

INSPECTION REPORT

Althorpe and Keadby School
Scunthorpe

LEA area: North Lincolnshire

Unique Reference Number: 117726

Headteacher: Mrs S Creighton

Reporting inspector: Lesley Clark
25431

Dates of inspection: 11 - 14 October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior & Infants
Type of control:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Hickling
Date of previous inspection:	3 rd –7 th July1995

INFORMATION ABOUT THE INSPECTION TEAM

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Lesley Clark, RgI	English	Attainment and progress
	Art	Teaching
	Music	Pupils' spiritual, moral, social and cultural
	Religious education Under fives	Leadership and management
Susan Wood, Lay Inspector		Attendance
		Support guidance and pupils' welfare
		Partnership with parents and the community
Margaret Handsley	Special educational needs	Attitudes, behaviour and personal development
		The efficiency of the school
	Science	
	Design and technology	
	Information technology	
	Physical education	
Mike Watkins	Equal opportunities	The curriculum and assessment
	Maths	Staffing, accommodation and learning resources
	History	
	Geography	

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MAIN FINDINGS

What the school does well

- Standards are above average in mathematics and science.
- Good progress overall, particularly in English; very good progress in mathematics, science and music.
- Excellent educational direction for the school provided by the headteacher, staff and governors.
- Good quality of teaching, a quarter of which is very good or better.
- Very good planning of the curriculum to enable pupils to attain highly.
- Very good assessment procedures.
- Very good financial efficiency with which the school is managed.
- Good support for pupils with special educational needs.

Where the school has weaknesses

- I. Standards in information technology for older pupils are not high enough.
- II. The leadership does not involve other staff sufficiently in managing the school.
- III. Limited opportunities for teachers in charge of subjects to go into classes to see how their subject is being taught.

In this very good school, the strengths far outweigh the weaknesses. The very good leadership and management, the high percentage of good and very good teaching throughout the school and the excellent climate for learning ensure that pupils make good progress in all subjects and achieve high standards in mathematics and science. The weaknesses will form the basis of the governors' action plan which will be sent to all parents or guardians of the school.

How the school has improved since the last inspection

In the three years since the last inspection, the school has made good improvements, building on its strengths to raise attainment to above average in mathematics and science and to a creditable standard in English and other subjects. The curriculum is now very good; it is well organised and consistent throughout the school. Assessment is used very well to help teachers to plan what to teach. The quality of teaching of children under the age of five has improved and the good provision for pupils with special educational needs has been maintained. The school is well placed to continue to improve.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools
English	C	C
Mathematics	C	C
Science	A	A

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

This information shows, for example, that standards in science are well above average in comparison with the national average and compared to similar schools in 1998. The comparison with similar schools is based on the percentage of free school meals taken up by the school. This is not a reliable indicator in this instance. Pupils' attainment compares favourably with schools in similar economic circumstances. The work seen in mathematics, science and music is of a high standard. Pupils attain satisfactory standards in information technology at Key Stage 1 and in religious education at both key stages. Standards in information technology are below average at Key Stage 2 because of the quality of provision and resources. Pupils achieve creditable standards in all other subjects.

Quality of teaching

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

Teaching is good in 73 per cent of lessons; in 25 per cent of those lessons the teaching is very good or better. There is no unsatisfactory teaching and good teaching was seen in every class. Very good teaching was seen of each year group and excellent teaching was seen in each junior class.

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	Consistently good throughout the school.
Attendance	Broadly average; unauthorised absence well below the national average.
Ethos*	Excellent; pupils want to come to school to learn; relationships between pupils and teachers are good; the school is committed to high standards.
Leadership and management	Very good; some excellent features such as the clear educational direction for the school provided by the headteacher, staff and governing body.
Curriculum	Very good; stimulating and well planned. Provision for pupils with special educational needs is good.
Spiritual, moral, social & cultural development	Good; particular strengths in moral and social development.
Staffing, resources and accommodation	Good overall; very good arrangements for the professional development of staff and good quality accommodation.
Value for money	Very 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
IV. Their children like coming to school.	IX. Does not always handle complaints well.
V. Approachable; responsive to problems.	X.
VI. Keeps them well informed about their children’s progress.	XI.
VII. Good standard of children’s work.	XII.

VIII.

Parents are encouraged to be involved.

XIII.

The inspection agrees with parents' positive views and recognises these as strengths of the school. There was no evidence to suggest that complaints were handled other than sensitively and relevant external agencies were involved as necessary.

· **KEY ISSUES FOR ACTION**

In order to raise standards further, the school should take the following measures:

XIV. Raise the standard of attainment in information technology at Key Stage 2 by improving the organisation of resources and the management of the curriculum and by providing more opportunities for pupils to acquire skills through regular practice. (8, 55, 92, 94, 95, 97)

XV. Further improve the management aspect of the role of the deputy headteacher and the curriculum co-ordinators by implementing fully an agreed programme of development as referred to in the previous report. (5, 25, 44, 45, 75, 98, 119)

· **INTRODUCTION**

· **Characteristics of the school**

Althorpe and Keadby Community Primary School is situated on the eastern fringes of the Isle of Axholme on the western edge of the industrial town of Scunthorpe. The well-maintained 1970's building with its spacious field and playgrounds provides a pleasant and stimulating learning environment in the middle of a drab industrial landscape. The school serves an economically depressed rural area with very limited services and poor public transport. The percentage of pupils eligible for free school meals fluctuates according to patterns of short-term employment. Although only 12 per cent of pupils are eligible for free school meals, at present, this is not an accurate reflection of the area. Adult employment is in low paid manual and factory work, much of it part-time. Most pupils attending the school live in rented properties or in low-cost owner-occupied housing in the village itself. The number of pupils from economically advantaged homes is well below average. Approximately three per cent of pupils come from families with higher education qualifications which is also well below the national average. The percentage of pupils with English as an additional language is a bit higher than in most schools. Attainment on entry to the nursery is below the level expected of three-year-olds and it is below the level expected nationally when pupils begin full-time schooling in the reception class. At the time of the inspection, there were 51 children who attended the nursery part-time and eight children in the reception class who were under five years old.

The school is for boys and girls aged from three to eleven years old, taught by nine full-time teachers in eight classes, including the nursery. There are 183 pupils on roll. Twenty-nine per cent of pupils are on the special needs register, five of whom have statements of special educational need. The percentage of pupils on the special educational needs register and with statements of special educational need is above the national average and reflects some of the social deprivation of the school's population. The intake has altered slightly since the previous inspection because of worsening social conditions and employment opportunities.

The school aims to raise standards in all subjects, particularly in literacy and numeracy, through building pupils' confidence and self-esteem. It is concerned to encourage pupils to be proud of their achievements so that they learn that each person can make a valuable contribution to the school and to the wider community. The school's immediate priorities include developing the use of information technology by older pupils and to refine its innovative approach to target setting in relation to pupil performance in order to raise standards further in all subjects.

· **Key indicators**

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1998	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	14	15
	Girls	12	12	12
	Total	26	26	27
Percentage at NC Level 2 or above	School	96	96	100
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	15	15
	Girls	12	12	12
	Total	26	27	27
Percentage at NC Level 2 or above	School	96	100	100
	National	81	85	86

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1998	17	8	25

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	10	15
	Girls	7	7	7
	Total	16	17	22
Percentage at NC Level 4 or above	School	64	68	88
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	12	15
	Girls	6	7	7
	Total	16	19	22
Percentage at NC Level 4 or above	School	64	76	88
	National	65	65	72

• **Attendance**

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

		%
Authorised Absence	School	5.4
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

• **Exclusions**

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

	Number
Fixed period	0
Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	25
Satisfactory or better	100
Less than satisfactory	0

- **PART A: ASPECTS OF THE SCHOOL**
- **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**
- **Attainment and progress**

1In the previous inspection in 1996, pupils were generally achieving standards in line with national expectations at both key stages and achieving good standards in many subjects in relation to their capabilities. The findings of this inspection are broadly similar in that pupils continue to make good progress in most subjects. Since the last inspection, though, standards in mathematics, science and music have improved. Pupils make very good progress in these subjects and attain above average standards at both key stages. Progress in information technology, however, is unsatisfactory at Key Stage 2.

2Most children begin nursery with limited social, linguistic and mathematical skills. Children under the age of five make good progress overall. Their attainment improves considerably though it is still below the nationally agreed desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development at the age of five. Although children talk more confidently, most children have a limited vocabulary and they tend to offer one-word answers to questions. They enjoy listening to stories and some begin to recognise initial letters and sounds. A very few children can write their names unaided using capital letters appropriately; most, however, cannot write independently. By the age of five, children have mastered some number rhymes and this is good progress for most children do not know such rhymes when they start nursery. They discover interesting facts about their world and observe with interest the aeroplane trails in the sky. Reception children learn about the different properties of wet and dry sand through carrying out simple investigations though many are unsure whether there will be a difference between the two. They develop a sense of time as they learn the sequence of the days. Children become more confident physically and learn to use crayons, scissors and paintbrushes successfully to create pictures.

3By the end of Key Stage 1, pupils' attainment is close to the national average in English and above the national average in mathematics and science. The 1998 test results indicate above average attainment in writing and well above average attainment in reading and in mathematics both nationally and in comparison with similar schools. Performance over time, however, taking the results of the three years 1996 – 1998 together, indicates pupils' attainment to be close to the national average in English and above the national average in mathematics. These results reflect the findings of the inspection, which are also confirmed by the most recent test results.

4By the end of Key Stage 2, pupils' attainment is close to the national average in English and above the national average in mathematics and science. Pupils' attainment in the 1998 national tests and their performance over time in the national tests of 1996-1998 confirm that pupils' attainment in English is close to the national average. Pupils' performance in English and mathematics is broadly average in comparison with similar schools. Inspection evidence in mathematics indicates improvement in pupils' performance both in the most recent tests and over time. The percentage of pupils attaining the nationally expected standard has increased steadily with an appropriate proportion of pupils achieving above that level. The 1998 standardised tests for science indicate pupils' performance to be well above average both nationally and compared to similar schools though their performance over time is below the national average. Inspection evidence is that it is now above average in both these subjects. Although during the inspection there was no noticeable difference between the attainment of boys and that of girls, results in the national standardised tests indicate that girls at Key Stage 2 perform better than boys in English and science. The school is aware of this and is taking steps to rectify the balance.

5There are several reasons for the improved performance in mathematics and science and for the

steady performance in English. Work in mathematics is a particular strength of the school. The subject is very well led by a knowledgeable and effective co-ordinator, and work follows a clear structure taken from the National Numeracy Strategy. Specific vocabulary is carefully taught so that pupils are able to describe and explain their work in an appropriate way. The consistently good quality of the teaching is the major factor in the success of the school in raising pupils' attainment in mathematics. In science, careful analysis of the national standardised tests led to teachers adapting the questions they asked and to putting greater emphasis on using appropriate scientific language. Pupils are now taught how to read and interpret data in conjunction with mathematics. These factors, together with a revised scheme of work and good teaching, contribute to raising standards of attainment. Children come into school with limited language skills. Much of the work in English is directed at extending pupils' vocabulary through teachers' questions and pupils' response and lessons are well taught. Pupils have fewer opportunities, however, to give extended answers or to present material orally themselves. Teachers follow the National Literacy Strategy loosely and throughout the school there is inconsistent use of shared and guided reading to develop the skills of less fluent readers. Pupils are not always given sufficient real purposes for writing at an early enough age and so tend not to write at length when older. Whilst the co-ordinator has seen a literacy lesson in each class there has been insufficient time allowed to monitor developments.

