

INSPECTION REPORT

Water County Primary School

Rossendale

LEA area : Lancashire

Unique Reference Number : 119198

Headteacher : Mr K Parkinson

Reporting inspector : Mr M Newell
10638

Dates of inspection : 15th – 18th November 1999

Under OFSTED contract number: 707511

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

© Crown Copyright 1999

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

Type of control : County

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Burnley Road East
Water
Rossendale
Lancashire BB4 9PX

Telephone number: 01706 216414

Fax number: 01706 218637

Appropriate authority: Governing Body

Name of Chair of Governors: Mr W Dempsey

Date of previous inspection: November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr M Newell (Registered Inspector)	Mathematics Information Technology Religious Education Geography Music Areas of learning for children under five	Special Educational Needs Attainment and Progress Teaching Leadership and Management The Efficiency of the School
Mrs B Sinclair (Lay Inspector)		Equal Opportunities Attendance Support, Guidance and Pupils' Welfare Partnership with Parents and the Community Staffing, Accommodation and Learning Resources
Mr D Hughes	English Science Design and Technology History Art Physical Education	Attitudes, Behaviour and Personal Development The Curriculum and Assessment Spiritual, Moral, Social, and Cultural Development

The inspection contractor was:

Lynrose Marketing Ltd.
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

01638 570375

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

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

REPORT CONTENTS

Paragraph

MAIN FINDINGS

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

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 5
- Attitudes, behaviour and personal development 19
- Attendance 25

Quality of education provided

- Teaching 26
- The curriculum and assessment 35
- Pupils' spiritual, moral, social and cultural development 43
- Support, guidance and pupils' welfare 48
- Partnership with parents and the community 52

The management and efficiency of the school

- Leadership and management 57
- Staffing, accommodation and learning resources 65
- The efficiency of the school 75

PART B: CURRICULUM AREAS AND SUBJECTS

- Areas of learning for children under five 83
- English, mathematics and science 98
- Other subjects or courses 124

PART C: INSPECTION DATA

- Summary of inspection evidence 174
- Data and indicators 175

MAIN FINDINGS

What the school does well

- _.The headteacher has set a very clear direction for school improvement;
- _. The pupils show good attitudes to work and are keen to learn;
- _. The pupils behave very well;
- _. The ethos in school is good and pupils and teachers get on well together;
- _. The school makes very good provision for pupils' moral and social development and good provision for their spiritual development;
- _. Staff provide good support, care and guidance for pupils;
- _. Attendance levels are good and the pupils clearly enjoy coming to school;
- _.Financial planning, financial control and school administration are of a good standard.

Where the school has weaknesses

- I.Not enough lessons have a brisk pace, high expectations and provide a good balance of pupil-teacher discussion;
- II. The school does not make sufficiently good use of all available assessment information and the marking of pupils' work to set targets for improvement;
- III. The role of curriculum co-ordinators is not sufficiently established to help raise standards;
- IV. Good quality schemes of work designed to ensure that pupils' prior attainment is built upon and developed are not in place for all subjects;
- V.The governing body has not been involved enough in setting the priorities of the school and monitoring progress towards them.

The strengths of the school outweigh its weaknesses. To raise standards further and improve the quality of provision, the areas identified as weaknesses will form the basis of the governors' action plan, which will be sent to all parent or guardians of pupils at the school.

How the school has improved since the last inspection

Following the last inspection, a satisfactory action plan was drawn up. The retirement of the previous headteacher and the prolonged period in which there was no permanent headteacher has meant that the school has not moved on as much as would have been expected. However, the appointment of a new headteacher in April 1999 has provided the school with a much clearer and more focused platform for improvement. In a short time, the headteacher in conjunction with the staff, has accurately identified the strengths and weaknesses of the school and this, together with the commitment of all staff and governors to raising standards, indicates that the school is now well placed to implement a systematic programme of development that will lead to an improvement in the quality of education provided.

Standards in subjects

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

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

The results in the table above show the school to be performing well above average in English, at an average level in mathematics and below average in science, when compared to all schools. When compared to similar schools attainment is average in English but well below average in mathematics and science. Although the school only has a small percentage of pupils eligible for free school meals this statistic alone does not paint an accurate picture of the area that the school serves. The inspection findings indicate that attainment levels in English, mathematics and science are at an average level overall with a minority of pupils expected to achieve above this level. Any differences between test results over time and inspection findings can be explained by natural differences in abilities between groups of pupils.

By the end of Key Stage 1, inspection findings show that attainment in English, mathematics and science is at an average level.

In information technology, pupils at the end of both key stages are achieving at the nationally expected level. In religious education attainment is in line with the expectations of the Locally Agreed Syllabus.

In art, design and technology, geography, history, music and physical education pupils' work at both key stages is at a level appropriate for their ages.

