitors to the school effectively extend their understanding, for example of life during World War II. The co-ordinator does not systematically observe teaching to identify strengths and areas for development in order to improve further the quality of teaching.

111. **Music**

94. Pupils make satisfactory progress in both key stages, and some of the work of the oldest pupils is of a good standard. All pupils in Key Stage 1 make secure progress in singing, and their singing in assemblies is sweet, clear and enthusiastic. They identify aspects of pieces of music such as tempo and the instruments used. Pupils identify different sounds and rhythms, using an increasing range of language in their descriptions. They demonstrate their ideas to the class with growing confidence, and other pupils make good attempts at repeating them. Pupils in Key Stage 2 gain a greater understanding of a range of aspects of music and begin to recognise musical notation. They clap rhythms with increasing accuracy and use simple percussion instruments with confidence. Pupils in Years 5 and 6 devise their own rhythmic accompaniments to songs and perform them with good levels of competence. They use specialist musical language, such as "ostinato", with increasing familiarity when explaining their suggestions and what they are doing. Pupils with special educational needs and those for whom English is an additional language are effectively involved in lessons and make satisfactory progress with the other pupils.
95. Pupils respond well to music lessons and listen well to pieces of music and to teachers' instructions. They are keen to join in. Behaviour is good and pupils concentrate hard on their tasks. Pupils take part with enthusiasm and this is reflected in their singing, particularly in assemblies. In lessons, pupils ask and answer questions with increasing confidence. They choose and handle instruments with care and treat them sensibly.
96. Teaching is satisfactory throughout the school, with some good teaching, particularly of the classes of the oldest pupils. Teachers plan effectively, making good use of the school's curriculum documents. They make good use of correct musical terms and names of instruments. This gives pupils a developing specialist vocabulary to use in their answers and enhances their progress. Lessons make secure use of resources, including small percussion instruments. Teachers question pupils well to extend their thinking and understanding. They use their good knowledge of their pupils to choose pupils to demonstrate to the class and further raise attainment. In most lessons, there is good control and management of pupils, allowing lessons to proceed with an appropriate pace. Where the school's behaviour strategies are not used well, pupils' attention is lost and the quality of their work is low.

114. **Physical education**

97. Pupils, including those with special educational needs and those with English as an additional language, make sound progress in physical education as they move through

the school. The school has successfully maintained the sound standards noted in the last inspection. The school has recently adopted a new scheme of work which is having a significant impact by providing useful guidance and ideas to support teachers in their planning. This means that they are clear about what pupils are to learn in lessons, and activities are well focused. As a result, pupils develop their skills appropriately in each year group. Pupils develop a keen awareness of the benefits and effects of physical exercise for a healthy lifestyle. They learn a range of strategies, such as stretching, running and skipping, to prepare their bodies. They become more disciplined in stopping and starting on command and in setting out and packing away equipment. In Key Stage 1, pupils learn to move in a variety of ways, using space efficiently, so that by Year 2 they balance with increasing control on different parts of their bodies. This develops appropriately in Key Stage 2. Pupils improve their balance when moving in different ways along benches. They link their movements into a sequence, practising hard to improve. They evaluate their own and others' performance competently and sensitively. Pupils' dance skills develop appropriately. Older pupils in Key Stage 2 learn the movements of Asian dances, moving smoothly and responding to the beat when performing Bhangra dance routines. Pupils develop useful games skills and become competent in throwing, catching and passing balls with their hands and feet. They learn the rules and skills needed when playing netball and football, and develop a good team spirit. The school provides a very good range of sporting extra-curricular activities for pupils in Key Stage 2, such as football, netball and athletics. Pupils compete successfully in these sports in several competitions with other schools. These extra experiences considerably enrich the curriculum for those taking part and help them achieve higher than average standards in games.

98. Pupils in both key stages respond well to the teaching of physical education. They listen carefully and respond well to their teachers' instructions and suggestions. They participate enthusiastically and work hard to improve their movements. Pupils behave well in lessons. They co-operate when asked to work in pairs, taking turns and helping each other, for instance when copying their partner's balances. They willingly set out equipment, working sensibly and safely.
99. Teaching is sound in Key Stage 1 and good in Key Stage 2. Lesson planning is sound and teachers have secure subject knowledge. They intervene appropriately as pupils work, offering suggestions, highlighting good examples of work and encouraging pupils to evaluate and improve their work. Teachers manage their pupils well so that lessons run smoothly and very little time is wasted in managing inappropriate behaviour. Effective teaching is seen where teachers successfully demonstrate skills, maintain a brisk pace and set high expectations of pupils' involvement and behaviour, as seen in games and dance lessons in Key Stage 2, where pupils make particularly good progress.

Swimming

The inspection of this school included a focused view of swimming, which is reported below.

100. The school's provision takes place in Year 6 when a well-organised programme is provided. A number of pupils belong to local swimming clubs and already have swimming qualifications. By the end of Key Stage 2, almost all pupils reach the expected levels, becoming confident and safe in water, and swimming at least twenty five metres. They develop skills in swimming in a range of styles, both on their front and back. They develop a sound awareness of water safety. Although it was not possible to observe any lessons during the inspection, discussion with teachers, and an

examination of their planning and pupils' attainments indicate that the programme and teaching are sound. Swimming teachers are appropriately trained and qualified. Pupils enjoy their swimming and take part enthusiastically and with considerable success in local swimming galas.

PART C: INSPECTION DATA

118. Summary of inspection evidence

101. A team of five inspectors, including a lay inspector, undertook the inspection of Daven County Primary School over a period of four days. The evidence was gathered during 20 inspection days and included over 68 hours spent in classes, and in discussion with pupils and evaluating their work. The evidence base included:

- .the observation of a total of 76 lessons or parts of lessons, distributed across the whole school;
- .the inspection of other school activities, including registration periods and assemblies;
- .an examination of the written work of a sample of over ten per cent of the school, chosen to represent the range of age and attainment;
- .listening to the reading of a sample of pupils in each age group, selected to represent the range of attainment in the school;
- .discussions with groups of pupils and individual pupils about aspects of their work and their knowledge;
- .a scrutiny of registers, school policies, planning documents, assessment records and financial records;
- .interviews and discussions with teaching and non-teaching staff;
- .discussions with members of the governing body;
- .discussions with individual parents;
- .a formal meeting with parents before the inspection;
- .the results of a parental survey distributed by the school before the inspection.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	319	2	79	61

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	14.3
Number of pupils per qualified teacher	22.3

Education support staff (YR – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	111.5

Average class size:	27
---------------------	----

Financial data

Financial year:	1998 / 99
-----------------	-----------

	£
Total Income	522023
Total Expenditure	525477
Expenditure per pupil	1637
Balance brought forward from previous year	23160
Balance carried forward to next year	19706

PARENTAL SURVEY

Number of questionnaires sent out:	330
Number of questionnaires returned:	102

Responses (percentage of answers in each category⁶):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	26	65	6	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	53	45	2	0	0
The school handles complaints from parents well	27	56	15	0	2
The school gives me a clear understanding of what is taught	25	60	11	5	0
The school keeps me well informed about my child(ren)'s progress	36	58	4	2	0
The school enables my child(ren) to achieve a good standard of work	38	56	6	0	0
The school encourages children to get involved in more than just their daily lessons	23	59	14	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	29	57	12	2	0
The school's values and attitudes have a positive effect on my child(ren)	32	53	15	0	0
The school achieves high standards of good behaviour	21	64	13	3	0
My child(ren) like(s) school	55	41	2	2	0

⁶ Some rows may not add up to 100 due to rounding errors.