6There are many strengths in pupils' attainment in English, mathematics and science. In response to their teachers' questions, pupils' speaking and listening skills are often above average as they suggest newspaper headlines should be 'short and snappy', offering 'And cows can fly' as a witty example. They read a wide range of books. Their poetry shows a growing sensitivity to language as in the line 'the moon glows like a night-time ghost'. In mathematics, there is good use of numeracy skills in other subjects, most particularly in science, where pupils use appropriate units and skills of accurate measurement, recording data in graphs, charts and tables and interpreting this information. In science, pupils have detailed knowledge covering the whole curriculum. They use appropriate terminology when drawing conclusions from their investigations, for example, when discovering the properties of thermal insulators.

7Pupils, including those with special educational needs and those for whom English is an additional language, make good progress in mathematics and science at both key stages. Progress in English is good at Key Stage 1 and steady progress is maintained in Key Stage 2. Since starting school, pupils make very good progress over time in science and mathematics. The standard of pupils' work improves considerably during their time at the school. They learn to use and apply their scientific, linguistic and mathematical skills in other subjects. They use the library well and some pupils use the CD-ROM as an additional source of information. Information technology is used inconsistently at present at both key stages, though the instances when it is used to complement work in other subjects greatly enhances pupils' understanding as in their scientific investigation of sound waves.

8In information technology, pupils attain the level expected of seven-year-olds by the end of Key Stage 1 in word-processing, data handling, control and modelling. Their attainment is below the national expectation by the end of Key Stage 2. They make satisfactory progress at Key Stage 1 and unsatisfactory progress at Key Stage 2 because many pupils have too few turns on the computer to develop their skills to a high enough level. Pupils' attainment in religious education is broadly in line with the average expected nationally by the end of both key stages. Pupils make good progress as they learn much to surprise and interest them about Christianity and other world religions. They begin to debate moral issues and to gain in understanding of the importance of religion on other people's ordinary lives.

9Pupils make good progress in all other subjects as they move through the school. They make very good progress in music and as they grow older they sing more tunefully with an expressive liveliness and modulation of tone which indicates genuine musical appreciation. Particular strengths in the school lie in mathematics, science and music and in the good use of literacy and very good use of numeracy in subjects such as science and design and technology. This reflects the careful attention the school has paid to raising standards since the last inspection. The school is well placed to continue to improve its standards of achievement.

9 **Attitudes, behaviour and personal development**

10The good standards of pupils' attitudes, behaviour and personal development have been maintained since the last inspection. Pupils are interested in their work and try hard in lessons. They concentrate well and take pride in their work. They are keen to answer questions and make their own contribution in lessons. For example, pupils in Year 4 science were keen to predict what will happen when materials are burned. Pupils in Year 2 were curious and excited about testing the waterproof property of a tent. They demonstrate good attitudes in assemblies where they pay attention, join in singing with vigour and are eager to answer questions. Pupils receiving awards during the assembly to celebrate their achievements are particularly proud.

11Pupils' behaviour is good both in lessons and around the school. They are aware of the expected standards of behaviour, know their class rules, and respond well to the rewards and sanctions of the school behaviour policy. Pupils build up good relationships and co-operate well together in lessons, such as when programming a floor robot in an information technology lesson. They are well behaved at playtimes and lunchtimes and appreciate the opportunity to choose to stay indoors. Pupils respond well to the systems in the dining room and playground where they are well supervised. Any incident of unsatisfactory behaviour is dealt with quickly and effectively. There are no exclusions.

12Relationships within the school are good. Pupils have good relationships with the teachers and other adults in the school. Pupils work well together in class and play harmoniously in the playground. They show respect for other people and for property. The classrooms are tidy and well cared for.

13Personal development is good. Most pupils take on responsibility in their own classrooms, tidying away sensibly and willing to do jobs. They are eager to look after pupils who need help, if, for example, they start to feel unwell. The majority of pupils are able to work well independently during the literacy and numeracy lessons. They sometimes carry out research for homework, in history, for example. The older pupils take on responsibilities in the school such as running the tuck shop, preparing the hall for assembly or helping with registers. Pupils are aware of the needs of others beyond the school; for example, they choose a charity to support each year. Money raised at Harvest time this year was presented to the Imperial Cancer Research Fund in a special assembly.

13 **Attendance**

14The rate of attendance is broadly in line with the national average. Rates of unauthorised absence are well below national figures. The completion of registers meets national requirements and teachers throughout the school are consistent in the way they denote absences. Pupils arrive at school on time and the registration time provides an orderly start to the day.

14 **QUALITY OF EDUCATION PROVIDED**

14 **Teaching**

15The quality of teaching is good overall and plays an important part in enabling pupils to attain above average standards in mathematics and science and average standards in English at both key stages. In 73 per cent of lessons observed, the quality of teaching was at least good; it was very good in 17 per cent and excellent in eight per cent. The quality of teaching was satisfactory in 27 per cent and no unsatisfactory teaching was observed during the inspection. Good teaching was seen in all classes and the best teaching was seen in the under- fives' and junior classes.

16The quality of teaching of children under the age of five is good and some very good lessons were

observed. Pupils are given many opportunities to learn through play or activities well suited to their stage of development. Teachers have very good subject knowledge and high expectations of what children can achieve. Teachers' planning is very good, particularly in the nursery where precise timing combines with creative activities so that children are purposefully occupied. The use of resources is very carefully considered to stimulate children's imaginations; for example, using painted cardboard boxes as vehicles or a space rocket. This in turn encourages children's resourcefulness. In both classes, management is good and children understand what is expected of them; this helps to create a happy atmosphere where children feel secure and valued. Teachers understand very well how to encourage children's progress in literacy and numeracy and to develop their knowledge and understanding of the world through educational visits to nearby places. Staff spend much time talking to children to develop their speaking and listening skills and to encourage personal and social development. This is an improvement on the findings of the previous inspection and reflects the school's commitment to continue to develop teaching of high quality as recommended in the last report.

17The quality of teaching is good at both key stages. It is never less than satisfactory and very good teaching was seen in all year groups. Some excellent lessons were seen in each junior class. Higher attaining pupils, pupils with special educational needs and pupils for whom English is not their home language receive good teaching and their work is well suited to their individual needs. They receive good additional support to enable them to achieve the targets set in their individual education plans. These findings are very similar to those of the previous inspection in which high expectations and meticulous lesson planning was commended. This report also endorses the last one's comment on the well planned volunteer contributions by adults who work in the classrooms.

18Where the quality of teaching is satisfactory, lessons are well planned. Teachers have good subject knowledge and their questions elicit satisfactory responses from pupils. Teachers choose interesting books and resources to interest pupils and different activities are provided for different attainment groups within the class. Sometimes pupils are required to sit and listen for too long before being purposefully occupied and have limited opportunities for contributing to opening or closing discussions by, for example, sharing their work with others.

19Where the quality of teaching is good, lessons are lively and interesting. Lesson objectives are made clear to the pupils and good behaviour management and classroom organisation contribute to the smooth running of the lesson and lead to pupils making progress. Good emphasis on specialist language in mathematics and science, for example, extends pupils' vocabulary. Teachers' high expectations that they will understand and use specialist language is reflected in pupils' higher attainment.

20Where the quality of teaching is very good, teachers foster pupils' independence as they strive to make pupils think for themselves in discussions. Teachers' own enthusiasm inspires pupils to work to the best of their ability. The work is challenging and teachers have very good strategies to help pupils to learn quickly so there is no loss of pace or enjoyment. High expectations of systematic and purposeful practice ensure that pupils achieve higher standards. Where the quality of teaching is excellent, teachers have very good strategies to enable pupils to understand and then apply constructively and creatively what they have just learnt so that lessons gather their own momentum as pupils and teachers become totally absorbed in the work.

21The overall good quality of teaching raises significantly the standard of pupils' attainment from below average on entry to school to broadly average in most subjects at both key stages and to above average in mathematics, science and music. It is the main reason why pupils make good progress. Homework is used satisfactorily to consolidate work in school.

22The curriculum for children in the nursery, and for children in the reception class who are under five, has very good breadth and balance. Planning takes account of the School Curriculum and Assessment Authority's "Desirable Outcomes in Children's Learning" so that children experience a good range of learning opportunities. Pupils are provided with appropriate opportunities to make choices of activities, and this is well balanced with activities directed by the teacher. Children are well prepared and supported for starting work on the statutory Key Stage 1 curriculum.

23Following the last inspection, the proposed development of subject schemes of work has taken place, which helps to ensure that a full, broad and balanced curriculum is taught throughout the school. The school has maintained this broad curriculum, which fully meets statutory requirements, whilst successfully introducing major national initiatives. The National Literacy Strategy Framework has been successfully introduced and is being used satisfactorily overall to structure teaching and learning. An appropriate emphasis is given to the teaching and development of literacy skills and understanding. Mathematics is given an appropriate amount of time, and the National Numeracy Strategy Framework is being used very effectively to support teaching and learning in this subject.

24Good use is made of literacy and very good use of numeracy skills in subjects across the curriculum, such as science, history, geography and design and technology. Personal, social and health education, including work on substance abuse, are given attention, and there is appropriate provision made for sex education. All pupils have full access to the curriculum, receiving well prepared additional support where this is appropriate. The overall curriculum provides pupils with a secure foundation for their future education.

25In response to the previous inspection, teachers have worked very well together to produce good quality schemes of work for all subjects. Co-ordinators have proved effective in leading this activity. A planned cycle of review and development of subject areas is now written into the School Management Plan. There is firm guidance as to what pupils must progressively study, which provides teachers with very good support with planning. Teachers set out clearly what they want pupils to learn, and what activities will be carried out to enable this learning to take place. The planning is of very good quality overall. It is a key factor in the achievement of the good quality teaching and learning, and contributes well to progress and standards achieved. Teachers plan group work to help meet the different needs of pupils more effectively. Their expectations of what pupils can do are usually appropriate and often high and enable higher attaining pupils to fulfil their potential. A start has been made to the monitoring of teaching, learning and standards of achievement, with some co-ordinators having the opportunity to undertake observation of lessons. However, the school is aware of the need to further improve curriculum monitoring, and to fully implement plans for strengthening the management role of co-ordinators, as noted in 'Key Issues for action' of the 1995 inspection report and the school's response to this issue.

26Provision for pupils with special educational needs and for pupils for whom English is an additional language is good. Individual education plans are written, with the majority setting out specific and achievable targets against which progress can be measured. Additional support is organised and used well to support pupils and help them to achieve their targets. The arrangements made for the identification of pupils with special educational needs, for making appropriate provision for them and for reviewing their progress and achievement, are effective and comply with the recommendations of the Code of Practice.

27Extra-curricular provision is currently limited, though new clubs are being organised to offer a satisfactory range of activities including sport, music, dance and art. There is no competitive sport played against other schools. A very good range of visits and visitors is used to support teaching and learning in many subjects and in all classes, enhancing pupils' knowledge, skills, understanding and enjoyment of the curriculum. Homework is used satisfactorily to support the work done in school.

