

INSPECTION REPORT

John Emmerson Batty Primary School
Redcar

LEA area : Redcar and Cleveland

Unique Reference Number: 111608

Headteacher : Mrs P Smith

Reporting inspector : Mr B Lewis
T1468

Dates of inspection : 01/11/1999 - 05/11/1999

Under OFSTED contract number: 0707080

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Primary School

Type of control : County

Age range of pupils : 3 yrs. - 11 years

Gender of pupils : Mixed

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Appropriate authority : Governing Body

Name of chair of governors : Mr S Ainley

Date of previous inspection : November 1994

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Margaret Meek	English Music Special educational needs Equal opportunities	Attitudes, Behaviour and Personal Development
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MAIN FINDINGS

What the school does well

- Provision for Under Fives is a strength of the school.
- Good provision is made for pupils with SEN.
- Standards of teaching are good or better in over half of the lessons.
- The curriculum is broad and balanced, including an interesting range of extra-curricular activities.
- Pupils are very well behaved, friendly and co-operative.
- Parental support and partnership are strong.
- There is strong leadership and effective management.
 - There is a strong sense of 'belonging'.

Where the school has weaknesses

- I. There is not enough focus on the evaluation of standards of learning.
- II. Standards of teaching are not systematically evaluated.
- III. Assessment is not effectively linked to teachers' lesson planning.
- IV. Pupils have too few opportunities to develop their range of writing skills.
- V. Investigative skills are not well developed across the school, particularly in foundation subjects.

The school has many more strengths than weaknesses. It provides a broad and balanced curriculum for its pupils, helping them to learn well and to develop responsible attitudes. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Curriculum planning has been changed and improved. It now focuses less heavily on content and the learning expected in lessons is clearly identified. This has had some positive impact, but greater emphasis is now needed in all subjects on the development of skills as pupils move through the key stages.

An assessment system has been established, so that staff know pupils' levels of attainment from tests and other checks. Records of progress are kept, and pupils are involved in setting their own targets. Teacher assessment of pupils' learning during lessons is not systematic and it is not consistently used to plan what they should learn next.

The school introduced a policy to promote investigation and exploration as ways of learning, and made more resources available for this kind of work. The school responded to changes in the National Curriculum, but the use of investigations and problem solving based on its policy for this kind of work is underdeveloped.

Co-ordinators are using their expertise more widely and having a positive influence on the work of other teachers. Schemes of work have been changed to take advantage of national guidance and staff receive appropriate advice on how to use them.

After the last inspection, the school introduced a much more active use of information and communication technology (ICT) to support pupils with special educational needs and to promote learning in other subjects. The major building programme disrupted this progress, but a new computer suite has recently been installed and the school plans to develop the use of ICT as a priority.

The school improvement plan now takes a longer-term view of needs and priorities. It contains clear targets, helpful timescales and approximate costs. The use of the success criteria it contains to judge improvement needs to be more thorough.

The school's action plan, put in place after the last inspection, has been carried through, but some improvements have not yet had their full impact and need further consolidation. Major rebuilding on the site has hindered progress to some extent.

The school has a good foundation and sound systems in place from which to secure further improvement. The governors have recently increased their targets for the attainment of 11 year olds and this has created a better and more appropriate challenge for the school.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	
English	C	D	
Mathematics	B	C	
Science	B	B	

Key

well above average A

above average B

average C

below average D

well below average E

This information shows that standards in English in 1998 were average but not as good as in similar schools. Standards in both mathematics and science were above the national average. In science they were above the standards reached by similar schools.

The school's figures for 11 year olds in English, mathematics and science tests in 1999 show significant improvement over 1998 results. National comparison grades were not available at the time of the inspection.

Inspection findings show that standards at Key Stage 2 are satisfactory in English, satisfactory with some good features in mathematics and good in science. Standards in writing are below those in reading.

In lessons at Key Stage 1 attainment is good in English overall, though weaker in writing. In mathematics and science attainment is satisfactory.

Standards in ICT and religious education (RE) are sound at the end of both key stages.

The standard reached by children in classes for Under 5s is a strength of the school.

Quality of teaching

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

The quality of teaching is at least satisfactory in 92% of lessons and in well over half of these it is good, mainly in the Under Fives, Key Stage 1 and upper Key Stage 2. It is very good or better in 8%, but there is some unsatisfactory teaching, 8%, mainly in lower Key Stage 2.

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. Pupils behave very well in a range of situations.
Attendance	Satisfactory.
Ethos*	Supportive; good relationships. Positive attitudes to work and clear commitment to raising standards.
Leadership and management	Strong; governors and headteacher work well together, providing a firm sense of educational direction.
Curriculum	Effective; a broad and balanced curriculum, extended by a varied range of extra-curricular activities.
Pupils with special educational needs	Good; strong commitment. Particular needs are addressed effectively.
Spiritual, moral, social & cultural development	Good, particularly for pupils' social and moral development.
Staffing, resources and accommodation	Good accommodation, significantly improved; good mix of staff experience. Resources for learning are generally satisfactory.
Value for money	Good.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
VI. It encourages parents to play an active part in its life. VII. It is approachable. VIII. Good standards are achieved. IX. School values and positive attitudes are encouraged. X. Children enjoy going to school.	XI. The handling of complaints particularly with XII. The work children are expected to do at home. XIII. The format of recent annual reports on pupils'

Very many parents share positive views of the school. Several are well informed as a result of their support for pupils in lessons. Inspection findings confirm that these opinions are well founded and valid. The school responds systematically to any complaints it receives. The Code of Practice for SEN is implemented according to requirements and the school displays strong commitment to these pupils. It is already addressing the issue of inconsistency in work pupils are expected to do at home. It recognises concerns about the format and content of some of the last end-of-year reports.

KEY ISSUES FOR ACTION

To raise further the standards of attainment the governing body, headteacher and staff should:

- XIV. Sharpen arrangements for the evaluation of standards of learning across the curriculum and be specific about the roles and responsibilities of those involved;
(Paragraphs 52, 74, 116, 125, 132, 139, 146, 165, 170, 175)
- XV. Take action to evaluate standards of teaching consistently;
(Paragraphs 52, 75, 132, 146, 154, 159, 165, 170, 185)
- XVI. Ensure that learning is more closely matched to pupils' prior attainment by:
- improving the consistency of day-to-day teacher assessment by making more effective use of planning;
- making sure that skills are taught progressively and consistently in foundation subjects;
(Paragraphs 42, 48, 52, 53, 56, 66, 130, 139, 154, 158, 161, 163, 165, 168, 174, 184)
- XVII. Strengthen the teaching of writing and enable pupils to use the skills they are taught across a wider range of writing opportunities;
(Paragraphs 16, 21, 23, 106, 112, 113, 118)
- XVIII. Implement the school's policy on investigative skills more rigorously.
(Paragraphs 26, 27, 121, 124, 127, 128, 130, 134, 137, 162)

In addition to the key issues above, the following less important weakness should be included in the action plan:

- XIX. Revise the use of criteria to assess the impact of developments on school improvement more effectively.
(Paragraphs 73, 78)

INTRODUCTION

Characteristics of the school

- 1 John Emmerson Batty Primary School was opened in 1930. It serves an area of long-established private and municipal housing on the outskirts of Redcar. There are 241 pupils in the school, 119 boys and 122 girls. They come from a variety of backgrounds, including 3 from ethnic minorities, and there are none who speak languages other than English at home. A further 47 pupils attend the Nursery on a part time basis. Most of the pupils have attended Nursery prior to admission into the Reception class. Attainment on entry is in line with expectations. The number of pupils on roll has fallen steadily in recent years, mainly because of demographic changes and housing patterns. About one third of pupils attend from outside the school's traditional area because of parental preference. The majority transfer at the age of 11 to Rye Hills Comprehensive School. The school is now of average size for its type. No pupils have been excluded.
- 2 Children are admitted to the nursery class when they are 3, subject to available places. Admission to the reception class occurs in September or January, dependent on the half-year in which the child reaches 5 years of age.
- 3 No pupils are currently supported by statements of educational need, and this is clearly below the national average. 36 have been identified by the school as needing additional help with their learning or behaviour. This represents 15% of the school roll and is about the national average, as is the 16% of pupils entitled to free school meals.
- 4 The school has undergone significant physical improvement in the last two years. Classrooms and public spaces have been altered as part of a major building programme. A computer suite and library have been added. The Under Fives, who were formerly taught on another site, are now accommodated within the building. Following much movement of staff and pupils as a result of the extension and refurbishment work, the school has operated in a single building since early in 1999.
- 5 The school aims to offer a broad and balanced curriculum with emphasis on basic skills. It states its commitment to pupils, staff and parents and believes in home-school partnership involving regular communication in support of pupils' learning. The school sees itself as central to the community and has links with local organisations.
- 6 The governors have set increased and more relevant targets for the year 2000. They expect 86% of 11 year olds to reach Level 4 in English and 85% to reach Level 4 in mathematics. Voluntary targets for the attainment of 7 year olds have been similarly revised.

Key Indicators

7 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	26	15	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	22	22	22
	Girls	15	15	13
	Total	37	37	35
Percentage at NC Level 2 or above	School	90(85)	90(88)	85(91)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	23	25	24
	Girls	15	14	15
	Total	38	39	39
Percentage at NC Level 2 or above	School	93(91)	95(94)	95(100)
	National	82(81)	86(85)	87(86)

8 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	19	28	47

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	16	17
	Girls	23	19	24
	Total	39	35	41
Percentage at NC Level 4 or above	School	83(60)	74(60)	87(79)
	National	70(65)	69(59)	78(69)

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

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

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	12	13
	Girls	20	21	20
	Total	30	33	33
Percentage at NC Level 4 or above	School	64(69)	70(81)	70(83)
	National	68(65)	69(65)	75(71)

9 Attendance

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

		%
Authorised Absence	School	6.9
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

10 Exclusions

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

	Number
Fixed period	0
Permanent	0

11 Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	8
Satisfactory or better	92
Less than satisfactory	8