By the age of five, children's attainment is at an average level across all the key areas of learning.

QUALITY OF TEACHING

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

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

During the week of inspection, the quality of teaching was very good in ten per cent of lessons, good in a further 20 per cent and satisfactory in the rest. No unsatisfactory teaching was observed. This is an improvement on standards of teaching seen during the last inspection. Teaching for the oldest pupils in school is consistently of a good standard and on occasion is very good. Teaching in language and literacy and mathematics for the youngest children in school is of a good standard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	The pupils' behaviour in class and around the school is very good. Pupils are friendly, polite and courteous to visitors. This is a strength of the school.
Attendance	Good. Punctuality is good and pupils clearly enjoy coming to school.
Ethos*	Good. Pupils show good attitudes to work. Relationships between pupils and with their teachers are of a high standard. Staff show a commitment to raising standards.
Leadership and management	Satisfactory overall. The headteacher has set a very clear direction for the improvement of the school, leads by example and in a short time has gained the respect of pupils, parents and staff. Teaching and learning is not monitored effectively enough to have an impact on raising standards. Governors have not been sufficiently involved in setting the priorities of the school and in monitoring progress towards them. The school is now better placed than it was to improve the quality of education it provides.
Curriculum	Overall, it is satisfactory but high quality schemes of work are not in place for all subjects. The school provides a good range of extra-curricular activities. More use needs to be made of assessment data to set targets for improvement.
Pupils with special educational needs	Pupils make satisfactory progress as a result of the good levels of support they receive. Pupils are fully integrated into all the activities of the school.
Spiritual, moral, social & cultural development	Very good provision is made for pupils' moral and social development. Good provision is made for pupils' spiritual development. Provision for pupils' cultural development is satisfactory.
Staffing, resources and accommodation	There is an adequate number of teaching staff and a good number of support staff. Accommodation is satisfactory overall and is well maintained. Learning resources are satisfactory, but there is a lack of large play resources for the youngest children.
Value for money	Financial planning is of a good standard. Financial control and school administration are effective in helping the school to run smoothly. Taking into account the attainment of children on entry to the school, the quality of education provided and the unit cost per pupil, the school is providing satisfactory value for money.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> ●. Parents feel they are encouraged to play an active part in the life of the school; ●. All parents stated that they would find it easy to approach the school if they had any problems concerning their children; ●. Most parents feel that the school is helping their children to achieve good standards of work; ●. A high percentage of parents are happy with the values and attitudes the school promotes and are more than happy with the standard of behaviour; ●. Nearly all parents stated that their children enjoyed coming to school; ●. Many parents feel there have been changes for the better since the appointment of the new headteacher. 	<ul style="list-style-type: none"> ●. Some parents feel that the school does not do enough to help children with what is taught and the progress their children are making; ●. A significant minority of parents are not happy with the progress their children are expected to do at home;

Overall, the inspection findings support the positive views of the parents. However, the school has clearly identified, and rightly so, the raising of standards as its main aim. The school is a welcoming place where everyone is valued and their opinions are listened to. Discussion with pupils clearly shows that they love coming to school. A good number of effective initiatives have been introduced by the new headteacher and this confirms the parents' perception that the school is constantly improving. The parents are correct in their views that not enough information is being provided about what is taught, However, the headteacher is drawing up a system to keep parents informed about the topics pupils are covering and the school is to introduce a new format for pupils' reports, which are intended to more clearly identify targets for pupil improvement. The setting of homework has been inconsistent and erratic. The school is currently introducing a homework policy and record book, which will ensure that homework is set and marked on a regular basis.

KEY ISSUES FOR ACTION

In order to raise standards and ensure a good rate of progress for pupils, the governing body, headteacher and staff should:

- __ ensure that all lessons are conducted at an appropriate pace, all teachers have high enough expectations of their pupils, the marking of pupils' work outlines ways to improve, there is a good balance between teacher and pupil discussion which will allow pupils to explore, articulate, define and refine their views and opinions.

(paragraphs 23, 27, 28, 29, 33, 41, 93, 106, 114, 122, 134, 154, 160, 166)

- __ make more effective use of all available test and assessment data to:

- identify areas of weakness and set targets for improvement;
- guide and inform future long and short-term planning.

(paragraphs 41, 59, 83, 107, 115, 123)

- __ establish a formal role for the senior management team and curriculum co-ordinators that includes:

- the supporting, monitoring and evaluating of teaching and learning in the classroom;
- the regular scrutiny of pupils' work and teachers' planning.

(paragraphs 61, 79, 107, 115, 123, 129, 136, 143, 149, 155, 161, 173)

- __ ensure that all subjects have high quality schemes of work that:

- clearly outline the knowledge and skills pupils are to acquire as they move through school;
- outline the teaching methods and organisational strategies to be used.