28Assessment procedures are very good. Pupils are assessed when they enter the school to help establish starting points for learning. Teachers continue to monitor pupils' progress regularly as they

move through the school, keeping careful records of their attainment and progress. End-of-lesson evaluations help teachers to adjust their planning to meet the changing needs of pupils.

29 Very good analysis of assessment information enables teachers to plan what to teach next, and informs the school about its effectiveness in planning and teaching the curriculum. Standard assessment tests are carried out appropriately each year at the end of Key Stage 1 and Key Stage 2, and optional standard assessments are used along with other materials in the other classes. Collected data is very carefully analysed to help the school in setting targets for individual pupils and for year groups. The school is very successful in using the information to target individual pupils, so that as many as possible are helped to achieve the expected national attainment targets, and so that those who are capable of doing so, are helped to achieve levels higher than the average. The assessment information is reflected in the annual reports to parents, which give good quality information on their children's attainment and progress throughout the year, and some targets for the future. The very good quality of assessment procedures, and the very good use which the school and individual teachers make of assessment, are significant factors in the achievement of good teaching and in improving pupils' progress and achievement. The quality of assessment is better than in the previous inspection and there is good capacity for the high quality to be maintained.

29

29 **Pupils' spiritual, moral, social and cultural development**

30 Provision is good overall for pupils' spiritual, moral, social and cultural development. Particular strengths lie in the provision for pupils' moral and social development. The school is a caring and supportive community where pupils are encouraged to see themselves in a positive way and to value others. This inspection confirms the findings of the previous inspection in which staff were found to 'provide positive role models for pupils' and where 'the joy which both staff and pupils display in their work' is selected as a significant feature of school life.

31 The school's provision for pupils' spiritual development is satisfactory. Much of the provision for pupils' spiritual development is contained within a moral and social context. Opportunities for discussion and reflection are well planned across the curriculum and in assemblies, often in conjunction with music. In their daily lessons, pupils' relative inexperience means they experience awe and wonder often unexpectedly as in a science lesson where pupils discovered the wonders of waterproofing. Assemblies and collective worship provide a focus for spiritual and moral reflection. In religious education lessons, pupils consider how some people, supported by their faith, have changed the world for ordinary people. Through poetry, they become aware of unanswerable questions which lead them to ponder on their own lives.

32 The provision for pupils' moral education is good. The school has a clear moral code which provides guidance for pupils about the behaviour and attitudes expected of them. Good use is made of school assemblies to promote this moral code and to reinforce the school's ethos through the awarding of merit points. Pupils are taught to consider other people's feelings and to reflect on whether their actions are kind and can be justified. The school makes good provision for pupils to discuss difficult moral and social problems by providing a means for pupils to communicate their anxieties in confidence. Many moral issues are explored through the curriculum as pupils consider as part of their religious education or in their English studies matters of right and wrong and issues of justice and fairness.

33 The school makes good provision for pupils' social development. Through paired and group work in lessons, pupils are provided with opportunities for social development as they co-operate with each other. They have opportunities to listen to others and to share ideas. They are encouraged to be thoughtful and to show respect for adults. They are courteous to visitors, often anticipating needs before being asked. As they grow older, pupils have increased responsibility within the school. The very youngest pupils collect and take registers at the school office. Older pupils play the music in assemblies and run the school tuckshop at playtime. Pupils give up their playtime to sell home-made

bookmarks to raise money for their chosen charity. The school fosters mature social behaviour by allowing pupils the choice whether to play outside or inside; many choose to stay inside to play games or to converse with their friends.

34The provision for cultural development is satisfactory. Educational visits to many places support different areas of the curriculum such as history, geography or art and encompass the different cultural backgrounds of pupils within the school. Pupils' cultural education is broadened by visits to local areas of interest as well as further afield. The school is well aware of the need to extend pupils' experience because of the limited facilities available to them outside school. At the end of each week, pupils' own culture is acknowledged in their free choice of music for assembly. Pupils are aware of the diversity of other cultures which they explore mainly in geography and religious education lessons.

34 **Support, guidance and pupils' welfare**

35The school's provision for the support and guidance of its pupils is very good. The school makes very good provision for their welfare and provides a caring and supportive environment in which pupils can learn. There is very good support for pupils with special educational needs and for pupils for whom English is an additional language. Through very good assessment procedures and target setting, teachers monitor the academic progress of pupils. Pupils' personal development is monitored informally and staff are very aware of any changes in pupils' attitude or performance. Parents are very well informed of their children's academic progress and personal development through consultation evenings and an informative annual written report. Reward systems are in place throughout the school and are consistently applied for good work and behaviour. Pupils appreciate the range of awards and are eager to know who will receive the class cup that is presented weekly for achievement. The weekly awards' assembly helps to promote good work, personal development and good behaviour. Clear procedures are followed when pupils behave inappropriately. Incidents of bullying are rare; when they do occur, they are dealt with quickly and firmly.

36Very clear procedures are in place to monitor attendance and punctuality. Regular checks with immediate follow-up procedures ensure the school knows about the reasons for absence. The school is well supported by the educational welfare officer who assists the school in these matters.

37The school teaches personal, social and health education through the science curriculum which includes appropriate guidance on sex and drugs education. Very good links with the secondary school, including several visits from the Year 7 teacher, help to prepare pupils for the next stage in their education. Children under the age of five are well supported when they begin in the nursery and home visits help to smooth the transfer from home to school. They are sensitively introduced to the school routines. Pupils feel confident that they can approach all members of staff if they have any personal concerns or worries during their time at the school.

38Pupils are well cared for during the school day. During lunch and break-times there is additional provision for those pupils who would prefer to remain indoors. This supports those who are unable to play outside and encourages pupils to be sociable and responsible.

39The school has very good contacts with a wide range of external agencies to help support pupils and their individual needs. Child protection procedures are in place with the headteacher as the designated adult responsible for this area. The school has very good measures to promote the health and safety of its pupils through the personal and social health education programme. It has good procedures in place for the reporting and recording of accidents which help to ensure the well-being of all who work in school. The school is well aware of where the perimeter fence is currently damaged and vigilantly keeps pupils away from the area.

39 **Partnership with parents and the community**

40The school's links with parents and the community are good. The quality of information which parents receive about their children is very good: it is clear, friendly and informative. Parents are kept well informed through regular newsletters and information boards in every classroom which give details of the work pupils are undertaking. Parents are invited to workshops on specific curricular areas and other school presentations. Parents of infant pupils are invited in weekly to read with their children in the classroom. Some parents help in class with special projects such as design and technology in the Year 6 class. The recently formed school fund-raising committee puts on a range of social events to assist the school to purchase additional resources. These are well supported and the school appreciates the work that parents put into these events.

41The school holds formal parent consultation evenings throughout the year and parents are given the opportunity to discuss their children's end of year progress report if they wish. The report is a very well thought out booklet that fully informs parents of what their child can do and gives them targets for the future. This enables parents to support their children in areas where they are experiencing difficulty. Spelling, reading and research tasks are often completed at home and so parents have a very clear idea of what goes on in school. The school's prospectus and annual report to parents meets statutory requirements.

42A wide range of educational visits, both locally and farther away, enables pupils to broaden their education and benefit from wider experiences. Younger pupils visit the local church, for example, and older pupils visit a sculpture park in connection with art or a Viking Settlement to support their work in history. There are often visitors in school to talk to the pupils, such as storytellers or the local fire service and police. The school is aware that it has few links currently with local business or industry because of the limited opportunities in the immediate area.

42 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

42 **Leadership and management**

43The leadership and management are very good and provide excellent educational direction for the school led by the headteacher and the governing body, supported by the deputy headteacher and staff. The headteacher has a practical grasp of the complexities of managing a school as well as having considerable impact on raising standards of attainment by initiating comprehensive assessment procedures and through innovative timetabling to ensure that all pupils have full and equal access to a wide-ranging curriculum. The analysis of the standardised tests at the end of Key Stage 2 and the assessment of expected developments in relation to the school's and the local education authority's setting is impressive in its comprehensiveness and commitment to raising standards as high as possible. The governing body is well informed and well organised and ably fulfils its role as a critical friend. Governors have particular curricular responsibilities and so support the school's policies on literacy, numeracy and information technology. The headteacher has a strategic view of how the school should develop which is clearly expressed in the school development plan and endorsed by the governing body.

44The leadership of the school is characterised by the energy and very good organisational qualities of the headteacher who oversees the management on a day-to-day basis, dealing with staff, governors, parents and pupils in an open and friendly way. Teachers share the curriculum responsibilities and manage their subjects most ably and efficiently. The deputy headteacher and the headteacher share the responsibility for special educational needs. The deputy headteacher deals very efficiently with the administration of special educational needs within school and the headteacher liaises with parents and with outside agencies. Whilst this is effective in terms of management time, it limits the deputy headteacher's potential for developing management skills and in practice reduces her overall responsibility for managing special educational needs within school. Parents are consulted early in

the process of identifying pupils with special educational needs and, through formal and informal discussions, parents receive information about pupils' progress. The policy meets statutory requirements and is implemented fully. The governing body takes its responsibility for special educational needs seriously and ensures an appropriate governor oversees the provision made by the school.

45The school development plan is very well organised. It is clear and succinct and contains evaluative comments and criteria for judging success. It is realistically linked to finance and resources and contains clearly identified, achievable targets in line with recent government initiatives. The procedures for monitoring, supporting and evaluating teaching and curriculum development are satisfactory. Although the literacy and numeracy co-ordinators monitor teaching and learning in their subjects, their observations of classroom practice are supportive rather than evaluative. The staff and senior management collectively look at the curriculum and, whilst this is a very good form of moderation, subject co-ordinators have little time in which to monitor and evaluate the teaching of their subject. This limits the further raising of standards. The headteacher makes informal visits to each class every day. Whilst this is useful, it lacks the structure and rigour of an effective monitoring system. The school development plan provides well for the professional training of staff. However, the programme for developing the deputy headteacher's management and leadership skills has not been reconsidered, agreed and then fully implemented so that the deputy headteacher is able to acquire the relevant skills to strengthen the management team.

46The implementation of the school's aims, values and policies is very good. The school aims to set realistic yet challenging targets for each pupil and to enable pupils to achieve high standards in all areas of the curriculum. In this it succeeds because of the lively and enthusiastic leadership, which is well-informed and always looking ahead to further developments and improvements, and the excellent teamwork of the staff as a whole. There are equal opportunities for all pupils, including those pupils with special educational needs and those for whom English is not their home language. Higher attaining pupils are enabled to fulfil their potential. The school's ethos for learning is excellent. It provides the opportunity for all pupils to succeed and to face failure with security and personal integrity. Pupils want to come to school to learn and in a religious education lesson, very young pupils selected the school as their chosen special place because they 'like to work'. Inspection evidence mirrors the previous inspection report which commended the very good leadership and management, the excellent teamwork of the staff and the strengths of the governing body, whilst recognising a similar limitation. The key issue then, 'to implement the intention to strengthen further within a carefully managed programme of development the management roles of the deputy headteacher and the curriculum co-ordinators', is largely true still, particularly in respect of the deputy's role.

47The school has good capacity for further improvement.