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 12 Pupils' attainment on entry to the Nursery is as expected of three year olds. They make satisfactory to good progress in all areas of learning, particularly in personal and social development, language and literacy skills and mathematics. They are eager to speak and listen willingly. They correctly identify and name numbers, shapes, letters and colours. They try to record their work and successfully learn the names of everyday objects.
- 13 They continue to make good progress in the reception class, where they confidently take part in number games and handle equipment with care and interest. Their knowledge of the world develops and they can recount visits to places. They freely comment about what they are doing, listen well to stories, and many begin to read for themselves. In the reception class the attainment of many pupils is above what is expected of five year olds. Attainment of the Under Fives is never less than satisfactory and most of it is good across their areas of experience.
- 14 Standards of attainment across the school are sound and in many instances they are good. This is less consistent in Key Stage 2 where some aspects of attainment are unsatisfactory in a small number of lessons.
- 15 In national tests for 7 year olds in 1998 the school's results in English were below those achieved in the previous year. Compared with all schools, attainment in speaking and listening was high whilst standards in reading were in line with the national picture. The proportion of pupils reaching the higher level was lower than average. Compared with similar schools, the proportion of pupils attaining the national expectation of level 2 in reading was below average. In writing, results were broadly in line with the national average, but a below average number of pupils reached level 3. The school's performance in mathematics was above the national average and the proportion of pupils attaining the higher level 3 was well above average. The number of pupils reaching the national average in science was very high, and a significant number attained the higher level in some parts of the subject.
- 16 The school's figures show that results in reading and writing for seven year olds improved in 1999 but fell a little in mathematics, though generally the proportion of pupils reaching higher levels in tests increased. Inspection findings show that pupils read well and speak confidently, but that standards attained in writing are slower to improve.
- 17 Seven year old pupils recognise common words and attempt individual writing with confidence, spelling any frequently-used words correctly. In mathematics they learn to count and measure in line with expectations for their age and their accuracy in written work is improving. Their ability in mental mathematics is growing as a consequence of daily mathematics lessons. They begin to understand place value and patterns in numbers. In science they gain knowledge effectively, give reasoned accounts of what they observe and explain their thinking.
- 18 In the 1998 tests for 11 year olds, performance was significantly below that for the previous year. Compared to all schools, attainment in English in 1998 was close to the national average but the percentage of pupils reaching the higher level was well below average. By comparison with similar schools, attainment was below average. In mathematics attainment was above national averages for both the expected and higher levels of attainment. Pupils' performance in science was above average when compared both to all schools and to those with similar characteristics.
- 19 In reading, writing and mathematics at both key stages in 1998 girls attained higher than boys, whilst in science there was little difference in attainment by gender.
- 20 The school's figures for the attainment of 11 year olds in 1999 show a marked improvement over 1998 in tests in English, mathematics and science. There is marked improvement in English with a 20% increase in the proportion of pupils reaching at least the expected standard of level 4. In mathematics the increase is well over 10% and in science it is in the region of 8%. Standards attained in national tests in 1998, lower than the previous year, were against the school's trend of general improvement across the last five years. The rise in

standards in core subjects of the National Curriculum is continued by the figures available for 1999. School data show standards to be far higher now than they were when the school was last inspected.

- 21 Inspection findings confirm that standards are sound at Key Stage 2 with some good features in pupils' mathematical ability and in their knowledge in science. Their ability to plan and conduct own scientific investigations is less well developed. Strategies for mental calculation are used successfully and pupils handle fractions and decimals with increasing accuracy. In English they read confidently both for enjoyment and for factual information. Their attainment in writing is lower than it should be.
- 22 The targets initially set for 11 year olds' performance were too low. The governing body has revised these recently in the light of experience and with the benefit of more data. They have now set targets for forthcoming years that are generally challenging for the school. They have also voluntarily set relevant targets for the performance in tests of 7 year olds.
- 23 Reading skills are used effectively for research in science, design technology (DT), RE, history and geography. Older pupils enjoy using books for independent study. The skills of writing are not used for a sufficiently wide range of purposes. Pupils have too few opportunities to apply writing skills taught in literacy lessons to their work in other areas of the curriculum. The forms of writing they use and purposes for writing are too limited. Pupils do not have enough sense of audience for this work.
- 24 Numeracy skills are applied to work in some other subjects, mainly science, geography, PE and DT. Measuring and counting skills are most frequently used on these occasions. Pupils apply some of the skills they have been taught in mathematics to data handling, timing and the measurement and recording of results. They handle larger numbers with increasing accuracy and use an appropriate mathematical vocabulary in their work.
- 25 At Key Stages 1 and 2 pupils attain satisfactory standards in ICT and RE. ICT has not recently been used consistently to support learning across the curriculum or to improve access to learning for pupils with SEN.
- 26 In history, geography, DT, art, music and physical education (PE) pupils gain knowledge and understanding to the levels appropriate for their ages. They develop a broad knowledge in these foundation subjects of the National Curriculum. By the time they leave the school, pupils have built up an appropriate body of knowledge in each. Skills of investigation and exploration relevant to the particular subject are not well enough developed.
- 27 The good progress made by the Under 5s is built on at Key Stage 1, where progress is at least sound and most is good across the subjects taught. Pupils' literacy, numeracy and social skills develop well alongside their understanding of National Curriculum subjects. The development of pupils' knowledge and understanding is given consistent attention, which successfully improves learning. Their ability to pose questions for themselves and to suggest how they might set about seeking solutions is given less attention and is not regularly used.
- 28 Pupils' progress at Key Stage 2 is generally satisfactory with several good features when teachers carefully extend skills and opportunities are provided to apply them to new work. This is least consistent at lower Key Stage 2, where in a few lessons teaching does not always lead to enough progress.
- 29 Pupils with SEN make broadly satisfactory progress towards targets set for their learning. A few of these pupils make good progress, especially in reading.

Attitudes, behaviour and personal development

- 30 Pupils' attitudes to learning, their behaviour and the quality of relationships within the school are good. The atmosphere in the school and the attitudes displayed by the pupils reflect the positive ethos and sense of community established by the staff and governing body.
- 31 Throughout the school pupils' attitudes are good. They are attentive and keen to contribute in lessons. They listen well and take an interest in their work. Pupils work well on their own. When given the opportunity, for example, to work in pairs at computer programs, brainstorm ideas or contribute to a group poem, pupils work together constructively and generally co-operate well. Co-operation is evident throughout the day, both in classrooms and around the school.

- 32 The behaviour of the pupils in classrooms and around the school is almost always good and they comply with the school's expected standards of behaviour. Children are polite and friendly, showing courtesy and consideration to one another and to adults. The attractive environment and orderly atmosphere of the school have a positive effect on pupils' learning and behaviour.
- 33 Relationships between pupils and between pupils and staff are good. During the inspection, several examples of sensitive behaviour were seen, where children were supportive of one another. They show respect for the school environment and resources. Older pupils carry out their specific responsibilities with pride and those who belong to the School Council make a mature contribution to the life of the school.

Attendance

- 34 Attendance at 94.2% for the initial eight weeks of the autumn term is satisfactory, being close to the national average. Improvement has been achieved since the previous inspection. Authorised absence is slightly above the national average, but there is no unauthorised absence against a national figure of 0.5%. The school promptly and effectively addresses any absence issues. It also complies fully with requirements for recording and reporting attendance data.
- 35 Pupils enjoy attending school and generally arrive on time, so that lessons get off to a good and prompt start. Late arrivals are infrequent.

QUALITY OF EDUCATION PROVIDED

Teaching

- 36 At the time of the last inspection the quality of teaching in early years and at Key Stage 1 was at least sound and in some cases better. At Key Stage 2 teaching was more variable, ranging from unsatisfactory to sound. The overall quality of teaching has improved but there is still considerable variation in the quality of teaching at Key Stage 2, where most is satisfactory or better, some is very good, and a little unsatisfactory. In 92 per cent of all the lessons observed, the quality of teaching was either satisfactory or better. Well over half of these lessons were good, and 8 per cent were very good including one that was excellent. The remaining 8 per cent were unsatisfactory.
- 37 In those lessons which are good or better, pupils make appropriate progress and the standard of their work is always satisfactory or better. In the few unsatisfactory lessons, pupils make too little progress and their work is of a lower standard than some they have done earlier. It does not reflect what they are capable of.
- 38 The quality of teaching for the children under five is never less than sound. It is generally good to excellent, with almost 80 per cent of lessons being good or better. In these lessons, planning is clear and teachers are well prepared. They write down what they want the children to learn and they monitor the children's performance to make sure that they all make progress. They give clear explanations, use effective questioning, and set up practical investigations like the work on the waterproof properties of various materials in the reception class. Activities are well prepared and encourage children to initiate activities and take some responsibility for what they are doing.
- 39 Teachers, nursery nurse and assistants work well together. They manage and organise effectively. All staff have positive relationships with the children and know them well. They plan carefully to ensure that sessions are organised to meet children's individual needs within a secure and supportive environment. They plan the curriculum to meet the recommended areas of learning for children under five and work towards the programmes of study in the National Curriculum. They use detailed checklists of skills to monitor efficiently what children know, understand and can do. This promotes achievement for all pupils including those with SEN.
- 40 There is good liaison between staff in the nursery and reception classes and this ensures a smooth transition for children into the reception class. The range of resources is good and they are used effectively.

- 41 In Key Stage 1 the quality of teaching is never less than satisfactory, and 50 per cent is good.
- 42 In Key Stage 1 teachers have a secure knowledge of all the subjects of the National Curriculum. Where lessons could not be observed, evidence of pupils' learning indicates that teachers have a secure knowledge of the subject. Activities are well planned. For example, in Years 1 and 2 numeracy and literacy planning is developed from the national strategies. Oral work allows pupils to contribute, and specific questions are targeted at particular groups. Activities are clearly developed from suitable objectives and teachers give clear instructions. They use probing questions, giving pupils opportunity to reflect and develop positive attitudes as in a lesson on Jonah and the whale. Lessons have suitable pace, and good use is made of support staff who work with pupils with SEN. Expectations for behaviour and attainment are clear, but day-to-day assessment and the match of pupils' work to what they have learned earlier are not consistently evident in planning. In Year 2 some good examples of support for slower learners were seen, for example in numeracy lessons. Key Stage 1 teachers manage pupils well in mixed age classes and are firm but sensitive. Lessons are well timed and structured with good introductions and plenary sessions. For example, 'I spy' at the end of an RE lesson was well used to maintain pupils' interest, to consolidate recall and understanding of the story, and to allow time for quiet reflection.
- 43 Teachers in Key Stage 1 generally have high expectations for the progress and attainment of pupils, but do not focus assessment clearly enough on aspects of learning and on particular pupils.
- 44 In Key Stage 2, 84 per cent of teaching is satisfactory or better, and 50 per cent is good or very good. In 16 per cent, mostly in lower Key Stage 2, the teaching is unsatisfactory. Some aspects of the teaching of music in upper Key Stage 2 are unsatisfactory because the pace and quality of work are too slow. Across the key stage there is some very good teaching in history, English, art and science.
- 45 In the majority of lessons teachers have sound knowledge and understanding of the subject, and their expectations for their pupils' attainment are appropriate. In the better lessons, teachers plan effectively and lessons are well structured. Teachers encourage attention to detail as in the observational drawing of rocks studied earlier in the science lesson. They make good use of pupil demonstration and support the lesson well with appropriate resources, for example, in a lesson about Boadicea's Revolt. Question and answer sessions are often used very effectively, for example, in a Year 3 and 4 class in design and technology (DT) where pupils generated ideas for packaging by considering purpose and use. The use of more open questions challenged pupils' thinking in a lesson on Daedalus and Icarus in Year 5 and 6 class.
- 46 Overall the management of pupils is good, except in the unsatisfactory lessons where pace is slow and tasks are undemanding. In these lessons pupils make slow progress in relation to their ability and often engage in subsidiary conversations or displacement activities like sharpening pencils.
- 47 The school has a clear policy for teaching and learning. It contains relevant expectations for pupils and staff and includes a role for parents.
- 48 The teachers generally use resources effectively. Lessons start promptly and time is used well, except in unsatisfactory lessons where there is little sense of urgency. Teachers know pupils well, but assessment on a day-to-day basis is not used effectively to inform lesson planning. Pupils with SEN are generally well provided for. Where teachers plan work which is well matched to pupils' individual needs within the setted groups, learning is more successful. In too many lessons, levels of complexity and challenge are not planned in advance, the only additional feature being more tasks for early finishers. This limits demanding opportunities for pupils with higher prior attainment. Experienced support staff provide effective support, particularly in literacy. Homework is set and monitored regularly. It is a valuable element of the teaching and learning process and generally supported by parents.