(paragraphs 13, 16, 36, 115, 120, 124, 136, 149, 155, 167)

- __ Develop a more effective role for the governing body that includes:

- setting the educational priorities of the school;
- monitoring progress towards stated targets.

(paragraph 60)

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

__ make sure pupils' reports clearly state what pupils can and cannot do, provide opportunities for parental comment and set targets for pupil improvement; (paragraph 53)

__ seek to develop large play resources and a suitable enclosed play area for children under the age of five; (paragraphs 72, 73, 94)

_examine the possibilities of providing more visits to places of historical, geographical and cultural interest. (paragraphs 39, 47, 81, 155, 161)

INTRODUCTION

– Characteristics of the school

1. Water County Primary School is situated in the village of Water in Rossendale. At present there are a hundred and forty five pupils on roll, seventy-five boys and seventy girls. This represents an increase from the time of the last inspection when a hundred and thirty two pupils were on roll. This increase can be explained by a rise in the local birth rate. The school has five classes. All but one contain pupils of mixed age ranges. Nearly all pupils are of white ethnic origin. The school's intake is predominantly from the villages along the Lumb valley. The villages are generally long established communities supported by traditional agricultural and industrial employment. A high proportion of the intake comes from families where at least one parent attended the school as a child. The social composition of the area reflects these traditional roots. Approximately four per cent of pupils are eligible for free school meals, which is below the national average, and has been reducing since 1997. This statistic alone does not paint a true picture of the catchment area as a significant number of families are in relatively low income occupations. The ward in which the school is situated has 29 per cent of children in high social class households compared to the national average of 31 per cent.
2. Children are admitted to school in the academic year when they are five. There is one intake per year. The school does not have nursery provision but most of the children attending the school have attended other local nurseries. Eleven children were under the age of five at the time of inspection. Assessments carried out soon after the children started school indicate that attainment levels for the children in school are below average. Over time, although a significant minority of children are at these levels, attainment on entry is broadly average.
3. There are currently seventeen pupils on the school's register of special educational needs. This represents twelve per cent of the school population and is broadly in line with the national average. Approximately three per cent of pupils have a statement of Special Educational Need, which is well above the national average. This can be explained by the fact that the school has very good access for wheel chairs and ensures that all pupils with special educational needs are fully involved in all activities of the curriculum.
4. The main aims of the school are to promote an exciting, stimulating environment where expectations are high, caring relationships fostered and where everybody strives for success without fear of failure. In the short time the headteacher has been in post he has skilfully and accurately identified the school's strengths and weaknesses. The school has set itself targets in literacy and numeracy but these are being reviewed as the headteacher feels they are not challenging enough. The main priorities articulated in the school development plan are to raise standards, to review curriculum policies and schemes of work, to implement procedures to monitor the work of the school and to continue to improve the accommodation.

Key Indicators

4. Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for 1998/1999:

Year	Boys	Girls	Total
98/99	14	13	27

National Curriculum Test/Task		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9	9	10
	Girls	11	11	12
	Total	20	20	22
Percentage at NC Level 2 or above	School	74	74	82
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	10	13
	Girls	11	13	13
	Total	21	23	26
Percentage at NC Level 2 or above	School	78	85	96
	National	82	80	86

4. Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
for 1998/99:

Year	Boys	Girls	Total
98/99	9	8	17

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	5	7
	Girls	6	6	6
	Total	13	11	13
Percentage at NC Level 4 or above	School	76	65	76
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or	Boys	7	7	7
	Girls	5	3	5

above	Total	12	10	12
Percentage at MC Level 4 or above	School	71	59	71
	National	68	69	75

Attendance

		%	
Percentage of half days (sessions) missed through absence for 1997/98	Authorised	School	5.6
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

Exclusions

		Number
Number of exclusions of pupils (of statutory school age) during 1998	Fixed period	0
	Permanent	0

Quality of teaching

		%
Percentage of teaching observed which is :	Very good or better	10
	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