47

Staffing, accommodation and learning resources

48The school has sufficient appropriately qualified teachers who are well deployed to enable the effective teaching of a broad curriculum. Teachers take on roles as curriculum co-ordinators and provide good leadership and support to colleagues, through the development of policies and schemes of work; this has a positive impact on the quality of teaching and learning across the curriculum for each subject.

49The additional support which pupils receive from non-teaching assistants is very well organised and benefits pupils' education. The school policy of involving classroom assistants with teachers in training sessions, and in planning the curriculum, ensures that they are well prepared and able to provide good quality support to individuals and groups. There is a good level of good quality teacher and adult support for children in the nursery. The work of support staff contributes positively and effectively to pupils' progress and achievement.

50 Teachers regularly attend courses to improve their knowledge and expertise. This in-service training is linked to the school management plan and whole school priorities, though teachers are also able to undertake personal professional development. Professional review (appraisal) for teachers is carried out through a school system of Professional Development Interviews, when targets for development are set for each individual teacher. The induction procedure is effective and supports new teachers very well. Overall, there is a well-focused and cohesive approach to the professional development of staff, which benefits the quality of teaching and the standards which pupils achieve.

51 The school building provides good quality accommodation with good space and facilities to enable all subjects of the curriculum to be taught effectively. The nursery building provides sufficient space for children under five to be involved in practical and active learning, and the area for outdoor activities and learning is securely fenced. Hard areas provide sound surfaces for physical education and play. There is an extensive field area for use in better weather. Indoors, attractive displays improve the learning environment. The grounds and buildings are clean and well maintained, and in good decorative order both inside and outside. This has a positive impact on the quality of teaching and learning.

52 Resources in all subjects are adequate to support the teaching of the National Curriculum and religious education, with the exception of information technology where there are shortages of software to support work in control. Book resources are good, with a good range of fiction and non-fiction materials. Resources are of good quality, well stored and labelled to help easy access by teachers and pupils. Very good use is made of educational visits to places of interest to support lessons, and visitors also contribute their skills and knowledge to add to pupils' learning. All of these have a positive impact on the quality of education being provided.

52 **The efficiency of the school**

53 The quality of financial planning is very good and spending reflects the priorities in the school's development planning. This shows good improvement since the last report. The school's income fluctuates widely from year to year, as the number of pupils starting school varies each year. The school's financial planning builds in provision for keeping a stable staff in spite of the fluctuating numbers of pupils entering school. This successfully provides the stability required for pupils' educational wellbeing. The headteacher, chair of governors and members of the finance committee work closely together on long-term financial planning and keep a good balance between current needs, stability of staffing and long term financial viability. The good level of communication between the headteacher and governing body promotes a good level of financial monitoring and review.

54 The use of teaching and support staff is good. Teachers are effectively deployed to each year group; with one mixed aged class of reception and the younger Year 1 pupils. All teachers take responsibility as subject managers and have a good level of appropriate subject expertise. Support staff are well deployed to support targeted groups of pupils, making the most of their skills. The special educational needs funding received by the school is well focussed in providing skilled support to meet pupils' needs. Parent helpers make a good contribution to pupils' learning and the life of the school.

55 The use of learning resources and accommodation is generally good. Resources are readily available, shared effectively and used well in lessons. However, the information and communication technology resources are unused for significant periods of time. The accommodation is used well. The classroom space is used flexibly for different kinds of lessons. The well thought out design of the classrooms makes for efficient and consistent use throughout the school. The use of carpeting in the classrooms and shared areas allows the floor space to be used extensively for small group work. The shared areas are used well for individual and group work or to provide extra space for practical lessons such as design and technology. The playing field and hard core area are used effectively for

physical education lessons and the school benefits from letting these out for football training.

56 School administration and financial control are very good. The headteacher, governors of the finance committee and the school secretary work together very effectively. Day-to-day financial management is efficient and assured. The audit carried out three years ago made a very minor recommendation, which was effectively carried out. School administration and internal communication are smooth and efficient.

57 Pupils make good progress during their time in school and very good progress in the two core subjects of mathematics and science. Standards of attainment have risen over the past three years. The school provides a very good quality of education with its strong commitment to equality of opportunity. The spending per pupil is just above average and reflects the excellent ethos within the school for pupils to attain highly. In terms of the educational standards achieved by the pupils, the very good quality of education provided and the effectiveness with which the resources of staffing, accommodation and learning are used, the school gives very good value for money.

57 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

58 Children are admitted to the nursery at the beginning of the term following their third birthday. They transfer to the reception class at the beginning of the term in which they are five. Children's attainment on entry to the nursery is below that expected of children of this age in all areas of learning and it is below the level expected nationally by the age of five. There are very good induction procedures in place to support children entering the nursery and the reception class, with an effective liaison between home and school which meets the social and emotional needs of the children. Children under the age of five make good progress overall. Most children begin nursery with limited social, linguistic and mathematical skills. Their attainment improves considerably though it is still below the nationally agreed desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development at the age of five.

59 In personal and social development, at the age of five, children attain standards below those expected of their age, though they have made good progress since entering school. In the nursery children learn to follow instructions and to respond to questions. Their concentration is very variable. Some very young children become easily distracted whereas a few older children concentrate well and correct younger children when they forget to march or do the actions to 'Heads, shoulders, knees and toes'. Children's co-operative and social skills are quite limited; for example, very young children play with cars alongside each other companionably but without interaction. As children grow in confidence, they begin to share and work harmoniously together and, though occasional disputes break out, the children do not always resolve them through physical force. Children feel secure with the nursery routines and on entering the reception class are confident when joining in activities with the older children. They begin to co-operate well to play a number game, taking turns to shake the dice. Some find it quite hard when an older child comes to help with a jigsaw and find it easier to explain the problem to an adult. The quality of teaching is good. There are clear expectations of good behaviour and this helps to create a secure and happy atmosphere where children feel valued. The beginnings of good working habits are established in the nursery and children are encouraged to join in all activities. Teachers and support staff work well as a team, timing activities carefully so that children are kept busy on many different tasks during the day. This good teaching continues in the reception class and children have many opportunities to play co-operatively and competitively as well as independently. Teachers spend time discreetly with individuals and through questions encourage the children to begin to think for themselves.

60 In language and literacy, five-year-old children attain standards that are below those expected of this age group. Children's progress is good. Most children have a limited vocabulary, their speech is unclear and they offer one-word answers to questions. Many children in the nursery do not chat together as they play and they find it hard to moderate their voices. Children find it quite difficult to have a conversation with an adult, or with other children, though a few are articulate; for example, one child explained, as he sat in a cardboard box with a colander on his head, that he was going to the moon to find Baby Bear. Children in both the nursery and the reception classes enjoy listening to stories. In the reception class, they begin to read out loud together with their teacher and show some recognition of initial letters and the sounds they make. They know that print carries meaning and interpret the pictures, observing that the wolf 'might eat her up'. A very few children can write their names unaided using capital letters appropriately; most, however, cannot write independently. The quality of teaching is good overall with some very good lessons observed. The introduction of the literacy hour in the reception class is having a beneficial impact on learning, and its organisation is used discreetly to very good effect. Teachers read out loud dramatically emphasising the rhyme, for example, so that the children appreciate the humorous version of a well-known tale.

61 In mathematics, children make good progress though the standards they attain are below those expected of five-year-olds. They make good progress in the nursery as they begin to sequence pictures

of a child getting dressed and arranging plastic bears in order of size. A small number of children can recognise numbers up to three and most can distinguish between one and two objects. Children under the age of five in the reception class learn with older children how to count backwards from ten and make a good attempt at counting to thirty, offering 'twenty ten' as the next number after twenty-nine.

Higher attaining children begin to understand how to combine numbers to make larger numbers, but others find this difficult. By the age of five, children have mastered some number rhymes and this is good progress, for most children do not know such rhymes when they start nursery. Teachers reinforce children's learning by sending children home with a rhyme to sing with their parents as well as a library book to read. The quality of teaching is good and teachers devise tasks which children can complete successfully whilst providing sufficient challenge for higher attaining children. The work is very well planned and practical equipment is used well to help children to understand. In the reception class, a counting 'witch' puppet holds pupils' attention. Careful questioning and skilful use of repetition combine with demonstration to extend children's understanding and use of mathematical vocabulary.

62Children's standards of attainment in knowledge and understanding of the world are below those expected of five-year-olds. They make good progress and learn much to interest them. Nursery children, for example, discover that different ingredients combine to make biscuits though they have some difficulty in explaining the mixing process and the changes that occur. They know that cars are taken to the garage to be mended and spend some time underneath the open cardboard vehicles, fixing them using different tools. Reception children learn about the different properties of wet and dry sand through carrying out simple investigations, though many are unsure whether there will be a difference when asked what they think will happen. Because of their limited language skills, some children do not understand the word 'pour' and quite rightly claim that wet sand will 'fall' from a watering can, if 'you shake it'. Children develop a sense of time as they work out the date and the sequence of days of the week. The quality of teaching is good in both classes and prepares children well for later scientific and historical studies. Teachers in the nursery plan a wide range of activities to help children to understand their world. In the reception class, children are taught to have the confidence to report what they actually observe and not what they think they should say.

63In physical development, children make good progress, though overall their attainment is below that expected of five-year-olds. They enjoy physical exertion and nursery children chase happily up and down the grassy mound unaware of anything that might be in their way. They move confidently across the climbing equipment, developing a sense of balance as they move along a bar. Younger children find it hard to skip and to jump whilst older pupils develop sufficient co-ordination to shake their heads and wiggle their hips. The quality of teaching is good. Both classes have well planned activities; these are more formal in the reception class where children under the age of five work with older pupils. Teachers are aware of the need for constant language development, recognising, for example, that children learn to roll and catch a ball largely through copying others as they respond to key words such as 'ball' and react by 'getting it' rather than understanding what is required of them.

64In creative development, five-year-old children attain below average standards. They make good progress as, with adult support, they learn to explore colour, shape and materials through drawing and model making. In the nursery, they use a range of materials and simple tools competently and safely overall, though their cutting is slow and their gluing allows drips to fall to the floor. In the reception class, children create some effective designs by printing random colourful shapes. They begin to illustrate a favourite part of a story and can distinguish between different people and animals although their drawings do not make differences distinct. Children learn songs and rhymes, which they sing with evident confidence and enjoyment. The quality of teaching is good overall and children's work is both celebrated and valued. Activities are well planned and organised with the minimum of fuss and time and resources are used very well to foster children's creativity and their language development, as in the selection of unusual fruits and vegetables for printing purposes. Children are encouraged to develop aesthetic appreciation through educational visits.

65Children under the age of five receive a broad and balanced curriculum, based on the nationally recommended areas of learning. The planning is good and provides for different activities for

children of different ages. In the nursery, the nursery nurse is fully involved in both planning and supporting activities so that time is used most efficiently to help children to learn. Teachers keep detailed assessments of what children know and can do and use these well to determine what should be taught. The outdoor physical provision for children under the age of five is good for the nursery. It is adequate for children who are under five in the reception class for, although they have no separate play area, the hall and shared areas are used well. Although at first sight the resources seem to be rather drab and uninteresting, they are used in versatile ways to promote creative and imaginative play. The quality of education for children under the age of five is good; this is an improvement on the findings of the previous inspection.