The curriculum and assessment

- 49 The curriculum for children under five is good. They are provided with a broad range of carefully structured activities which help them to acquire appropriate skills and understanding. The staff work as a team supported by a range of parents and students. They have a very good knowledge of the curriculum, of how young children learn and what should be provided. Teachers recognise the need to develop further the use of outdoor play

facilities by reception children and to ensure balance in class between teacher-taught and self-initiated activities. Planning in the reception and nursery classes for all areas of learning is good and is in line with the Desirable Learning Outcomes for these children. Particular emphasis is placed on language and literacy. Appropriate attention is given to the development of phonic skills. Assessment of children's learning is good. Progress is recorded against specific learning goals and, as children achieve these in the reception class, they move on towards the recognised elements of the National Curriculum. Teachers and support staff have worked hard to establish suitable routines and a good learning environment. Pupils are provided with opportunities to become independent learners. Those with SEN are well supported.

- 50 The school provides a curriculum which is broad and suitably balanced. It meets the requirements of the National Curriculum and the school makes sure that all pupils are taught a full range of subjects. The time allocations for English, mathematics, science, ICT and RE are appropriate. The school gives high priority to the core subjects. Allocations for foundation subjects are informed by national recommendations. There has been a move from topic based teaching to subject teaching without losing relevant links between some subjects. The staff have worked hard to implement the national strategies for literacy and numeracy successfully and have plans to sustain developments in these areas.
- 51 The school's provision for pupils' personal, social and health education is satisfactory. It includes opportunities for sex education and drug education. RE is taught in accordance with the local Agreed Syllabus. Curriculum provision takes full account of the needs of boys and girls.
- 52 The quality of schemes of work for foundation subjects varies. They do not all provide useful guidance to support teachers in their planning. Schemes of work have been amended recently to take advantage of national guidance. Curriculum planning has been changed and improved since the last inspection. It now focuses less heavily on content and gives greater emphasis to skills to be taught in lessons. This is having impact, but subject-specific skills, mainly in science and foundation subjects, are not extended and improved as pupils move through the school. Curriculum co-ordinators use their expertise more widely than at the last inspection and have more influence on the work of the school. They monitor teachers' half- term plans but do not have consistent and effective systems in place to evaluate the standards of learning and teaching.
- 53 The curriculum is accessible to all, including pupils with SEN. In the main, individual education plans (IEPs) identify needs well, although their use in planning work is not consistent. Pupils with particular difficulties receive additional support from the teacher, other staff or classroom helpers. Provision of work matched to the needs of higher attaining pupils is less frequent.
- 54 The curriculum is extended and enhanced by a range of extra-curricular activities including a variety of sports. Older pupils have opportunity to participate in additional music activities. Pupils' interest and motivation are encouraged through a range of visits to places chosen to support their studies. Older pupils have an opportunity to visit an outdoor residential centre. These activities promote learning.
- 55 The school has an effective homework policy. Pupils take home reading books and are encouraged to keep a log. They do research, learn spellings, and complete unfinished work. Assessment procedures for children under five are good. The school introduced a nursery entry profile in January 1999 and this is used to group the children for some activities. On entry to reception an accredited baseline assessment system is used. The information gained helps early identification of children with SEN and is used to good effect in curriculum planning.
- 56 The review of assessment procedures has been a high priority since the last inspection. An assessment system has been established, so that staff know pupils' levels of attainment from standardised tests and other periodic checks. Records of progress are being developed, and pupils are involved in setting their own targets. Teacher assessment of pupils' learning during lessons is not systematically planned or consistently used to inform what should be learned next. The aim to improve assessment procedures remains a priority. The school has introduced new assessment files and target setting books for pupils. There is no structured assessment timetable, but the co-ordinator and a working party are to draw together an assessment and target-setting calendar for the school. There is a little evidence of teachers agreeing the standards expected in some areas of learning, but practice is inconsistent because more progress has been made in some subjects than in others. For example, a school writing portfolio is now in place and represents a sound starting point for assessing pupils'

written work, whilst in some subjects teachers are in the early stages of gathering work samples.

- 57 Formal assessment fulfils statutory requirements. Tasks and tests are completed in Year 2 and Year 6. Results and levels for teacher assessment are reported to parents at the end of the key stage. Annual reports are provided for each pupil, but not all parents valued the word-processed format used for some classes on the last occasion or the information available during the long-term absence of their child's class teacher.
- 58 The school took appropriate action as a result of curriculum and assessment issues in the 1994 inspection report. The impact of some developments has since diminished and needs further attention, based on the systems now in place.

Pupils' spiritual, moral, social and cultural development

- 59 The school makes good provision overall for the spiritual, moral, social and cultural development of pupils. It has maintained the positive approach noted in the last inspection report. The clear values and expectations which underpin the work of the school contribute to a calm working environment. The ethos is one of concern and consideration for others.
- 60 The school's provision for pupils' spiritual development is satisfactory. The school provides for daily acts of worship. Pupils know a range of different prayers and participate appropriately. They have opportunities to worship through music and are given time to reflect upon their own feelings. There are whole school and key stage assemblies where pupils are encouraged to celebrate birthdays and each other's achievement. Recognising the worth of individuals and their endeavours is a feature of these occasions. In RE pupils are taught about different faiths and learn to respect them. Curriculum planning does not provide systematically for pupils to reflect upon their experiences as they go through the day, though teachers do take some opportunities, as they arise, for pupils to enjoy moments of reflection. For example, after hearing the story of Noah, a class had the opportunity to sit quietly and reflect upon the story and the events of the day. Pupils in Key Stage 2 talk about the 'Veil of Silence' when discussing opportunities they have had for quiet reflection.
- 61 The school's provision for moral development is good. Each classroom displays clear rules which pupils know and understand. They provide a clear moral code from which to work. Adults provide very good role models through their attitudes and actions. Pupils respond by showing genuine concern for each other and a strong sense of fairness is evident. In lessons inappropriate behaviour is infrequent and is usually dealt with effectively. Lunch times are organised smoothly. Pupils understand established routines and clearing away is completed with the minimum of fuss. The staff work hard to encourage pupils to see the benefits of a good attitude to work and behaviour and operate an effective reward scheme. They award stickers and house points for good work. The school also awards special certificates for achievement and for positive attitudes. Moral issues are also explored in school assemblies. Pupils are clearly and explicitly taught the difference between right and wrong.
- 62 The school provides sporting opportunities for pupils to develop a sense of fair play. There is an atmosphere of trust throughout the day and this is rarely abused. For example artefacts and resources on display in public areas are enjoyed and treated with respect.
- 63 Provision for the social development of pupils is good. Educational visits support the pupils' social development. Pupils are encouraged to build good relations with peers. The pupils' School Council is a strength of the school. A special notice board displays the prefects' duty rota and a working agenda is formulated and effectively dealt with by the council. The Chair of Council is a pupil. Discussion about a further honorary member resulted in good debate about personal attributes including honesty, effort and worthiness. Staff expect pupils to listen to each other and to value contributions. They are not disappointed. Good opportunities are provided for the pupils to develop a sense of citizenship by raising funds for charity. Pupils support a number of causes including the 'Goodwill Children's Homes', 'Red Nose Day' and other charitable events. All these opportunities have a significant impact and enable pupils to become self-motivated, disciplined in their work and conscious of the needs of others.
- 64 Provision for pupils' cultural development is satisfactory. Pupils are encouraged to enjoy the richness of their own and other cultures in history and geography. There are some good opportunities for moral and spiritual

development in RE when pupils learn about the beliefs, celebrations and festivals of different faiths. The school fosters a positive school identity. All of the pupils have been involved in the production of a magnificent Millennium Tapestry. The design is based upon national identity and important festivals. The story of the tapestry, on display in the hall, shows evidence of whole school and community involvement.

Support, guidance and pupils' welfare

- 65 The school provides a secure, caring and supportive learning environment for its pupils through regular review of health and safety matters, effective pastoral oversight by all staff and curriculum provision for personal and social development. There are appropriate arrangements for responding to any child protection matters, based on a clear statement and linked to local procedures.
- 66 A very good foundation is provided by the Under 5s, where assessment is used to inform staff about individual pupil needs at entry into Key Stage 1. Assessment strategies are now being developed throughout the school. Pupils' progress is effectively monitored, but what is learned from this is not well used to plan the next steps in pupils' development. Regular teaching team meetings, individual assessment by the headteacher and self-assessment by pupils encourage an awareness of individual pupil needs and inform the setting of targets for individuals. These processes help set an appropriate context for raising expectations and standards. All staff are alert to any health, welfare and pastoral concerns. This includes regular audit of the accommodation. Any issues are promptly and effectively addressed. Health and sex education form an integral part of the personal and social curriculum.
- 67 Pupils are provided with a number of opportunities to take on roles of responsibility, particularly in Key Stage 2, as prefects, house captains, librarians and in other classroom tasks. The School Council also provides opportunities for pupils to be elected to represent peer groups throughout the school and provides a significant contribution to the life of the school. Visits to the outdoor education centre provide a new context for the development of pupils' social and personal skills. Close liaison with the principal receiving secondary school, regular review of pupil profiles, visits and consultation with parents help to provide for successful transfer, continuity and progression in education.

Partnership with parents and the community

- 68 There is a very effective relationship between parents and the school. Parents are actively encouraged to participate in their children's education through involvement in helping with homework, assisting teachers in lessons, attending events and celebrating their child's successes. There is strong parental representation on the governing body and an active PTA provides social and fundraising support. A number of parents also provide regular and valuable assistance in the classroom. Parents are kept well advised and offered opportunities for regular consultation on their child's progress, including discussion of targets for learning. The school welcomes parental queries at any time, responding appropriately to concerns raised. The level and nature of information provided for parents is generally good and helps partnership between home and school.
- 69 Pupils participate in a number of activities within the community and some links with local businesses have been established, providing both sponsorship support and input into the curriculum. For example, a school council meeting during the inspection discussed letters pupils had drafted to local companies to seek support for a new initiative. The activity contributed to the development of pupils' writing and to their personal development. There is good liaison between the school and support agencies and regular liaison with neighbouring primary schools and the principal receiving secondary school to share best practice in education and assist pupils' transfer to secondary education.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 70 The strongly positive ethos of the school is promoted through a determined approach to implementing its aims. It has clear impact on relationships, procedures for managing the school, the ways in which staff work, and the standards pupils reach.