65 ENGLISH, MATHEMATICS AND SCIENCE

65 English

66Overall standards in English are close to the national average. In the national tests for eleven-year-olds in 1998, pupils' attainment was broadly in line with the national average both compared to all schools and to similar schools. Taking the past three years' results together, pupils' performance was below the national average. Inspection evidence agrees with the 1998 test results that standards are broadly in line with the national average at the end of Key Stage 2. This is supported by the current unconfirmed 1999 results, which are very similar to those of 1998. In the national tests for seven-year-olds in 1998, pupils' attainment was well above the national average in reading both compared to all and to similar schools and above the national average in writing. The past three years' results taken together, however, show that attainment was close to the national average. This is confirmed both by the 1999 test results and inspection evidence and indicates that the markedly improved attainment in 1998 was peculiar to a particular group of pupils. The results show no difference in the performance of boys and girls at Key Stage 1 and indicate slightly better performance by girls at Key Stage 2. These differences were not discernible during this inspection. The findings of this inspection show an improvement since the previous report.

67By the end of Key Stage 1, pupils' attainment in speaking and listening, reading and writing is close to the level expected of seven-year-old children. They listen attentively. They answer questions and try to explain the meaning of words such as 'anxious'; higher attaining pupils offer 'carefully' and then 'worried' as possible substitutes. Pupils try to articulate how a character in a story was feeling when he lost his special toy, contributing words such as 'unhappy' and 'upset'. In reading, their attainment is close to the national average. Pupils use a range of strategies when they encounter unfamiliar words. Higher attaining pupils begin to read well as they share a story together. They comment on the pictures as they read the text fluently and with some expression, paying attention to punctuation. Most pupils, however, read more hesitantly, pausing to sound out words and so lose the thread of the story. Pupils' attainment in writing is in line with the national average. They write stories and poems, drawing on an increasingly wide range of vocabulary. Most pupils write short sentences, correctly punctuated and with simple words mostly spelt accurately. Higher attaining pupils write stories at some length and use speech bubbles appropriately to make a dramatic caption for a story entitled 'Lost in Asda'. Their handwriting is neat and many pupils write in ink.

68By the end of Key Stage 2, pupils' attainment is close to the average expected nationally of pupils of this age. They speak clearly and confidently answer questions, venturing explanations of old-fashioned words like 'shoon' in a poem. In response to their teachers' questions, their speaking and listening skills are above average as they explain words like 'dedicated' very clearly or convert newspaper headlines orally into sentences with facility. Their speaking skills are less well developed if they have to give extended answers or to present material themselves. Pupils' skills in literacy are close to the levels expected nationally of eleven-year-olds. Higher attaining pupils read a wide range of texts fluently and expressively. They discuss whether they prefer fiction or non-fiction and give reasons for their views. Lower attaining pupils read more slowly and hesitantly but with understanding, though they do not always follow the punctuation accurately, so as to bring out the rhyme, for example. By the end of Key Stage 2, pupils have attempted a range of writing for different purposes. For instance, they write a letter as if from the Ancient Mariner or use appropriate

vocabulary to suggest the atmosphere of a graveyard or a park. Higher attaining pupils use paragraphs consistently whereas lower attaining pupils have difficulties with using punctuation consistently. Pupils' poetry shows a good understanding of alliteration and some begin to use similes, explaining, for example, that the moon 'lights up the dark world like a floating lamp'. Pupils write in ink and their handwriting is neat. Their spelling is variable. The good quality of some of their written work is due to the carefully considered structures for writing their teachers give them to assist them to express their ideas.

69Pupils, including those pupils with special educational needs and those for whom English is not their home language, make good progress at both key stages. Progress in English is good at Key Stage 1 and steady progress is maintained in Key Stage 2. At Key Stage 1, pupils make good progress in speaking and listening as they learn through discussion how to speak grammatically; they learn to use, for example, the past tense of 'write' as they try to describe their stories. They learn to answer their teachers' questions more fully and begin to explain the meaning of words such as 'searched'. Pupils' skills in literacy develop well as they learn to read initially by sounding out letters and then by reading and understanding words in context. In writing, pupils learn how to structure sentences orally before writing them down on paper. For example, in Year 1, pupils explain the whole plot of the story in the words: 'He gets muddled up with his shopping list'. They use their writing skills then to write sentences about all the items he forgets, learning through repetition of key words. By the end of Key Stage 1, this good progress is seen in their story writing in which they use longer sentences, correctly punctuated and mostly with correct spelling.

70Pupils maintain this good progress at Key Stage 2 in response to the good teaching they receive. They learn to use a wider vocabulary and begin to appreciate the subtleties of language. Pupils learn to speak more accurately and clearly. In Year 4, pupils were relatively inarticulate when talking about poems in groups. In Year 5, their responses to questions about Walter de la Mare's poem about the moon show their development as they explained it is 'a peaceful poem with a gentle reading'. Pupils make good progress in literacy as they learn to read with greater understanding. In Year 3, pupils of differing abilities make good progress in consolidating and extending their knowledge through using thesauruses with confidence. By Year 6, most pupils read confidently. They learn from each other as they read in pairs or groups, sharing poems, for example, and correcting each other's reading of punctuation. Pupils' skills in writing develop well. Younger pupils begin to write for different purposes. Older juniors begin to use words evocatively. Some of the words are misspelt but their writing as a whole shows developing feeling for language and rhythm. Following the simple formula for a list poem about what to put into the magic box, pupils wrote lines such as 'a pearl from the underwater world' or 'a whiff of the whirling candyfloss'.

71Pupils enjoy English and want to please their teachers. They respond readily to questions and listen very attentively in lessons. Pupils behave very well. In one lesson there was a delightful ripple of laughter as their teacher made a joke. They are keen to volunteer suggestions and are appreciative of each other's contributions, giggling at someone's snappy newspaper headline, 'Hide and Squeak', for a story about a mouse mistaken for a burglar. Boys and girls work well together and contribute equally to class discussions. Most pupils, throughout the school, work well even when not directly supervised.

72The quality of teaching is good overall at both key stages. During the inspection, the quality of teaching was better at Key Stage 2 where some excellent lessons were seen. At Key Stage 1, teachers prepare pupils well in the basic skills in literacy. At both key stages teachers have very good subject knowledge and high expectations of their pupils' abilities. Pupils are well managed and activities are appropriate to the pupils' needs. Teachers' planning is very good and in all classes analytical assessments of what pupils know and can do are used to shape the next lesson.

73In lessons with satisfactory features, lessons are well planned and move at a measured pace. Teachers create a calm atmosphere in which pupils' contributions are valued. Sometimes pupils are expected to sit for too long. Introductions to lessons can be slow and over-emphatic and do not

involve the pupils sufficiently. Teachers choose interesting books and materials to capture pupils' attention and resources such as individual wipe boards and pens, which help them to learn. In lessons with very good features, teachers foster pupils' independence as they strive to make pupils think for themselves in discussions. The work is very well prepared and resources such as an overhead projector are used well to focus the class's attention on a piece of text. In excellent lessons, the exact timing and fast pace help to maintain a high level of interest. This, combined with excellent strategies to enable pupils to understand and then use what they have just learnt constructively and creatively in very well chosen activities, raises the standard of pupils' attainment.

74 Teachers follow the National Literacy Strategy loosely. In some classes there are missed opportunities for pupils to benefit from shared reading. Teachers tend to read the initial text out loud themselves and do not involve pupils sufficiently in sharing the reading of this more challenging text.

This slows the reading development of some pupils because they do not experience reading fluently and expressively in this supportive way. Similarly, when pupils share a common text in groups, they tend to all read together rather than each at his or her own pace with discussion with the teacher to broaden their understanding and to guide their reading. Writing and reading activities are usually well matched to pupils' abilities with sufficient guidance and structure to enable pupils to succeed. Pupils are not always given, however, sufficient real purposes for writing at an early enough age and so some pupils regard writing as a chore and pupils, unless closely supervised, will write the minimum expected of them. These factors contribute to overall standards being in line with national averages rather than above as the good teaching observed would indicate.

75 The use of support assistants to aid pupils with special educational needs. Support assistants share in the planning and offer good quality explanations, which help their pupils to understand and enable them to make good progress. The use of literacy across the curriculum is good and is effective. For example, in design and technology in Year 2, pupils wrote instructions on how to make a finger puppet and in history, pupils write in role, imagining themselves into historical situations. The resources for learning are good and are used well. The literacy co-ordinator is enthusiastic and leads the subject well. Monitoring of the literacy hour has been supportive rather than evaluative. This has enabled teachers to approach different methods of teaching with confidence though it has not achieved consistency of practice throughout the school. Standards have improved overall since the last inspection and the school has good capacity for improvement. The use of homework satisfactorily supports the work in school. There are good quality resources and a well-stocked library which are used well to aid teaching and learning.

75

Mathematics

76 Overall standards of attainment in mathematics are above average. In the national tests for eleven-year-olds in 1998, pupils' attainment is broadly in line with the average for primary schools nationally, and for primary schools with pupils from similar backgrounds. Inspection evidence shows that the great majority of pupils are achieving at least average standards, with a significant proportion of these pupils achieving above the expected level. The most recent unconfirmed 1999 test results broadly match inspection findings and confirm this above average performance. The percentage of pupils achieving the national standard in mathematics shows a significant rise since 1995. Pupils maintain good progress at this key stage, building on the standards achieved at Key Stage 1. Pupils with special educational needs are well supported to enable them to make good progress.

77 The results of the 1998 national standardised tests at Key Stage 1 were well above average when compared with primary schools nationally, and very high when compared to schools with pupils from a similar background. The percentage of pupils attaining above the nationally expected standard was well above average in comparison with schools nationally. Inspection findings show that high standards are being maintained, with the great majority of pupils achieving nationally expected standards and an appropriate proportion of these pupils achieving at a higher level. The most recent unconfirmed test results of 1999 concur with these findings. The percentage of pupils attaining satisfactory standards in mathematics shows a great improvement since 1996. All pupils, including those pupils with special educational needs, make good progress, with almost all achieving at least

satisfactory standards in mathematics and numeracy at Key Stage 1.

78By the end of Key Stage 1, most pupils can sort, order and identify numbers correctly because they understand that a digit's value depends on its position. They use mental recall of addition and subtraction facts to solve problems involving larger numbers, and use knowledge of number patterns and some multiplication tables to solve whole number problems involving multiplication and division. Most pupils show the ability to recognise and continue number patterns, including odd and even numbers. Many confidently use decimal notation in recording work involving money. Pupils discuss their work, and many can explain how they have arrived at an answer, whether doing a calculation or naming a shape. They use mathematical symbols and diagrams, and are able to interpret them correctly as when, for example, finding out, from a bar chart constructed to record science work, about distances over which sound travels.

79By the end of Key Stage 2, most pupils are confident in using paper and pencil methods for solving problems that involve multiplying or dividing numbers with at least three digits. They also calculate accurately using numbers with two decimal places. Most make effective use of their understanding of place value to multiply and divide whole numbers by 10, 100 and 1,000. They understand and can order, add and subtract negative numbers in a context such as temperature. They are able to recognise or work out number patterns, and describe relationships such as multiples, factors and squares. When investigating patterns they look for general 'rules'. Most pupils show good levels of skill in accurate measurement of line and angle when constructing 'nets' of three-dimensional shapes. They can construct and interpret charts and graphs, including line graphs, and draw conclusions from them. Many understand and use simple vocabulary associated with probability.

80On entry to the reception class, pupils' mathematical attainment is below that expected of five-year-olds. Pupils, including those with special educational needs, make good progress at both key stages. From below average standards at the age of five, pupils make very good progress overall by the time they are eleven. By the end of the Key Stage 1, many pupils begin to record work using standard units of length and mass, and reading and recording time to a quarter hour accurately. They learn how to collect and record information competently as when, for example, finding out which television programmes are most popular. They learn to read co-ordinates through making and reading simple plans and maps in geography lessons. Pupils learn to recognise and name a good range of two-dimensional and three-dimensional shapes, and talk about and mark features such as reflective symmetry. At Key Stage 2, pupils in Year 3 build upon previous learning when they use their understanding of reflective symmetry to create two-dimensional and three-dimensional shapes. By Year 6, pupils discover how to calculate the area of irregular shapes by splitting them into rectangles and triangles and calculating the area of each part. They learn how to measure angles to the nearest degree, recognising the different types of angles. Pupils develop strategies for solving problems as they learn how to calculate and to use fractional parts of numbers. By Year 6, they learn how to compare decimal and other fractions and to order these according to place value. Pupils throughout the school make good progress as they try out various strategies before developing their own for speedy and accurate mental calculation.

81In mathematics lessons, there is a particular emphasis on numeracy skills, and many pupils show good recall and use of number facts and multiplication tables at an appropriate level. When solving problems, most use mental calculation effectively. There is good use of numeracy skills in other subjects, most particularly in science, where pupils use appropriate units and skills of accurate measurement, recording data in graphs, charts and tables and interpreting this information. Pupils have some opportunities to explore the use of mathematics in real world situations, but the evidence of inspection indicates that this is an area requiring further development.

82At both key stages, pupils are well-motivated and have good attitudes to learning mathematics. They are interested in the lessons and most pupils are keen to be successful. They respond well to challenges, concentrating as they listen attentively. Pupils work well in groups; for example, Year 1 pupils share resources without fuss, and in Year 5, pupils pool their ideas on how to solve problems

involving fractional parts. Pupils learn to persevere in the face of difficulty as when reception pupils work out how to count in reverse order or when Year 6 pupils attempt to explain mathematical strategies. They work well independently and they are very keen to please their teachers.

83 Teaching is good overall with some very good features in some lessons at both key stages. Teachers use the National Numeracy Framework effectively, and set out clearly what they want pupils to learn. Planning is very good. Teachers set high expectations for all pupils' learning, and organise activities which are well matched to the differing needs of pupils. There is a good focus on oral interaction with pupils, with much of the questioning being of good quality, so that pupils explain and develop their ideas and suggest strategies for solving a mathematical problem. Time is set aside at the end of lessons so that pupils can share what they have been doing, and draw things together. Teachers make good use of this time to judge how well something has been understood. Pupils with special educational needs are usually well supported by their teachers and by effective classroom support assistants. The consistently good quality of the teaching is the major factor in the success of the school in raising pupils' attainment in mathematics. Homework is used satisfactorily to consolidate learning.

84 Arrangements for the assessment of pupils in mathematics are very good. Good quality evaluations are supported by end of year assessments to indicate individual pupil's progress and attainment. Results are carefully analysed to help identify areas for improvement and to monitor the performance of year groups. The co-ordinator for the subject has very successfully led the implementation of the National Numeracy Strategy. The chance to monitor work in classrooms has helped to achieve a consistent approach to the teaching and learning of mathematics throughout the school. The co-ordinator is very well informed and gives effective leadership. This makes an excellent contribution to the quality of teaching and learning and to raising standards. There are very good quality resources for mathematics, accessible to both pupils and teachers, and they are used effectively. Work in mathematics is a particular strength of the school because of the importance which the school attaches to it. The subject is very well led by a knowledgeable and effective co-ordinator, and work follows a clear structure taken from the National Numeracy Strategy. There is an appropriate emphasis on teaching mathematical strategies to aid quick mental calculation, and on learning number facts and multiplication tables to aid this. Specific vocabulary is carefully taught so that pupils are able to describe and explain their work in an appropriate way. Standards have improved considerably since the last inspection and the school has good capacity for improvement.

84 Science

85 Overall standards of attainment in science are above average and greatly improved compared to those reported in the last inspection. By the end of Key Stage 2, pupils' attainment in the 1998 National Curriculum tests was well above the national average. Levels of attainment have significantly improved over the past three years. In comparison with similar schools, attainment was also well above average. Inspection evidence shows attainment to be above the national average. The attainment of girls is higher than that of boys. The school is aware of this and is addressing the issue. By the end of Key Stage 1, teacher assessments for 1998 show attainment to be well above the national average at level 2; no pupils attained level 3. In comparison with similar schools, attainment was well above average at level 2 and well below average at level 3. Inspection evidence shows an above average level of attainment in Year 2 and shows that higher attainers are provided with appropriate opportunities.

86 At Key Stage 1, pupils can carry out investigations within a structure given by the teacher. They make their own decisions, carry out observations, then record and discuss their findings. They can classify living things according to observable features, such as the number of legs, and record their findings on a chart. They know the life cycle of a butterfly and can match animals and their habitats. Pupils become familiar with a range of materials and can sort them out according to their properties. They gain good experience of sorting in science. This contributes to their attainment in scientific thinking.

87By the time they leave the school, pupils have a good knowledge of the importance of fair testing and the effects of variables on an investigation. They plan, carry out and record investigations, making predictions about the outcomes. They present their findings in a variety of ways, including tables and graphs. They make sense of their findings by relating them to their scientific knowledge. For example, pupils at the beginning of Year 6 use their knowledge of materials when investigating their effectiveness as thermal insulators. Pupils learn about living things. Their experience on a Summer field trip enhances their knowledge of mini-beasts, skills of identifying and classifying living things, and their understanding of food chains. They learn about major organs, such as the lungs, and the brain, and their function in the body. Pupils also learn about food and plan healthy diets. Pupils in Year 4 know that material can exist as solid, liquid or gas, and that these can be changed, sometimes irreversibly, by heating, for example. Pupils understand physical phenomena such as sound; and that it travels in waves through the air. A good example of the use of information and communication technology in science was seen when pupils in Year 5 measured the sound insulating properties of a variety of materials. They used a computerised sensor to detect the volume of sound passing through a number of different materials, and recorded their findings on a spreadsheet. They then used the data processing facility of the program to help them compare the results and draw conclusions.

88Pupils make good progress at each key stage, and very good progress overall. Higher attaining pupils at Key Stage 1 are given appropriate opportunities to develop their knowledge and skills to the full. Progress is good at Key Stage 2 as pupils build on what they have learnt. For example, they build on their knowledge of living things and their understanding of life processes within plants and animals, such as growth and reproduction. Their understanding of materials and their ability to observe changes develop and they are able to use a broader range of vocabulary. In Year 2, for example, pupils learn about different properties of materials; by Year 5, pupils begin to understand that the physical nature of materials gives rise to its properties and that this affects, for example, the transference of sound. Pupils' understanding of the world develops as they build on their knowledge of physical processes such as electricity, light and sound. Pupils make good progress throughout the school in developing the skills of scientific investigation and in drawing conclusions based on scientific knowledge and their experience of the world. Pupils use mathematical skills well to support their learning, particularly in recording and presenting information. They make good progress in developing the subject language.

89Pupils respond well in lessons. They are interested in the lesson introductions and make sensible contributions. They enjoy learning and using scientific vocabulary. Pupils work well together in pairs or groups to carry out their investigations and concentrate on their task for a good period of time. Pupils demonstrate increasing independence in putting forward and trying out their ideas. Pupils with special educational needs are integrated well.

90The quality of teaching is good in both key stages. Teachers' subject knowledge is at least sound. Some teachers have good subject knowledge. They provide interesting activities which help the pupils to meet the objectives of the lesson. They support lower attaining pupils well in the lesson. Teachers' use of questioning stimulates pupils' thinking and helps them to make progress in understanding. The relationship between teachers and pupils is good, encouraging pupils to work hard. Teacher's behaviour management is effective and lessons have a brisk pace, which promotes good progress.

91The school has a very good scheme of work, which is well structured to help and guide staff in their teaching. It allows the curriculum to be taught progressively and ensures full coverage of the programmes of study. The co-ordinator has produced helpful additional guidance to support teachers in scientific investigation. The procedures for assessing pupils' progress are very good. The results of national tests are carefully analysed to find out the strengths and weaknesses in provision, so that the weaknesses can be addressed. The subject co-ordination is very good. The co-ordinator is well qualified and enthusiastic and works hard to support colleagues. The school has good capacity for improvement.

Information technology

92Standards of attainment are below the national expectation at the end of Key Stage 2, and in line with the national expectation at the end of Key Stage 1. By the end of Key Stage 2, pupils' attainment in communicating and handling information, and control and monitoring is below national expectations. By the end of Key Stage 1, pupils' attainment in word processing, data handling, control and modelling are in broadly in line with the national expectation.

93By the end of Key Stage 1, pupils write short pieces of text. They know that this can be saved and retrieved. They can make and interpret simple bar charts that show favourite snacks. Pupils use a graphics program effectively, demonstrating good mouse control and good use of the toolbar to create and improve their work. They know that the floor robot can be controlled by programming and learn how to control it using simple programs. Pupils at both key stages have few opportunities to choose an information technology task to complement their work in other subjects.

94By the end of Key Stage 2, pupils can produce pieces of writing, such as a newspaper article, using different fonts and sizes of text. They can save, retrieve and redraft their work and can illustrate it using clip art. However, pupils' knowledge about designing and creating a page, such as making a poster, is underdeveloped. Their ability to use data handling programs for a variety of purposes, such as producing graphs and charts to illustrate their findings in science, for example, is also underdeveloped. Pupils can research information from a CD-ROM but have no experience of creating their own multimedia presentation. They know about the Internet; the school has very recently made provision for this. They understand that technology is used in the real world, as in e-mail, but this varies according to pupils' experience out of school. Pupils' knowledge of control technology is unsatisfactory. They can program a floor robot, at a simple level, and play educational adventure games which involve controlling events on the screen, but have little experience of three-dimensional control, such as using a control box. Pupils in Year 6 have little understanding of the use of a computer-controlled sensor to measure and record temperature, for example. However, pupils in the present Year 5 are learning how to use a new sensor to measure variations in sound, and to store the information on the computer. They then learn how to make sense of the information as it appears on a chart.

95Pupils make good progress at Key Stage 1 and unsatisfactory progress in Key Stage 2. Pupils with special educational needs make progress comparable with others. Reception class pupils learn to control a simple maze program. By Year 2, pupils have developed good control when using the mouse. Their understanding of the range of tasks performed by the computer increases. They use it to create graphic images, to write and store text and to carry out tasks in mathematics. Pupils in Years 3 and 4 develop their skills in control by learning to program the floor robot at a more advanced level. They learn to write simple programs themselves. Their skills in word processing increase. By the time pupils reach Year 6, however, their skills are not well enough advanced for their age. Although pupils have experience across the range of the information and communication technology curriculum, many pupils throughout the school have insufficient and infrequent opportunity to develop their skills to a high enough level.