- 71 The headteacher provides strong leadership. She is supported by a committed staff. The staff of the school, both teachers and those with other roles, form an effective team and share a common purpose, including an agenda for whole school improvement. This has had a positive effect on the way in which lessons are planned and conducted, and on the teaching of basic skills in literacy and numeracy. There is a strong emphasis on raising standards in these areas. The initial targets for English and mathematics for 11 year olds were set with too much caution and have recently been reviewed in the light of experience. The newly agreed targets present a far more effective challenge for improvement and are ambitious.
- 72 Governors are increasingly involved in guiding the school's future by identifying priorities. They understand their roles and are eager to support the school's work by becoming more involved in it. Recently, members have identified particular subjects they personally wish to support. A number of governors have key responsibilities for aspects of provision including SEN, literacy and numeracy. This work is valuable and provides the governing body with direct information about what happens in classes, which helps them make important decisions. In partnership with the headteacher the governors have set a clear educational direction for the school. They fulfil their legal responsibilities, including those for SEN, equality of opportunity and the provision of collective worship. Several show additional commitment to the school's life and work by frequently working with pupils and staff. The governors' committee structure is effective.
- 73 Following the identification of weaknesses in the school development plan by the last inspection, the school made significant changes. It now has an effective school improvement plan which contains relevant priorities with targets, suitable timescales for action, indicative costs for the developments, and criteria by which progress will be assessed. The plan successfully guides what is to happen, but the success criteria are not fully used in evaluating outcomes. Judgements about impact are too often informed by professional intuition which, whilst helpful, does not allow sharp evaluation and analysis of how change has come about.
- 74 All teachers carry responsibilities beyond teaching their class. These duties are shared appropriately and cover curriculum matters, pupil issues including SEN, and responsibility for leading and co-ordinating the work of particular parts of the school. All of these extra duties are carried out conscientiously within the time and opportunities available and help inform priorities for development. Planning for lessons is supported and monitored by co-ordinators, who have more widely shared their skill as a consequence of the last inspection. Team leaders and key stage leaders also have roles that take them into this area of work. Some monitoring of pupils' standards of work has been undertaken by co-ordinators, but this has not been consistent. There is a lack of clarity in this respect, in that the roles of subject co-ordinators, team leaders and key stage leaders overlap. Consequently, there is some review of pupils' standards, but this is not systematic.
- 75 Some teaching of literacy and numeracy has been monitored by those with responsibility in the school for the implementation of the national strategies. Teaching in other lessons is monitored less frequently and this monitoring is unsystematic. There is not sufficient regular evaluation of what works well in teaching nor consistent feedback to teachers about their successes and areas for development.
- 76 The school complies with relevant legislation covering equality of opportunity, which on the whole it fulfils. It has policies and systems to ensure that all pupils are treated fairly and have access to a full and relevant curriculum. The achievement and participation of all groups are sensibly monitored.
- 77 The management of provision for pupils with SEN is effective. These pupils' needs are systematically identified and there are appropriate arrangements for the administrative requirements in such cases. Support for learning is carefully organised to help these pupils, though some in lower sets for English and mathematics at Key Stage 2 receive little additional help in those lessons. The governing body, through allocating responsibility to one of its members, is well informed about special needs. It fulfils its duty of reporting annually to parents. The parents of pupils with SEN are kept informed and involved. There is some evidence of teachers' planning being shared with these parents when appropriate, so that they are able to help prepare for and support pupils' work in lessons. Short term difficulties in using ICT in the curriculum should now be resolved through new provision. The use of external support from outside agencies is well managed.
- 78 After the last inspection the school prepared and implemented an action plan. All the required tasks were undertaken. Some changes have not had enough impact because of difficulties presented by rebuilding work and relocation. Some of the initiatives need to be returned to and given further attention, so that they become

fully effective. The school needs to use its monitoring evidence to form clearer judgements on its progress.

Staffing, accommodation and learning resources

- 79 A good teaching team has been established with an appropriate mix of experience and expertise to match the needs of the curriculum. All staff have detailed job descriptions including particular areas of responsibility. Problems identified in the previous inspection related to match of expertise to curriculum delivery have now been resolved. Auxiliaries provide good support, particularly in early years and Key Stage 1 and for pupils with SEN. All supervisory staff are effective members of the pastoral team and contribute well.
- 80 All teachers are appraised annually to identify targets for individual and whole school training needs in the school improvement plan. Good support and training opportunities are also provided for newly qualified and student teachers.
- 81 Significant improvements to the teaching and learning environment have been achieved since the previous inspection by the recent completion of extensions and refurbishment of the premises, now on a single site. Accommodation is now bright and stimulating. It provides a secure learning environment. The new building has removed provision of the outdoor grassed area. Consequently, play and sporting activities are accommodated on hard surfaced areas, though these have recently benefited from good markings to encourage play and learning. Number squares and other shapes were seen to promote both enjoyment and learning during breaks and lunchtimes.
- 82 Learning resources are generally matched to the needs of the curriculum and are appropriately distributed in storage spaces around the school. Further review is required of some outdated books in English, resources in geography and the range of materials available for design technology. New facilities for ICT are in place, but at the time of the inspection were newly installed and had not been used. More listening resources are also required for music.

The efficiency of the school

- 83 The school's work and development are supported by sound financial planning. The process for linking the priorities for improvement with the budget available is a suitable way of determining what must be done and making sure it will happen. Governors are regularly provided with accurate financial updates because the school has effective routines for checking on expenditure. The governors' finance committee receives accurate details to help it make important decisions. Day-to-day management of the budget is delegated to the headteacher, who is supported by very effective administrative staff in making sure that the system runs smoothly and is efficient. The balance of staff and governor responsibilities works well.
- 84 The funds carried forward recently are a little greater than is usually found in schools of this size, but governors have reduced the figure in the last year when equipping the new classrooms. They have planned prudently for the use of the amount currently held in reserve, responding wisely to variations in the number of pupils on roll.
- 85 Teachers are deployed and used efficiently. Other staff with specific roles work closely alongside teachers and make full contributions to pupils' learning and welfare.
- 86 The school's commitment to pupils with SEN is evident through its budget allocations in this area. Judging the value for money of this expenditure in relation to the improvement of those pupils' learning is at an early stage. Parent helpers are also used to good effect in support of pupils' learning. There are strong links with the fundraising activities of the Parent Teacher Association, which actively supports the school's priorities. Members of this group have worked to support those ideas of pupils on the School Council that had financial implications.
- 87 Curriculum time is used efficiently. Pupils in Key Stages 1 and 2 move from one room to another for work in sets in English and mathematics, but usually little time is wasted in beginning the lesson.
- 88 The last auditor's report contained some minor recommendations. All of these were dealt with speedily and appropriately.

- 89 The school has sufficient resources and books to support the planned curriculum. The system of subject co-ordinators bidding to the senior management team for funds within the school improvement plan is appropriate for developing the National Curriculum. This method does not support well the resourcing of the different curriculum for Under 5s.
- 90 Taking into account curriculum provision, the quality of education provided, the good progress of Under 5s and satisfactory progress thereafter, the very positive ethos and the rising trend in attainment by the age of 11, the school provides good value for money. This is an improvement since the last inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

91 Children in the nursery make a good start to school. When they enter nursery most children are attaining the standard expected for their age. There is a good induction programme, which includes the completion of an entry profile, and this helps them settle well. Throughout nursery the children are assessed termly and an appropriate record of achievement is completed. The school complies with requirements by forming a baseline assessment, using an accredited scheme, when the children enter the reception class. The results indicate that children have made good progress by this time. Their attainment in personal and social development, language and literacy, and mathematics is above that expected of children of that age. The children continue to make good progress in the reception class. By the time they enter statutory education at the beginning of the term after their fifth birthday, most children are achieving the Desirable Learning Outcomes for Children's Learning and are well prepared for the National Curriculum programmes of study. Children with special educational needs make satisfactory progress.

Personal and Social Development

92 Personal and social development is a strength of the provision for children under five. Children are happy and secure, and they respond well to all activities with interest and enjoyment. They develop independence and are encouraged to form their own ideas and to select their own activities and resources. They learn to persevere and concentrate in their learning. Their attitude to learning is good and they respond well to tasks. They listen carefully and give thoughtful answers to questions. They take responsibility in both the nursery and reception classes for tidying up and move without fuss from one activity to another.

93 The children know the classroom routines well and are aware of the school's expectations with regard to behaviour. Relationships between children and adults are very good. Children co-operate well with each other and relate confidently to adults. They take turns, for example in the learning areas, and make good progress overall in their personal and social development.

Language and Literacy

94 When children enter the nursery, most speak and use language at levels appropriate for their age. They make good progress, and by the time they enter the reception class, children, including those with SEN, can speak at length about subjects which interest them. They continue to make good progress in speaking and listening, and many can talk about what they are doing with clear explanations.

95 Children make good progress in developing their language and literacy skills. By the time they reach the reception class, many children's early reading skills are of a good standard for their age and some read fluently. In the nursery they understand that print conveys meaning, and with adult encouragement will tell a plausible story by following the pictures. Children under five in both nursery and reception have a love of books, and handle them with care, turning the pages carefully without creasing them. They know about titles and authors. They enjoy having stories read to them and respond to rhymes. They appeared spellbound as the teacher unpacked 'story boxes' in the sharing of 'Peace at Last'. Children can confidently sing rhymes from memory and talk about the class book of the week, recalling events in detail and characters by name.

96 Children enjoy learning about letters and their sounds using a published phonics scheme. They carefully choose items from the 'sound sacks' and are encouraged to listen to initial sounds in naming the objects they retrieve. Children in the nursery copy shapes and letters with developing skill, and some are beginning to learn how to write the letters in their name. In the reception class they develop these early writing skills further. Many children write their name and begin to form recognisable letters. As they progress through the reception class, they copy over and under the teacher's writing, and the more able begin to write independently. These children work out spellings of simple three letter words and make plausible suggestions for more complex ones. By the time they are five, the attainment of most children in language and literacy is good.

Mathematics

97 Children make good progress in mathematics, and by the time they are five they have reached a good level of attainment in most mathematical areas. Most, including those with SEN, are beginning to develop a sound understanding of number. They use their counting skills competently, for example when they are lining up in nursery to go outside. Children in the reception class can say and use number names in familiar contexts. All children reliably count to 10 and some to 20. They recognise and understand the words 'none' and 'zero'. They add and subtract up to five objects. In building towers of bricks to five, they are beginning to calculate one more and one less than a given number. The children's use of mathematical language is good. In nursery children accurately use the words 'big' and 'small'. They know their primary colours and they use terms such as 'circle' and 'square', 'lighter than' and 'bigger than' in everyday conversations. They undertake independent measuring activities using water and sand and explain what they have found out. Children in the nursery and reception recognise and recreate patterns. In a game they sort according to colour, describing colours of hands on the 'game card' and comparing them with colours on a dice. In tidying away, they carefully match objects to the silhouettes on the storage shelves.

Knowledge and Understanding of the World

98 Children in the nursery have appropriate opportunities to develop their knowledge and understanding of the world. For example, whilst making soup, they discuss and come to understand where vegetables are grown. They also describe how they are made into soup, using words like 'chop' and 'boil' with understanding. Children in nursery become aware of their local environment and talk about where they live. Using a zebra crossing in the outdoor area, they become aware of important local features and learn a safe way to cross the road. In the reception class their learning is extended. They begin to understand that there are other countries in the world. They know that a globe is used to represent the world in which they live, and use books to extract information from pictures, looking for example at the clothes people wear in different countries.