96Pupils enjoy the subject and are keen to learn. They work well both individually and in small groups. They behave well, take turns and help each other. Pupils are interested in their work and can concentrate for a good length of time. This contributes to their personal development. They form good working relationships, particularly when working in small collaborative groups.

97Several lessons were seen when the teacher instructed the whole class in order to develop a particular skill. During these sessions, the quality of teaching is good. Teachers explain very clearly

how to carry out tasks and provide useful information sheets, or use overhead transparencies, to clarify pupils' understanding. They revise previous learning and encourage new learning through clear instruction and good quality questioning. The lessons are well paced to keep pupils' attention. A good example was seen of the use of information technology to support learning in mathematics. Two groups of pupils worked with a floor robot, predicting and checking the shapes drawn by the robot in response to their programming. However, teachers provide insufficient opportunities for all pupils to develop their skills to an appropriate level for their age. For example, pupils have too few turns on the computer to develop the right level of skill by the time they leave the school.

98The subject co-ordinator has a good level of knowledge and expertise and works hard to support colleagues. The school has a very good scheme of work which plans for the curriculum to be taught in a progressive way, so that pupils systematically build up their skills. However, the way the teaching of information and communication technology is organised and managed at the whole school level does not ensure that all pupils develop appropriate skills. Teachers are put at a disadvantage by the quality and organisation of resources. A number of computers at Key Stage 2 are becoming too outdated to use up-to-date software, and the location of one computer in each classroom results in them not being used for long periods of time when the class is occupied with other activities. The school has made insufficient improvement in information and communication technology since the last inspection. It is well placed now to improve considerably.

99The school made a bid to join the National Grid for Learning but, unfortunately, was not granted funding at the present time.

Religious education

100Pupils' attainment, by the time they leave school, is broadly in line with the expectation of the locally Agreed Syllabus. The school's curriculum closely follows the guidance given in the newly published local education Authority's Agreed Syllabus and provides pupils with an understanding of religions in the contemporary world. The findings of this inspection agree with the previous report and confirm that pupils make good progress in this subject and that they learn much to interest them about Christianity and other religions.

101By the end of Key Stage 1, pupils know some well known stories from the Bible. They visit a church and learn about rituals and celebrations in the Christian and Muslim faiths. They understand that some places are special and are aware that some events carry special meaning, such as the rainbow at the end of Noah's flood signifying 'God's promise'. By the end of Key Stage 2, pupils understand through their religious education the very different lives people lead in different countries. From this, they go on to debate moral issues and to understand the impact of religion on people's ordinary working lives, recognising that for some people, such as Mother Theresa, religion has a practical application in daily life.

102Pupils, including those pupils with special educational needs, make good progress throughout their time in school. In Year 1, pupils learn about rituals and celebrations in the Christian faith. In Year 2, they learn how a Sikh wedding is different from a Christian one. They begin to examine different stories of Creation and to build on their understanding of special times, places and beliefs as they look at special books, for example, which are significant in the Hindu and Muslim faiths. At Key Stage 2, pupils make good progress as they gain in their knowledge of Bible stories and begin to study Judaism, understanding different forms of prayer. Older pupils learn about Hindu ceremonies in much greater depth, gaining understanding of the symbolic meaning of depictions of Hindu gods and goddesses. Through studying the lives of important people from different periods of history, pupils gain an understanding of how changes can be effected by the actions of individuals supported by faith.

103Pupils are open and responsive to new ideas and remember well what they have been taught. For

example, Year 3 pupils, enacting a scene from a Ghanaese market, commented on getting water from a tap outside the house rather than from 'a well like in India'. Pupils answer questions readily and participate in drama activities or discussions with energy and enthusiasm as they learn through role-play or debate. They listen attentively and show a quick understanding of what is required of them.

104The quality of teaching is good overall and enables pupils to make good progress as they are introduced to many new and different ideas to extend their awareness of themselves and their world. The quality of teaching is very good at Key Stage 2 and during the inspection some excellent teaching was seen at this key stage. Teachers adopt varied approaches and lessons are planned in much detail. A feature of the very good teaching at Key Stage 2 is the well prepared resources; for example, in Year 6, pupils looked carefully at actual products to discuss the manufacturing process before debating in groups a fair division of wages. In an excellent lesson, a teacher moved from drama to discussion to listening with consummate ease, maintaining a high level of debate and participation which enlarged all pupils' understanding. They then considered actual costs and debated the morality of the division of labour and wages.

105Teachers use religious education lessons very well to support literacy and numeracy. In a Year 2 lesson, pupils used an index to help them to understand how the Bible is organised and used it to locate important stories. In reception lessons, pupils develop their speaking and listening skills as they consider places which are special to them. Much of the assessment of pupils' attainment is based on their oral rather than written work at both key stages. In Year 6, pupils draw on their numeracy skills to allocate a fair distribution of money in relation to different stages of manufacture and then to interpret actual graphical data before comparing the two.

106The resources are satisfactory and are used well to help pupils to learn. The policy and scheme of work are very well planned and clearly aim to develop the skills needed to appreciate different religious ideas, values beliefs and practices. This comprehensive programme of work gives clear, practical guidelines to teachers and is well supported by tapes, videos and a collection of artefacts. Books for pupils to consult are adequate in quality and in number. The subject is well led by an enthusiastic co-ordinator. The school has good capacity for further improvement.

106 **Art**

107Pupils, including those pupils with special educational needs, make good progress, during their time at this school as they learn to use different techniques and a wide range of materials. They learn to use skills of observation, analysis, communication and appraisal as well as specific skills and processes. The art scheme of work aims to and successfully provides pupils with an opportunity to express their ideas in a powerful alternative to verbal and written forms. Because the school does not use its display space solely for art, there were limited representations of art to survey. Much of the work is kept in pupils' folders and often the comparative scale of pupils' work is hard to identify. From this, the lessons observed and discussions with pupils, the standard of work is judged to be broadly similar to that expected nationally. This is similar to standards reported on in the last inspection.

108From the time they enter school, pupils are encouraged to mix their own paints to achieve specific effects; for example, younger pupils experiment with different thickness of paint whilst older pupils learn how to apply related shades varying density or shadow by applying different brush or pencil strokes. Pupils learn how to convey moods or feelings through using these techniques. Very young pupils' self-portraits are lively, with friendly outstretched arms and smiling faces. By Year 4, through studying the work of Paul Klee, pupils learn, through applying related shades in squared sections on their portraits of each other to produce distorted and moving images of sorrow and happiness. By Year 6, pupils begin to analyse artists' work; for example, commenting on a painting by Picasso that it was 'very humorous because of the way he moves eyes, noses and chins around.' Pupils begin to draw from observation from an early age and to learn different techniques such as smudging or

blending to convey depth and shading. In Year 1, pupils' observational drawings of autumn fruits show the clear distribution of elderberries on their flimsy stalks. In Year 5, pupils' pastel drawings of cross sections of fruit show sensitive use of shading and blending to suggest texture and depth.

109Pupils enjoy art and are keen to talk about the different techniques which have interested them. For example, some pupils explained how they used different ways of shading to indicate folds in the landscape and the motion of the sea. In lessons, pupils ask sensible questions and comment approvingly and supportively on each other's work. Pupils learn new techniques quickly and are keen to instantly do what they have learnt, eagerly 'smudging' pastels using a circular movement, for example. They concentrate well and are sorry when lessons end.

110The quality of teaching is good. The scheme of work is very well planned so that different skills are taught progressively and pupils build on what they know. Teachers assist pupils well, advising them to take their time to look carefully or demonstrating to pupils how to make different marks on paper by varying the pressure with which they apply pastels or charcoal. Teachers encourage pupils' independence, valuing their judgements. They encourage older pupils to select their own subject and media as when producing Aztec designs as part of their work in history. The resources are often carefully and thoughtfully chosen. In one lesson, the teacher's choice of long thin pieces of paper aided pupils to draw effective peacock feathers which filled the paper. Often the planned art work complements work in other subjects, as in Year 2's colourful depictions of sweet packets in connection with numeracy or Year 6's illuminated Celtic letters in connection with history and English. The planning indicates that pupils work in three dimensions as well as two though there was limited evidence available to examine. The school has good capacity for improvement.

110 **Design and technology**

111The school has made good progress since the last inspection in the provision for design and technology. By the time the pupils leave the school, they have made good progress in understanding the technology process. The standard of their work is comparable with that found in other schools. Pupils with special educational needs also make good progress.

112Pupils demonstrate increasing levels of knowledge and skill and gain experience using a wide range of tools and materials. Pupils design and make a variety of artefacts in card, plastic, wood and other materials. Pupils in the reception class investigate a range of fruits and choose a selection of them to make a delicious fruit salad. They then evaluate the outcome. Pupils in Year 1 decorate biscuits to their own design and evaluate the finished product. Their designs are imaginative and varied and the evaluations are sensible. Pupils in Year 2 choose construction apparatus to make a Trip-Trap bridge for the Three Billy Goats Gruff. The models are sturdy in construction and varied in design. An attractive display of creatures made in felt shows individual ideas and careful work in cutting, sewing and finishing.

113In Year 3, pupils make monsters with moving parts, operated by blowing up balloons. These are neatly made at a good level of skill for their age. Pupils in Year 4 make books with moving pictures, using levers, and torches with electrical circuits. In Year 5, pupils extend their knowledge of joints and levers to make moving landscape models, of the countryside, or the seashore. These are very attractive and well finished. By the time pupils reach Year 6, their skills are sufficiently developed to design and make models of fairground rides. Pupils' designs are thorough and well annotated. They show imagination and wit in making their models attractive. Making them requires skills in measuring, cutting and shaping wood, as well as other materials such as fabric and card. Pupils make clever use of clip art to decorate their models. Throughout the school, there is evidence of good progress in making skills; in cutting, shaping, joining, fastening, and in finishing. The pupils' understanding of the process of design and technology is developing well.

114Pupils enjoy the subject and talk enthusiastically about the work they have done. They respond

very well in class, and express ideas with confidence. Too little teaching was seen to be able to make a judgement, but teachers' planning is of good quality, and pupils' work is well displayed. Voluntary helpers make a good contribution to pupils' progress. Teachers keep records of pupils' responses in lessons and plan carefully to meet the pupils' needs.

115The co-ordinator is knowledgeable and supportive and helpful to colleagues. The scheme of work ensures that pupils cover the required range of work and make good progress as they go through the school. Procedures for assessing pupils' progress fulfil statutory requirements. Photographs of pupils' work demonstrate good quality and variety. The school has good capacity for improvement.

Geography

116As a result of timetabling arrangements, it was only possible to observe a few geography lessons. Judgements are made on the evidence of the lessons which were seen and a scrutiny of pupils' work and teachers' planning. The range of work seen in geography shows that pupils make sound progress in developing their knowledge, skills and understanding as they move through the school and that they attain standards which are broadly similar to those achieved in most other schools. These findings are similar to those of the previous inspection.