99 In the nursery children begin to develop an awareness of the past, distinguishing between past and present events in their lives. In the reception class they write about how they are different at five than they were as babies and illustrate their work with pictures and photographs. The children's natural curiosity is developed and they are encouraged to question, predict and record. They explore and investigate, as in a reception class activity which involved them in establishing the waterproof properties of a variety of materials. Children begin to learn familiar stories from the Bible and have difficult vocabulary, for example 'slave', clearly explained to them. In the nursery and reception classes they have opportunity to use ICT. They create simple pictures with the computer, controlling the mouse to select, draw and fill. They use the tape recorder to listen to a variety of stories and songs, starting and stopping the machine for themselves by following the simple instructions provided.

Creative Development

100 Children under five make sound progress in their creative development through art, stories, music and play. They show an increasing ability to listen and observe, and they respond well to the various experiences afforded them. The younger children enjoy playing in the role-play area and make up stories to support their play. They use paint, crayon, play-dough and other art materials with growing skill and confidence. In the nursery they experiment with colour, finding ways of making light and dark shades. They talk about their work and their results. In the reception class children continue to use materials with increasing confidence and accuracy, for example selecting strips of paper and varying the colours in their weaving which follows from the story of Joseph and his coat of many colours. In both nursery and reception they construct with various types of paper and boxes and use glue carefully. They sing nursery rhymes and number songs. Older children join in school assemblies, singing with enthusiasm, remembering words and showing some control of volume.

Physical Development

101 Children make sound progress in their physical development. They use space inside and outside sensibly and confidently. They enjoy using the computer and know how the mouse is used to control images on the screen. They develop appropriate manipulative skills for their age through a range of art materials and by using scissors and paintbrushes as well as a range of construction toys available to them. In the nursery children use the outdoor area appropriately. They walk, run and skip, and are aware of their own space and that of others. They choose equipment carefully and use balls, hoops and beanbags with confidence, enjoyment and growing dexterity. In the reception class they develop their skills further. They walk along a beam, and jump to the ground safely from a height. More confident children walk up a diagonally raised beam unaided and land

correctly. The teacher appropriately aids less confident children as they attempt to walk across a horizontally raised bench. They gain in confidence and make appropriate progress.

- 102 The quality of teaching of the children under five is never less than satisfactory, and it generally ranges from good to excellent. Teachers are well prepared, having made careful plans. The sessions are well organised. Teachers know what they want the children to learn and teach them accordingly. They give clear explanations, use effective questioning and set up practical investigations. Activities allow children to use their initiative and to take responsibility.
- 103 Teachers, nursery nurse and assistants work well together and organise their respective roles and contributions effectively. They plan the curriculum carefully to cover the recommended areas of learning for children under five and help children work towards the programmes of study of the National Curriculum. They use detailed checklists of skills to monitor effectively what the children know, can do and understand. These assessments are appropriately used in deciding subsequent activities. All staff establish effective relationships with the children and know them well.
- 104 There is good liaison between nursery and reception and this ensures a smooth transition for children into the reception class. The range of resources is good and they are well used.

ENGLISH, MATHEMATICS AND SCIENCE

English

- 105 In 1998, the results of national assessments at Key Stage 1 showed pupils attaining broadly in line with national averages in both reading and writing. Performance at the higher level 3 was below the national average by 8% in reading and 7% in writing. At the end of Key Stage 2, attainment followed a similar pattern. 60% of pupils reached level 4, close to the national average, but considerably less than the national average attained the higher standard of level 5. Reading standards at Key Stage 1 and English overall at Key Stage 2 were below the average for similar schools.
- 106 In 1999, Key Stage 1 improvement is most apparent in standards of reading, with 27% more pupils attaining the higher level 3 than in 1998. In line with the national picture, girls continued to reach higher standards of attainment than boys. Standards of attainment overall are mainly good. Most pupils make good progress in reading and gain increasing confidence in expressing themselves orally through Key Stage 1. Progress in writing is made less steadily.
- 107 Whilst full national grades are not yet available to compare attainment in 1999 with similar schools, the school's results show an improvement in attainment. Standards in speaking and listening and in reading continue to be higher than in writing. At the higher level 3 in writing, the school results were 6% below the national average.
- 108 1999 national assessments show a big improvement in the attainment of pupils in English by the end of Key Stage 2. A considerably larger proportion, an increase of around 20% over 1998, reached national standards in both reading and writing. The percentage of pupils reaching higher levels also improved, most markedly in reading where it rose by 6%. Progress of pupils in Key Stage 2 is variable, with better progress seen at the upper end of the key stage. Pupils with SEN make sound and sometimes good progress. Across the key stage, many pupils with below average ability do not progress as well as expected and this affects their overall attainment. Higher attaining pupils generally make sound progress.
- 109 Standards attained in English have been maintained since the last inspection and have been rising except for a drop in results in 1998.
- 110 Throughout the school, the majority of pupils listen attentively and this has a good effect on their work. Standards of speaking and listening in Key Stage 1 are good and pupils make good progress. From an early age they know when to be quiet, as when the youngest listen with rapt attention to stories. Year 2 pupils follow instructions and use appropriate vocabulary when they are introduced to control technology. They participate well in mathematics, listening and responding confidently in discussion. At the end of Key Stage 2 overall

standards are satisfactory. Most pupils have made sound progress and some have progressed very well. Good examples of skilled use of spoken language were seen when older pupils responded well to questions posed by mathematical challenges. They listened carefully to one another, built on responses and questioned in a thoughtful way. Mature use of language was seen in the School Council meeting as pupils expressed opinions and formulated their thinking. In general, Key Stage 2 pupils work well in small groups. Many are less confident in larger groups or in more formal situations.

- 111 Across the school, standards of reading are in line with the national average and frequently better. By the end of Key Stage 1, almost all pupils attain appropriate standards, making satisfactory and often good progress. Many read fluently and accurately, using a range of reading strategies. Phonological skills and phonic knowledge are well developed. Pupils are confident readers and can discuss stories with reference to story line, characters and preferences. At the end of Key Stage 2 most pupils have built on these standards and continue to make sound progress. A few pupils are able to discuss their reading in depth, showing a good understanding of factual and fictional texts. Most read accurately from the texts used in class and for private reading, but some pupils have only a superficial understanding of what they have read. This prevents them from effective use of reading to develop their learning.
- 112 Pupils' attainment in writing is just satisfactory. It is less strong than reading at both key stages. By the end of Key Stage 1 the proportion of pupils attaining the higher levels in national tests is significantly below the national average. Spelling attainment is considerably improved and above the national average. Most pupils develop a good control of handwriting by the time they are seven. The more able pupils write short pieces independently, using sentences which are properly punctuated and make good sense. They are aware of the need to make their story writing interesting to the reader.
- 113 At the end of Key Stage 2 most pupils have built on the skills learned earlier and have made satisfactory progress. Most punctuation is correct and handwriting is fluent, joined and legible. They set their work out well and have developed basic planning and note-making skills. Spelling is generally satisfactory and there is evidence that pupils are using a range of strategies to check for correctness. Heavy emphasis is placed on developing the phonic skills of those pupils with spelling difficulties and this is having a good effect. Where opportunities are provided, as in poetry writing or when younger pupils write letters of condolence to a historical figure, they control the form well and select interesting vocabulary. Few examples of sustained writing were seen. Throughout the school, opportunities to develop a confident ability to control a range of written forms and write with an awareness of audience are limited, with much written work focused on learning or practising skills in isolation.
- 114 Pupils' response to the teaching of English is good in Key Stage 1. They show a lively interest in the stories and texts they study and tackle work willingly. Older pupils too are generally well behaved in class and are keen to learn. They listen carefully to instruction and respond well to invitations to discuss ideas. Examples were seen of pupils of varying abilities supporting one another well. Well targeted support from classroom assistants, students and parents helps those with behaviour or learning difficulties to remain on task and make appropriate progress. Where pupils' behaviour and work rate were less successful, this was linked to inadequate classroom management or to a mismatch of work to their understanding and capabilities.
- 115 The quality of teaching is satisfactory overall. It is consistently good in Key Stage 1 and in Key Stage 2 is mainly satisfactory. A small percentage of teaching observed in lower Key Stage 2 was unsatisfactory and a similar amount was good or better across the school. In the best lessons, work is well organised and closely linked to the abilities of pupils. Teaching is lively and relevant, and proceeds at a good pace. In a few lessons, the work set is beyond what many of the pupils can work at without support, resulting in incomplete tasks and slow progress. In some others, there are few opportunities for pupils of higher ability to extend their thinking and range of work.
- 116 The language policy and scheme of work for English are being developed. They currently provide little guidance for planning for progression and continuity across the school, including the early years. Medium term planning is inconsistent in Key Stage 2 and learning objectives are not always clearly identified or appropriate. Planning for speaking and listening is haphazard. Monitoring of the subject has improved recently, so that the school is beginning to share an agreed picture of what progression looks like across a broader range of criteria. This needs to be developed.

- 117 Resources for English are sound. There is a good range and quality of reading materials in the early years and new fiction and information books have been purchased to develop the range of reading opportunities in school. Some books, particularly factual ones, are out of date and others are displayed in such a way that pupils find them difficult to access. Too few texts are available which capture the interest of older pupils who find reading difficult. The school recognises this and is improving book stocks. The newly developed computer suite and library will enable the school to develop the use of ICT systematically to help pupils as writers and readers.
- 118 Some contribution to progress in English is made through other subjects. Teachers expect work to be well presented, with care taken in handwriting and spelling. Progress in writing across the curriculum is restricted by the heavy use of work sheets and text book exercises, which provide too few opportunities for writing in a range of ways. Teaching styles encourage pupils to listen productively and provide some opportunities for children to give explanations, report on their findings and work collaboratively.

Mathematics

- 119 Results from 1998 tests in mathematics show attainment at the end of both key stages above the national average. Performance at the higher levels was well above average at Key Stage 1 and close to the national average at Key Stage 2. The 1999 results show this performance generally being maintained with the percentage of pupils attaining level 5 at the end of Key Stage 2 increasing. This shows an improvement overall since the last inspection, when standards at Key Stage 2 were judged to be unsatisfactory except in numeracy.
- 120 Standards in numeracy are satisfactory. Pupils confidently and accurately count numbers forwards and backwards to 20. They understand the place value of digits and can add and subtract to 10. They use a 100 square to count on in 10s. Pupils make estimates of number with increasing accuracy. Work is based on the National Numeracy Strategy.
- 121 Attainment Target 1 (Using and Applying Mathematics) remains under-emphasised. Following the previous inspection, guidelines for this area of work were produced. More recently, a maths challenge week was promoted in 1998 and Key Stage 2 pupils produced maths games for Key Stage 1 pupils. Such initiatives have not been continued and there is little evidence at either key stage of investigative work being a regular component of the mathematics curriculum. There is little opportunity for problem solving or similar activities except for more able pupils. Attainment in space, shape and measures is good. Pupils use mathematical names for common two-dimensional and three-dimensional shapes. They describe the numbers of corners and sides and are generally confident in their understanding. No pupils were observed using calculators. Pupils are given a range of experiences to help them learn to tell the time and many pupils use standard and non-standard units of measure. Most pupils in Key Stage 1 make good progress in mathematics. Pupils with SEN make satisfactory progress.
- 122 By the end of Key Stage 2 standards in numeracy are sound, with pupils working on objectives developed from the National Numeracy Strategy. As pupils move through Key Stage 2, they consolidate and extend their learning in mathematics. They order, read and write in figures and in words numbers to 1000. They have an understanding of place value. Most pupils understand the pattern of the 100 square, read three digit numbers and can accurately answer questions such as 'What is ten more, ten less?' Pupils develop their capability in mental mathematics, rounding and doubling to add two digit numbers accurately. By the end of Key Stage 2 many pupils use arithmetic operations correctly, are able to work with fractions and decimals, make approximations and have and use strategies to check their answers. Attainment in shape, space and measures is good. Pupils have good understanding of the properties of two-dimensional and three-dimensional shapes. They make good use of subject specific language such as 'scalene triangle' and have a good understanding of reflective symmetry. Attainment in data handling is good. Pupils use their ICT skills to work with spreadsheets and confidently handle statistical information in everyday contexts, for example plotting pupil absence in a given week.
- 123 Pupils, particularly at the end of Key Stage 2, make good progress in mathematics. Pupils with SEN make satisfactory progress. All pupils, irrespective of their ability, enjoy mathematics and are confident.
- 124 The quality of teaching is good in Key Stage 1, but varies from good to unsatisfactory in Key Stage 2 where