117Some good work was seen in the reception class where pupils made a simple map, using symbols to indicate features such as bridges and a railway. Work scrutiny shows that pupils develop satisfactory knowledge and skills in map work, using a map of the local area to identify features of the area, for example. They know how to use grid references and the key to locate and describe features. They learn about the parts of the British Isles and locate towns or areas which they have visited or are studying. At Key Stage 2, pupils make simple comparisons of two places, showing an awareness of places beyond their own locality and beyond the British Isles. They begin to make effective use of photographs, including aerial photographs, to identify and describe places and buildings, land use and physical features, as when studying St. Lucia and Port Castries. Pupils with special educational needs have full access to the geography curriculum and make satisfactory progress in improving their knowledge, skills and understanding.

118Pupils like geography and work with good concentration and effort on the activities set for them, as when developing their own maps to show the features and character of a location in Year 4. In the lessons seen, the quality of teaching was good. Work is well planned, with clear objectives for lessons, and appropriate activities to develop pupils' knowledge, skills and understanding. Oral sessions are kept moving at a good pace through effective use of purposeful questioning and prompting which encourages pupils to explain their ideas.

119There is a good policy and scheme of work for geography. The co-ordinator informally monitors work in geography, but there is no structure or regular procedures, such as looking at a selection of pupils' work, by which progress can be judged. Resources are adequate for the teaching and learning of geography. Some local walks and educational visits in the locality enhance pupils' experiences. The school has good capacity for improvement.

119 **History**

120Only a small number of lessons were observed in history. Observation of these lessons, scrutiny of pupils' work and classroom displays, discussion with pupils, and scrutiny of teachers' planning, shows that by the end of Key Stage 2, most pupils are making good progress and are acquiring skills and knowledge which are broadly average for their age. This is similar to the findings of the last inspection.

121From a below average starting point on entry to Key Stage 1, all pupils make good progress as

they move through the school. At Key Stage 1, pupils develop an understanding of the difference between fictional characters and stories, and those who actually lived, and events which happened in the past. They begin to acquire words and phrases which relate to the passing of time, such as 'new', 'old', 'before', 'long ago', and look at changes in themselves and their own lives to develop an understanding that changes occur as time passes. They know that it is possible to find out about the past by looking at old photographs and objects, and that the recent past can be explored by listening and talking to older people. For example, in Year 2 pupils make a planned visit to experience a Victorian washday, looking at artefacts and considering how they were used.

122By the end of Key Stage 2, most pupils are aware of the way in which different periods of history are defined, and can talk about the specific periods of history which they have studied. They use different sources of information to gather evidence about an historical period or character, and write up the results of their research as notes, accounts or letters, illustrating it with drawings if appropriate. Throughout Key Stage 2, pupils develop their historical knowledge, skills and understanding by researching, in increasing detail, the features of past societies, such as religion, education, social issues and lifestyles. For example, pupils in Year 3 find out about Greek gods, and Year 4 consider the lifestyle of people at the court of Elizabeth I. In Year 5, pupils studying Ancient Egypt consider the work of archaeologists in uncovering evidence and interpreting what it tells us about the past. Year 6 pupils research and describe characteristic features of past societies, such as Viking culture, and they examine changes, such as growth of industry in towns during Victorian times, considering why the changes occurred and their impact on people's lives. Work in history makes a good contribution to pupils' literacy skills.

123Pupils of all ages enjoy history. They concentrate well, are interested and keen to ask and answer questions. Almost all settle readily to work and persevere with their written tasks. Pupils co-operate well when working in groups.

124History is planned well by teachers, who have good subject knowledge and have a clear idea of what they want pupils to learn. Appropriate educational visits are arranged to places of historical interest, and people, such as a 'Tudor' visitor, give a period flavour and enhance pupils' studies. A strength of the teaching is the quality of planned activities. Pupils research and record in many different ways which require them to think about information and put thoughts together in their own way.

125The policy and scheme of work for the subject offer good guidance for teachers' planning. The school is aware of weaknesses such as the overlap of work on Victorians in different classes, with insufficient evidence of levels of difficulty being appropriately increased. The co-ordinator is sensibly awaiting expected advice from a national source before undertaking a review of the scheme of work. Resources are adequate and generally used well to support learning. The school has good capacity for improvement.

Music

126Pupils, including those pupils with special educational needs, make good progress in music and attain above average standards at both key stages in the aspects of music seen during the inspection. From an initial low starting point, where most pupils begin nursery with little or no knowledge of well known songs and rhymes, pupils leave school knowing a wide range of music from different cultures and have a good understanding of the principles of composition. This is an improvement on standards reported on in the last inspection and shows the influence of the excellent subject expertise of the curriculum co-ordinator through a well-planned scheme of work to raise standards throughout the school. The content is practical and creative and good provision is made for improvisation, listening to and talking about music as well as practice and performance and understanding music through movement.

127 Younger pupils learn to sing a wide range of well known songs and to perform appropriate actions. They learn to accompany themselves using percussion instruments such as a tambourine or triangle to pick out the rhythm of a rhyming poem. Pupils learn from an early age to listen and remember rhythmic sequences and as they grow older to blend these together to make a simple composition. In Year 3, pupils begin to understand musical patterns and to sustain repeated phrases whilst others sing a rhythmically different chorus. By Year 6, pupils learn to build up complex layers of sound through five groups of pupils maintaining differently pitched rhythmic chanting of opposing rhythms growing louder or fainter according to a given signal. This develops their understanding of musical composition. Pupils' singing develops very well indeed and as they grow older they sing more tunefully with an expressive liveliness and modulation of tone which indicates genuine musical appreciation.

128 Pupils really enjoy their music lessons. When working in groups, they listen carefully and correct each other's mistakes. They are clearly used to organising themselves and to working quickly and independently. Boys and girls work very well together and behave unself-consciously. Most pupils are alert to their teachers' movements and respond to indications to stop on the beat or decrease the volume, as directed. Pupils develop confidence as from an early age they are encouraged to sing on their own. They have a very good rapport with their teachers. In one lesson, when the video refused to work, pupils offered to sing instead and were really concerned to help. Year 6 pupils enjoy the 'question of the week' which challenges them to find out information such as the names of four brass, wind, string and percussion instruments in the full classical orchestra and they come to the lesson fully prepared with their answers.

129 The quality of teaching is good overall and it is excellent in the upper junior classes. Teachers have very good class control and good strategies for developing pupils' oral skills through games. Lessons proceed at a good pace so that pupils' attention is maintained and they are quickly involved in activities. Occasionally, teachers do not act swiftly enough to control the raised volume as pupils become over-excited. In excellent lessons, calm efficiency combines with a fine sense of dramatic timing to claim pupils' absolute attention.

130 Pupils' musical education is enhanced by opportunities to learn the descant, treble and tenor recorders in the upper junior classes. Peripatetic teachers, paid for by the school, enable a small number of pupils to learn string instruments. The school makes good use of the local education authority's musical support service to provide a musical workshop for older pupils to further develop their musical skills. Concerts within school give all pupils the opportunity to make music together. The school has very good capacity for improvement.

Physical education

131 Pupils, including those with special educational needs, make sound progress during their time in school, and good progress in some lessons. At Key Stage 1, pupils become increasingly aware of their body movements, and of the space around them. For example, they can run around the yard, dodging each other in hockey. Pupils' games skills develop, such as throwing and catching a large ball, dribbling and passing a soft hockey ball, with increasing precision. Pupils begin to understand how exercise affects their body, making their heart beat faster. At Key Stage 2, pupils refine their movement and skill in dance, for example, and become increasingly confident in demonstration. They evaluate others' performance and make sensible suggestions for improvement. Their games skills develop as they demonstrate increasing control and are more aware of themselves as part of a team. They understand in more detail the effects of exercise on their heart and circulatory system. Pupils learn to swim in Year 4 and most reach the required standard.

132 Pupils demonstrate good attitudes. They respond well to good teaching. The great majority of pupils work hard, with energy and enthusiasm. They watch carefully when others are demonstrating, and appreciate each other's efforts. Pupils work well together in pairs and small groups. They take responsibility for apparatus, getting out and putting it away efficiently and safely.

133The quality of teaching is generally good. Activities are clearly planned to develop and consolidate skills; teachers have good subject knowledge, give clear demonstration and make good use of questioning to ensure understanding. Lessons have a good balance of instruction and practice. Effective behaviour management and a good pace to the lesson keeps pupils interested and involved. The quality of teaching is less strong when teachers do not encourage pupils to evaluate their own work and suggest how they can improve, or when pupils are allowed to become noisy and consequently waste time.

134The school has a good quality scheme of work which ensures a broad and balanced curriculum. The co-ordinator offers good quality support to colleagues. The school benefits from a sizeable playing field and a good size hard core surface so that pupils have maximum benefit from outdoor lessons. No extra-curricular activities are offered at the present time. Cricket is offered in the Summer term and basketball is planned for the Winter. The standard of provision for physical education has been maintained since the last inspection. The school has good capacity for improvement.

134 **PART C: INSPECTION DATA**

134 **SUMMARY OF INSPECTION EVIDENCE**

135 The school was inspected by a team of four inspectors, one of whom was a lay inspector. In total, 60 lessons or parts of lessons were observed over a period of 14 inspector days. The full range of the curriculum was seen during the course of the inspection. Inspectors also observed pupils at the beginning and end of each school day, and during assemblies, break-times and lunch-times. They heard pupils read and scrutinised samples of their work. Discussions were held with pupils, the chair of governors, other members of the governing body, the headteacher and other staff. A range of documents supplied by the school was studied. The questionnaires returned by parents were analysed. Prior to the inspection, meetings were held with the headteacher, the staff and the governing body. A meeting for parents held before the inspection was attended by 6 parents.

136 **DATA AND INDICATORS**

136 **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	183	4	53	24
Nursery Unit/School	25	1	7	0

136 **Teachers and classes**

136 **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	9
Number of pupils per qualified teacher:	20

136 **Education support staff (YR - Y6)**

Total number of education support staff:	6
Total aggregate hours worked each week:	124.5

136 **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	25

136 **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	2
Total aggregate hours worked each week:	47.5

Average class size:	26
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136 **Financial data**

Financial year:	1999
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	£
Total Income	356084.00
Total Expenditure	358103.00
Expenditure per pupil	1598.67
Balance brought forward from previous year	37560
Balance carried forward to next year	35541

Number of questionnaires sent out:

163

Number of questionnaires returned:

39

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	51.3	43.6	0	0	5.1
I would find it easy to approach the school with questions or problems to do with my child(ren)	71.8	23.1	0	0	5.1
The school handles complaints from parents well	48.7	28.2	15.4	2.6	5.1
The school gives me a clear understanding of what is taught	38.5	56.4	2.6	0	2.6
The school keeps me well informed about my child(ren)'s progress	48.7	46.2	2.6	2.6	0
The school enables my child(ren) to achieve a good standard of work	50.0	44.7	0	2.6	2.6
The school encourages children to get involved in more than just their daily lessons	30.8	53.8	12.8	0	2.6
I am satisfied with the work that my child(ren) is/are expected to do at home	50.0	42.1	5.3	2.6	0
The school's values and attitudes have a positive effect on my child(ren)	52.6	34.2	7.9	0	5.3
The school achieves high standards of good behaviour	53.8	30.8	7.7	2.6	5.1
My child(ren) like(s) school	69.2	25.6	0	0	5.1