most is satisfactory or better, but a small number in the lower key stage have shortcomings. This is as it was at the time of the last inspection. In the good lessons teachers are confident, have planned well and manage the lessons effectively. Teachers have a clear understanding of the pupils' prior attainment and this helps them to plan specific learning objectives for all pupils, including those with SEN. The pace of lessons is quick, enabling pupils to make good progress. Careful explanation and discussion are an integral part of better lessons. In the unsatisfactory lessons, pace is slow, particularly in mental mathematics and there is little evidence of challenge for pupils. During the week of the inspection, few examples were observed of pupils taking responsibility for planning and carrying out their own tasks. The use of problem solving activities is not well developed and pupils do not have enough opportunity to extend their skills. Generally throughout the school the use of differentiated activities and of assessment as part of day-to-day planning is not well developed. In Key Stage 2, despite some pupils having individual education plans highlighting development targets in mathematics, additional support is limited.

- 125 Mathematics is used in science, DT, geography and PE when estimation, measurement or timing form part of the work. The co-ordinator provides sound leadership for mathematics. The school recognises the need to monitor the progress of pupils to ensure that the teaching builds on what pupils can already do. Resources are adequate for the teaching of the subject.

Science

- 126 The proportion of seven year old pupils attaining the expected level in 1998 was very high compared to the national average, as was the proportion attaining the higher level. At the higher level, performance in the physical processes area of work was below the national average. Attainment at the end of Key Stage 2 on the basis of national tests in 1998 was above the national average, including the higher level. The school's figures show that attainment in tests in 1999 improved at Key Stage 1 and was sustained at Key Stage 2 with more pupils attaining the higher level than last year.
- 127 In lessons at Key Stage 1 attainment is sound. The good attainment of pupils in the Under 5s is built on. Skills of observation and classification help pupils make sense of what they see and support learning. Attainment at Key Stage 2 is sound overall, and some attainment is good when knowledge is extended, though a little is unsatisfactory when teaching lacks pace. Pupils develop a strong body of knowledge by the end of the key stage and have a good understanding of scientific information and details. Their knowledge is better than their investigative skills, because too much practical work is led by the teacher.
- 128 Pupils make at least satisfactory progress at Key Stage 1 and broadly satisfactory progress at Key Stage 2 where there is also a little that is good and a little that is unsatisfactory. At Key Stage 1 pupils learn about how materials change and whether the change can be reversed or not. Skills in using simple equipment are mastered. They learn that tests need to be kept fair, but rely on teachers to help with this. They record what they have done in simple words, pictures and graphs. Pupils with SEN make good progress towards targets set for them. Progress is sound in the study of living things. Pupils ask relevant questions and make sensible predictions. They handle equipment safely, but their ability to experiment independently and to solve problems is not well developed. They know a good range of basic facts about scientific topics and give clear and appropriate explanations about their work and what they have learned.
- 129 At Key Stage 2, pupils' scientific knowledge is increased, so that they know a great deal about the physical and natural world. Some pupils in Years 3 and 4 talked confidently about where their rock samples had come from and offered sound suggestions about how they had been formed. Pupils understand scientific ideas and the need for evidence, and are also aware of the impact on society of scientific applications. They have a good understanding about living things and materials, and know about the principles of physical processes. Older pupils working on sounds and vibrations gave logical explanations for what they were attempting to demonstrate, drawing on what they already knew. They apply skills of interpretation to evidence they gather and draw logical conclusions from their work. They are less skilled at planning and conducting experiments for themselves, much of this work being organised by the teacher. In conversation, they talk about how problems might be tackled and give sound reasons for the approach they would use. Pupils know how to present results in a variety of relevant ways. In recording their work they use appropriate scientific terms to communicate what they have done or found out. When necessary, they use skills of measurement to help with the task and they know how to handle data. They use computer programs, including spreadsheets, to store and retrieve data.

- 130 The quality of teaching is generally satisfactory and at both key stages some features are good. Teachers' knowledge of science is secure and they have a sound understanding of the content to be taught. Planning is detailed and drawn from the scheme of work, so that the objectives for the lesson are identified. Extension tasks are usually available for those who finish early, but tasks aimed at challenging the most able or supporting the least able are infrequent. This is because assessment of pupils as they work is not well structured to provide the information needed for teachers to plan. Instruction and demonstration are used well, but practical work is too frequently directed by the teacher. This limits pupils' ability to explore the topic or find alternative ways of investigating. Tasks are relevant in seeking to demonstrate scientific principles. Teachers make sensible and safe use of the resources available, though they too often select what pupils should use rather than allowing some choice. In lessons, teachers ask questions that require pupils to draw on what they know and this helps to consolidate and extend knowledge.
- 131 Pupils have positive attitudes to their work. Behaviour in lessons is usually very good and co-operation is a feature of many lessons. They listen carefully and contribute to discussions, absorbing information readily. There is often a buzz of interest as work proceeds, with much purposeful conversation, as in lessons about sound when pitch was investigated. Pupils relate well to each other and to the teacher. They handle equipment carefully and sensibly. Concentration is sustained to the end of the lesson.
- 132 Resources are adequate for science and the library contains a suitable stock of books to support study. A range of equipment is available to teachers in preparing lessons. In the main, pupils have access only to what the teacher provides. There are sufficient materials for the planned curriculum and the central stock is clearly organised according to science topics. Some use is made of computers to support learning, usually to help pupils manage data. The scheme of work is based on national guidance and covers all the required aspects of science. It provides an effective framework to guide teachers' planning through organising content and providing structured advice on how pupils' skills might be developed. The co-ordinator is effective in supporting and monitoring planning, but standards of learning and teaching have yet to be systematically evaluated.

OTHER SUBJECTS OR COURSES

Design Technology

- 133 From observations of lessons, discussion with staff and pupils, photographs and the products on display there is evidence that the pupils are reaching the standards expected in both key stages. At Key Stage 2 this is an improvement since the last inspection, whilst at Key Stage 1 earlier standards have been maintained.
- 134 In Key Stage 1 pupils take care with the design process, discussing ideas for the logo for their vehicles. There is good discussion, for example about the relative size of the logo in relation to the size of the vehicle. Pupils complete design sheets prior to making their vehicles, and refer to these when assembling their models. A range of materials is used and teachers and classroom assistants help pupils to acquire a range of skills and to tackle some technical problems, for example those related to the securing of an axle to the base of a vehicle. The finished products are of a high standard and reflect the teachers' high expectations. There is no evidence of the assessment of work. Pupils do not get enough opportunity to experiment independently, though they evaluate their product and make changes. Overall pupils, including those with SEN, make satisfactory progress.
- 135 In lower Key Stage 2 pupils discuss the purpose of packaging and produce innovative ideas and names for new products, for example 'Misky Bar' and 'Chocolate Twist'. They generate design ideas and design diagrams. Though some are immature, they are recognisable.
- 136 By the end of Key Stage 2, pupils combine a wide range of skills and knowledge when making their products. Pupils in Years 5 and 6 use their understanding of electrical circuits to design working models of traffic lights. Pupils are reflective in their approach, considering how the models can be improved and carefully discussing features of real traffic lights. They evaluate problems related to the provision of a base to support their model, and are systematic in their approach to the issues of balance, weight and force. They discuss the practicalities associated with the location of real traffic lights and refine their models accordingly. All pupils, including those with SEN, make good progress.

- 137 In Key Stage 1 the quality of teaching is satisfactory and in Key Stage 2 it is good. Teachers have a secure knowledge of the subject and make effective links with other areas of the curriculum, for example using ICT to operate a light-box inserted into traffic light models that pupils had made. Measuring skills from mathematics are appropriately used in both key stages. The pupils' enthusiasm is well stimulated by the teachers, who give pupils good support and guidance and pay attention to technical vocabulary. Lessons are well planned and there is due attention to health and safety matters. Resources are available, but choice is sometimes limited. Pupils at both key stages would benefit from more opportunity to work at construction in line with the school's recently produced policy on construction.
- 138 There is a policy for DT that supports planning for pupils' skills across both key stages in mechanisms, structures, control, food technology and textiles. Skills in textiles have been a recent focus across the school in production of the Millennium Tapestry, which has contributions from all pupils.
- 139 Assessment of pupils' work is at an early stage of development. The co-ordinator has held the post for less than one term and recognises the need for the subject to be monitored and for teacher assessment to be extended.

Information Technology

- 140 Evidence of attainment was gathered from lessons, scrutiny of work, examination of teachers' planning and records, discussion with pupils and staff, and displays around the school.
- 141 Standards in ICT are sound across the school. This is an improvement on the unsatisfactory standards at the time of the last inspection. Pupils' knowledge and attainment in control technology and communicating information are better than they were.
- 142 Pupils in the Under Fives classes use computers with confidence. They use the mouse accurately to respond to and control programs. They successfully learn the basic vocabulary of computing. At Key Stage 1 pupils work individually or in pairs, accessing and operating simple programs. They know that computers need to be controlled and understand the principles of programming through effective work with programmable floor toys. They are aware of the common features of modern technology and understand simple applications. By the end of Key Stage 2 pupils competently operate computers. They make relevant use of them to manage aspects of work in other subjects, such as data handling in science. They compile and interrogate spreadsheets, make some use of data management, and know how to amend and illustrate text using appropriate software.
- 143 Pupils make satisfactory progress as they move through the school. ICT skills are developed within the limitations of current hardware available in classes. Pupils are increasingly aware of the use of computers to help their learning and become more skilful at applying ICT to their work. By the time they are 11 they manage and sometimes edit text, work confidently with spreadsheets to handle data and interrogate some software programs for information and answers to specific queries. Pupils know and understand the vocabulary of ICT and computing. They successfully store and retrieve information, cut and paste and use the main facilities in PCs and other types of computer. Older pupils understand the way computers aid communication through electronic mail and the Internet.
- 144 Pupils work hard, show real interest in tasks and sustain concentration throughout lessons. They work well in pairs and independently, showing confidence and increasing understanding. They have a sound understanding of control technology. In one lesson pupils knew how the sequence of traffic lights could be controlled through altering the programmed information.
- 145 The quality of teaching is at least sound, and is good when teachers draw on pupils' earlier experience, then extend it. Most staff have a sound level of expertise, using computers themselves for a number of purposes, including school documentation. They have sufficient understanding and skill to teach the planned curriculum, following training that has been provided. Pupils are given clear explanations and instruction, and interesting ways of teaching are used. Planning is based on a nationally available scheme. The amount of ICT taught in recent terms has been limited by the availability of computers in classrooms and by structural alterations to the building. The use of ICT across the curriculum and to support the learning of pupils with SEN is under-developed.

- 146 ICT is effectively co-ordinated. National guidance has been used to prepare an appropriate scheme of work for the school and this is having a positive effect in lessons. Advice is made available to staff and planning is monitored. A system for assessing pupils' progress has recently been put in place but pupils' standards are not yet systematically evaluated. Teaching is not consistently monitored.
- 147 The school has recently been equipped with a full computer suite as part of the major refurbishment. The Parent Teacher Association (PTA) has made a valuable contribution to this facility. In addition, all classrooms have been cabled to allow the flexible use of hardware and access to electronic systems.

History

- 148 It was not possible to observe any history teaching in Key Stage 1 during the week of inspection. Judgements are based on discussion with pupils and the history co-ordinator and on RE and geography lessons in which learning in history was consolidated. Scrutiny of pupils' work and the history policy document also provided evidence. The curriculum follows the National Curriculum history programme of study. Standards have been maintained since the last inspection and are in line with those expected for Key Stage 1.
- 149 Pupils in Key Stage 1 make satisfactory progress. They are introduced to the subject through stories which help them develop concepts of time and place. History has been taught through a topic based approach. Most pupils know about stories from the past. They possess some factual knowledge about important people from long ago. In discussion they show a developing understanding of chronology. They talk about the differences between past and present. Pupils readily use pictures, artefacts, books and visits to find out about the past.
- 150 Pupils continue to make satisfactory progress in Key Stage 2. They extend the range and depth of their historical knowledge and understanding. They begin to understand the different aspects and influences of the revolt led by Boadicea and are able to understand different points of view. They know that a variety of historical sources can be used to discover aspects of the past. Pupils in Years 5 and 6 use a broad and appropriate range of historical vocabulary, for example to answer questions about 'Icarus and Daedalus'. They know that history is divided into periods of time such as Roman, Ancient Greek and Tudor. Most pupils have a sound knowledge of these times and can compare and contrast lives lived in the past with those of today. Pupils in Year 5 and 6 also know about significant characters in history. They begin to hypothesise about why individuals acted as they did and how their actions changed peoples' lives. Pupils with SEN make satisfactory progress at both key stages.
- 151 Pupils enjoy history. They are curious about events in the past. They listen and ask questions when they do not understand, and willingly contribute to discussion. Older pupils are keen to make notes as they listen to the teacher. They pick out key points and use them as a basis for homework. Pupils' behaviour and attitude are consistently good in a variety of teaching contexts. They work well individually and in both large and small groups.
- 152 The teaching of history is good in Key Stage 2. Teachers present the subject in interesting ways and make good use of visits, artefacts, books and CD ROMs to stir pupils' enthusiasm. Music was used very effectively to create a spiritual atmosphere for pupils in a Year 3 and 4 class involved in considering the feelings of Boadicea following her husband's death. The development of pupils' understanding of the size of a Greek trireme was made possible through skilful and lively teaching outdoors. The use of probing questions developed pupils' skills of hypothesis and estimation. Planning identifies learning objectives for the whole group. It does not always provide challenge for the most able pupils or match their needs. Assessment opportunities are not built consistently into short term planning. There is no method for monitoring pupils' skill development in history. This hinders progress. Teaching is infrequently monitored.
- 153 The school has an appropriate range of history books and a small stock of artefacts. The co-ordinator is enthusiastic and knowledgeable and is aware that the current scheme is out of date, but has adjusted the school's two-year rolling programme in the light of national guidance. Teaching plans are monitored and history displays are informally reviewed. A collection of work reflects topic coverage but does not support teaching. There is little evidence to show that pupils have opportunity to write in a broad range of genres. The subject contributes well to pupils' spiritual and social development.

Geography

- 154 Judgements are based on geography lessons, on lessons in history and RE which reinforced learning in geography, teachers' planning, policies, displays, scrutiny of pupils' work, resources and discussion with teachers and pupils. This evidence shows that a sound geography curriculum is in place. Standards of attainment have been monitored since the last inspection and are in line with those expected.
- 155 Pupils in Key Stage 1, including those with SEN, make satisfactory progress overall. They are introduced to a range of geographical skills including using maps and globes. They understand that a globe is used to represent the world and maintain concentration when the teacher points to countries in Europe. Pupils know that people in Europe speak different languages, use alternative money systems and have different national costumes. They know that the world reaches beyond their immediate environment. They build up a geographical vocabulary and through discussion develop their knowledge and understanding of their own locality. By the end of the key stage higher attaining pupils can point to Canada, Germany and England on a map. They re-count the names of countries 'Barnaby Bear' has visited and know that some countries have different weather systems. Through discussion of photographs, pictures and coins pupils develop skills of enquiry, communication and observation.
- 156 Pupils in Key Stage 2 continue to make satisfactory progress and standards for most pupils are in line with expectations for their age. Those with SEN make satisfactory progress. Pupils learn about rivers and their effects on the landscape. They study the River Severn and explain why the river takes the 'longer course'. They understand how meanders are formed and, by use of a diagram, can label the point at which the river meanders. Higher attaining pupils explain why rivers are not static and how rivers erode. Pupils fill in labels on a diagram about waterfalls to show how landscape features are formed. Plans are in place to help pupils in Years 3 and 4 communicate via the Internet with people in Malaysia, New York, Washington, France, New Zealand and Germany, in order to compare and contrast weather conditions. Older pupils make effective use of computers and library books to find and record information.
- 157 Overall pupils work hard and want to achieve. They enjoy learning about places beyond their locality. They behave well, co-operate and concentrate. They enthusiastically participate in discussion. A higher attaining younger pupil was keen to tell his teacher that one and a half hours was midway between 1 hour and 2 hours when discussing time taken for air travel to Germany. The class responded positively to his answer and were pleased about his success. Pupils throughout the school are keen to talk about their work.
- 158 The quality of teaching is satisfactory. Teachers plan outline learning objectives, but learning is not assessed systematically in order to plan the next lesson or to identify more challenging targets for the most and least able groups of children. There are no formal assessment procedures for geography. The progress of individuals is not checked with other teachers. A skill sheet is available to ensure continuity and progression, but is not used consistently in order to track the progress of groups of children. In less successful lessons there is an over-reliance on photocopied materials and work does not take account of pupils' earlier learning. This slows progress. In successful lessons teachers provide relevant and interesting work to motivate pupils. Good use is made of questioning to develop pupils' geographical skills and understanding. Good links are made with other curriculum areas. Links between history and geography consolidate knowledge and research skills.
- 159 A new co-ordinator has been appointed and is reviewing the scheme of work. In the interim, staff use national guidance to ensure breadth and balance in the content of geography. The school is moving towards teaching geography as a separate subject. The resources are satisfactory and include suitable videos, books, globes and maps. The co-ordinator has clear ideas on how to improve standards, has started to collect samples of pupils' map work for evaluation purposes, and plans to improve resources. There is little structured monitoring of teaching.

Art

- 160 Though few art lessons were seen during the inspection, scrutiny of pupils' work, examination of teachers' planning and analysis of displays including whole school work on a tapestry allow judgements to be made.
- 161 Pupils in the Under Fives use paint and colours successfully to create representations of things and people they

know. The figures, objects and scenes they make are recognisable and lively, and include appropriate levels of detail as a result of pupils' observation. The range of art forms introduced is wide. At Key Stage 1 a range of art experiences is provided that includes the use of varied media and techniques. Most work is two-dimensional but allows pupils opportunities to record what they see and to express some of their ideas. Some of the techniques taught in Under Fives are practised. Pupils work in their sketchbooks, but not regularly, and the work does not always have clear purposes. The oldest pupils have a good knowledge of colours and mixing and some understanding of collage, and they have worked with fabrics. Their drawings are detailed and imaginative, though pencil work lacks techniques such as shading and the use of perspective. Three-dimensional work is under-represented.

- 162 When given the opportunity pupils make appropriate selections from the media available for their work, though there is little experimentation. They use specialist art terms when talking about what they have done and know that effects and moods can be created by artists. They express clearly their views about different forms of art, giving valid reasons for preferences.
- 163 Teachers have adequate knowledge about teaching art and sufficient opportunities are provided in the curriculum. Art is often used to illustrate work in other subjects, such as people and artefacts in history or physical details in geography. Planning focuses on what pupils are to learn and the selected activity, though often not offering pupils any choice, is usually appropriate for that learning. Skills are taught in lessons and instruction is careful and well explained. Teacher demonstration is generally effective. Teaching does not build enough on what has been learned before. Consequently pupils' skills are not systematically extended to improve their learning across the key stages. In lessons, they too often learn again what they have learned before, without becoming more skilled. In a lesson at Key Stage 2 involving observational drawing, pupils' pencil control and ideas for portraying the likeness of an object were not significantly different from the skills of drawing evident at Key Stage 1. Pupils are helped to focus on their work, often by the choice of relevant stimuli and the creation of an effective mood in the lesson. For example, the use of carefully chosen background music in a drawing lesson had positive impact and helped pupils to work.
- 164 Pupils' attitudes to art are good and they work with concentration and interest. Many draw well on their imagination and memory to illustrate other topics, gathering ideas from books and research. Behaviour in lessons is usually very good. Pupils discuss their work enthusiastically and are proud of what they have done.
- 165 Pupils' work in art is sometimes assessed by looking at sketchbooks and at classroom and other displays. This is mainly informal, but leads to shifts of emphasis in the school's art programme. For example, work with textiles was thought to be infrequent and this was then given attention. The work of visiting artists adds a valuable element to pupils' experience. An annual assessment of pupils' skill is conducted through a set task, providing the school with a view of attainment and teaching. The assessment of pupils as they work is inconsistent and so does not regularly inform planning, particularly for the most and least able. Planning is checked by the co-ordinator to see that work is relevant and drawn from the scheme, but pupils' standards and the quality of teaching need more thorough evaluation

Music

- 166 At the end of Key Stage 1 attainment meets national expectations. It is broadly satisfactory by the end of Key Stage 2, maintaining standards found at the last inspection. Seven year old pupils sing known songs tunefully, with enthusiasm and good control of volume. They have a good sense of beat and have begun to follow simple rhythms from symbols. They have been introduced to composition and listen attentively to an increasing range of recorded music. By the end of Key Stage 2 many pupils, particularly those who are in the school choir, sing a range of unison songs well, with good diction and expression. Additional teaching from the peripatetic music service and in the extra-curricular recorder classes improves pupils' progress and raises standards. These pupils read notation and the more experienced recorder players play rhythmically, controlling tone and volume.
- 167 Pupils make sound progress in Key Stage 1, with better progress in singing. In Key Stage 2 progress is constrained by the lack of an agreed school view of the development of musical skills. There are not enough opportunities for composition or the use of instruments to explore musical effects. Pupils with SEN make satisfactory progress.
- 168 The quality of teaching in Key Stage 1 is consistently satisfactory and often good. At Key Stage 2 teaching is mainly satisfactory with some shortcomings. In both key stages individual lessons are well planned and structured so that pupils consolidate learning and, in the main, are introduced to new skills. Less clear is the way in which lessons in one year group relate to work which has gone before, particularly in Key Stage 2. This leads to unevenness in the expectations of teachers, so that some lessons lack challenge and pupils make less satisfactory progress than might be expected. Good examples were seen of the ways in which music can contribute to other learning, such as listening to encourage reflection in a Key Stage 1 RE lesson and when older pupils listen to a stirring story during a history lesson. Children were encouraged to gain a sense of differences and similarities in cultures by listening to a German song in Key Stage 1 geography.
- 169 The majority of pupils enjoy music and are keen to do well. They listen attentively, benefitting from the visits of musicians who extend their ability to listen with understanding and musical knowledge. Pupils are keen to take part in performances for special occasions, assemblies and celebrations.
- 170 The recently appointed co-ordinator has worked hard to produce a scheme of work. This offers helpful starting points for planning the teaching of music skills, though it provides little support for teachers' assessment. It is supplemented by a newly purchased scheme of work. This provides helpful structure but is not yet available for the full Key Stage 2 age range. Good classroom support, provided by the peripatetic music service, has begun to improve the quality and effectiveness of the music curriculum. The co-ordinator is only able to monitor and evaluate the teaching and learning of music in a limited way through monitoring of planning and informal discussions with colleagues. Whilst the range of recorded music available is small and mainly European, music resources are generally appropriate and well maintained.

Physical Education

- 171 The school has a policy for PE which has been adjusted as a result of the reduction of field space provision. The curriculum has been supplemented with "Top Play" activities. The school provides a balanced programme of PE which meets the requirements of the National Curriculum. Pupils learn to play games, take part in gymnastic activities and respond to music through dance. Opportunities are provided for outdoor activities when older pupils attend a residential centre.
- 172 Pupils practise a range of skills and pupils of all abilities make satisfactory progress throughout the school. Attainment is in line with that expected of their age. Similar standards were reported in Key Stage 1 at the time of the last inspection, and attainment at Key Stage 2 is more consistent than it was. Pupils know that their heartbeats quicken and blood pumps around the body during warm up activities. They know that exercise helps encourage a healthy body. They develop control, co-ordination and an awareness of space and the need to use it well as part of their physical education activities. They balance on one leg and perform basic travel actions on the floor. They jog on the spot and can stretch in different ways. Pupils practise jumping from a three foot height. They stand straight and look up before jumping. Pupils know to bend their knees as they land. They have opportunities to develop gymnastic skills, and practise walking across a narrow beam holding out their arms to balance. They perform a forward roll and improve techniques of walking over hoops and across mats

in different ways. In Key Stage 2 pupils have opportunities to develop these skills. They perform with increasing competence. They respond to music through country dancing. Pupils in Years 3 and 4 show that they can control the speed and direction of their movements as they travel around the space. They show an increasing awareness of safety procedures and have an understanding of the effects of exercise on the body. By the end of Key Stage 2 pupils have had opportunities to experience a range of different sports and some compete in local events or matches and in the English Schools Athletics Association Award Scheme.

- 173 Pupils' attitudes and behaviour are generally good. They concentrate and follow instructions accurately. In Key Stage 1 pupils co-operate and at all times have due regard to safety. When a lesson in Key Stage 2 lacked challenge, pupils were noisy and failed to hear instructions clearly. In other lessons pupils are responsive and listen carefully. Most pupils are keen and enthusiastic about their work in PE.
- 174 Overall the teaching in both key stages is satisfactory. Lessons have identified learning objectives. They begin and end in an orderly manner and contain appropriate warm up and cool down activities. Lessons in Key Stage 1 have a lively pace and class control is good. In the best lessons teachers intervene well and make good use of demonstration. They establish routines to which pupils respond by behaving well and trying hard, while enjoying what they do. All pupils have equal access. In Key Stage 1 additional adult support is used effectively to motivate less confident children. Across the school, teachers do not plan for the systematic assessment of pupils' skills development or progress.
- 175 The PE co-ordinator gathers teachers' plans on a half termly basis and checks for balance against the National Curriculum programme of study. The co-ordinator does not have the opportunity to monitor and evaluate lessons. Records are not maintained to enable the co-ordinator to monitor skills progression. There is an appropriate selection of apparatus and equipment to meet National Curriculum requirements. The school has a multi-purpose hall. Outdoor facilities have been reduced and a revised games programme has been produced to accommodate the change. The revision is successful.

Swimming

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

- 176 Swimming provision is very good. The school follows the Primary School Swimming Programme provided by the LEA. This is in line with National Curriculum requirements. Attainment in Key Stage 2 is very good. Pupils exceed the national expectations. All pupils are able to swim by the time they leave the school. The majority can swim 50 metres.
- 177 Progress is very good. The structured swimming programme develops pupils' awareness and skills in water safety as well as stroke techniques. Certificates are used to mark the successful attainment of different elements of the swimming programme. More able pupils have ample opportunity to demonstrate their skills.
- 178 Pupils enjoy swimming. They change speedily and sensibly in preparation for the activity. They listen attentively both to the teacher and instructor, follow instructions well and try to please. They are proud of their achievements. Pupils behave well on the journey to the pool.
- 179 Teaching is very good. Pupils' progress is carefully monitored by both the teacher and instructor. Assessments are carried out. As pupils become competent 50 metre swimmers, exceeding the curriculum expectation of competence at 25 metres, their timetable changes and they remain at school for other lessons. Teachers in school have been flexible and accommodating, adjusting the school's timetable to enable all pupils to achieve the 50 metre swimming target.

Religious Education

- 180 At the end of both key stages pupils' attainment is in line with expectations. The curriculum meets the requirements of the local Agreed Syllabus.
- 181 By the end of Key Stage 1 pupils know some religious stories. They know the meaning of the word 'obey' taught through the story of Jonah and the Whale. They can re-count the story of Noah and use vocal and body

percussion sounds to illustrate the sequence of the story. They understand that the Bible is a special book and has two testaments. They write about Mother Teresa and know that she was a special person. By the end of Key Stage 2 pupils' knowledge of the subject is satisfactory. They know some of the principal features of Islam. Pupils recognise that Mohammed is a special person and the Qur'an is the Islamic holy book and is always stored in a high place. They know that the religious tradition of Great Britain is in the main Christian and that other principal religions are also represented. Pupils' ability to offer interpretations of stories or explain the meaning of religious stories in relation to their lives is less secure.

- 182 Progress across both key stages is good. In Key Stage 1 pupils make gains, primarily in knowledge. They develop skills of reflection through quiet moments and prayer. Progress continues in Key Stage 2 with lessons typically covering an extensive range of information and ideas. Pupils developed their skills of investigation and interpretation during a 'Treasure Hunt' activity based on special places and items of interest found in school. Progress in this lesson was good. Progress was slower when a series of lessons mostly involved worksheet completion.
- 183 Pupils' response to RE is good in both key stages. Pupils enjoy being asked to contribute to discussion and are usually forthcoming when talking about their own feelings. They are generally eager to learn and are willing to answer questions. They behave well and are polite. Pupils throughout the school participate appropriately during periods of time devoted to reflection and prayer. Pupils' attitudes to learning are positive. There are good examples of pupils collaborating to demonstrate their understanding of friendship, sharing and caring for each other.
- 184 The quality of teaching in both key stages is good. Planning is based on the local Agreed Syllabus and lesson plans include identified learning objectives. The plans do not include specific opportunities for assessment of pupils' development. The co-ordinator checks planning, but there is no formal mechanism for feedback to teachers. Teachers make sound use of a range of artefacts to support lessons and engage pupils' attention. Unobtrusive control of lessons and secure relationships support teaching. This has improved since the last inspection.
- 185 The school's sound scheme of work has used key ideas from the Agreed Syllabus. It includes brief reference to suggested themes for collective worship that will support RE. The scheme does not include specific guidance for assessing the development of pupils' skills. The co-ordinator monitors the subject informally. Standards of teaching and learning are not systematically evaluated. The curriculum is enhanced by visiting clergy and visits to places of worship. The subject contributes well to the pupils' spiritual, moral, social and cultural development.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

186 The inspection team consisted of five inspectors, one of whom was a lay inspector.

187 A total of twenty inspector days were spent in school gathering first-hand information.

During this time:

XX. 72 lessons or parts of lessons were seen;

XXI. assemblies and collective worship were attended;

XXII. a sample of pupils of all abilities from all year groups was heard to read;

XXIII. samples of pupils' work from across the curriculum and covering the full ability range in each class were scrutinised;

XXIV. discussion were held with pupils about their work;

XXV. each class teacher was seen teaching on a number of occasions;

XXVI. other members of staff and support staff were seen working;

XXVII. the documentation provided by the school and a range of records were scrutinised;

XXVIII. discussions were held with parents, the chair of governors, other governors with particular responsibilities;

XXIX. 21 parents expressed their views at the pre-inspection parents' meeting;

XXX. 70 parents' questionnaires and related written responses were analysed and considered;

XXXI. 51 hours were spent in classes, in discussions and evaluating pupils' work.

DATA AND INDICATORS

188 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	241	0	36	38
Nursery Unit/School	23	0	0	0

189 Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	10
Number of pupils per qualified teacher	24.1

Education support staff (YR - Y6)

Total number of education support staff	5
Total aggregate hours worked each week	75.0

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	21.0

Education support staff (Nursery school, classes or unit)

Total number of education support staff	1
Total aggregate hours worked each week	30.0

Average class size:	26.8
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190 Financial data

Financial year:	1999/2000
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	£
Total Income	415902
Total Expenditure	426469
Expenditure per pupil	1528.56
Balance brought forward from previous year	40407
Balance carried forward to next year	29840

Number of questionnaires sent out:	241
Number of questionnaires returned:	70

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	28.6	54.3	1.4	4.3	0.0
I would find it easy to approach the school with questions or problems to do with my child(ren)	37.1	44.3	2.9	8.6	0.0
The school handles complaints from parents well	11.4	42.9	28.6	5.7	2.9
The school gives me a clear understanding of what is taught	27.1	48.6	10.0	5.7	0.0
The school keeps me well informed about my child(ren)'s progress	25.7	41.4	11.4	8.6	1.4
The school enables my child(ren) to achieve a good standard of work	27.1	50.0	4.3	0.0	1.4
The school encourages children to get involved in more than just their daily lessons	21.4	52.9	10.0	0.0	0.0
I am satisfied with the work that my child(ren) is/are expected to do at home	22.9	54.3	5.7	5.7	1.4
The school's values and attitudes have a positive effect on my child(ren)	27.1	50.0	8.6	0.0	0.0
The school achieves high standards of good behaviour	25.7	54.3	10.0	0.0	0.0
My child(ren) like(s) school	42.9	44.3	2.9	1.4	0.0

Other issues raised by parents

A very few parents expressed concern about the schools handling of their children’s special needs.

A small number of parents queried the principle of homework, or the nature of homework tasks.