5. Assessment information provided by the school indicates that attainment for the present youngest children in school is below average, when tested soon after they started school. The more common picture is that while a significant minority of children start school with below average language and literacy skills attainment is broadly average. By the age of five children's attainment in all key areas of learning is at an expected level. Children, including those with special educational needs, make satisfactory progress overall with progress in language and literacy and mathematics often good.
6. The results of the 1998 National Curriculum tests for seven year olds in reading show that the pupils' overall performance is above the national average and better than the average found in similar schools. In writing, attainment is in line with the national average but below average for similar schools. In mathematics pupils' performance is in line with the national averages and with similar schools. Taking the three years 1996 to 1998 together the performance of pupils was below the national average in reading, above the national average in writing and close to the national average in mathematics. During the same three-year period the girls performed better than boys in reading and writing. The 1999 test results show attainment in reading, writing and mathematics to be below average. Inspection findings show that the current level of attainment in reading, writing and mathematics is at an average level. The fluctuating levels of attainment reflect the fact that there is an inconsistent number of pupils with special educational needs in differing groups of pupils. No significant evidence was found to suggest that there is a high degree of underachievement but on occasions writing tasks and the development of pupils' mental arithmetic skills are not at a high enough level. The appropriate implementation of the National Literacy Strategy and more recently the National Numeracy Strategy are having a positive impact in the above areas of weakness. Boys are not always as enthused by the reading material and writing tasks as the girls. The school is aware of this and is already seeking to ensure that materials and tasks are equally appealing to both boys and girls. Teacher assessments in science in both 1998 and 1999 put pupils' attainment at an average level. Inspection findings show that attainment in science and in speaking and listening are at an average level.
7. On the basis of the 1998 National Curriculum tests for eleven-year olds the performance of pupils was well below the national average in English and below average in mathematics and science. When compared to similar schools pupils' results are well below average in all three subjects. Taking the three years 1996 to 1998 together the performance of pupils was well below average in English and below the national average in mathematics and science. The 1999 test results paint a more positive picture. In English the percentage of pupils achieving at least the level expected (Level 4) was above the national average with a significant percentage of pupils achieving the next higher level (Level 5). Attainment in mathematics is average and science is just below average. Inspection findings show a more positive picture with attainment in English, mathematics and science judged to be at an average level. Again the strategies for the teaching of literacy are having a positive impact and the greater emphasis the school is starting to place on mental arithmetic skills is showing

early signs of helping to develop pupils' attainment further. During the three-year period 1996 to 1998 boys performed at a better level than girls in mathematics and science. No significant evidence was found of differing attainment levels between boys and girls that could not be explained by natural ability levels. Expectations, particularly for the oldest pupils in school are at an appropriate level. The headteacher has stressed the importance of expecting a high level of work from pupils throughout the school.

8. By the age of seven standards in English, mathematics and science are at an average level. Pupils listen attentively and communicate with one another clearly. They give their views and opinions but do not always use an expressive vocabulary. Reading standards are average. Pupils use a satisfactory range of strategies to help them decode unfamiliar words and through the literacy strategy are developing a wider knowledge of authors and ranges of literature, including poetry. Writing standards are at an average level. Most pupils write in a satisfactory manner in creative and descriptive pieces. On occasions the titles do not always enthuse pupils. Most pupils present their work well but a minority do not. Handwriting and spelling standards are satisfactory. Standards in mathematics are at an average level. Pupils recall addition and subtraction facts to ten and have a satisfactory understanding of place value. Pupils use mathematical names for common shapes and describe properties including the number of sides and corners. Pupils are not as adept at examining different strategies to solve problems in their number or shape work. Attainment in science is average. Pupils show satisfactory levels of knowledge of living things, how things grow and the different properties of materials. They are developing different methods of recording their experimental findings such as graphs and charts as well as in written form.
9. By the time pupils leave school at the age of eleven standards in English, mathematics and science are at an average level. Speaking and listening skills are at an average level. Most pupils listen attentively to their teacher and their classmates. Pupils enjoy class discussions but not all pupils are confident in offering their views and opinions without prompting from the teacher. Reading standards are average. Most pupils read accurately although not always with a high level of expression. This however is improving as more reading opportunities are provided through the literacy hour. Pupils locate information using the contents and index pages but are not always proficient at reading beyond the literal level. Writing standards are average. Pupils are being increasingly provided with a wider range of writing tasks including poetry, information leaflets and play scripts, but there is a shortage of extended writing opportunities. Spelling and handwriting standards are satisfactory but a small number of pupils do not present their work in a satisfactory manner. Standards in mathematics and science are average. Pupils have a secure knowledge of place value and recall multiplication facts with reasonable speed and accuracy. They find the area and perimeter of simple shapes and use words such as "fair," "certain" and "likely" to demonstrate their understanding of probabilities. Pupils are not as confident or secure in developing their own strategies for problem solving or in seeking a pattern by trying out their own ideas. This area of mathematics is being pushed more and more for the older pupils and indications are that standards should rise as a consequence. In science pupils have a secure knowledge of life processes, materials and physical processes but they do not consistently use their scientific knowledge to help them hypothesise or predict.
10. Pupils' attainment at the end of both key stages in information technology is at the expected level. Pupils have satisfactory keyboard skills, use computers to draft and

edit work and to support other areas of the curriculum. Older pupils use computers to undertake personal study and research. Pupils' knowledge and skills are not at this level in elements of control technology.

11. Standards in religious education at the end of Key Stage 1 and Key Stage 2 meet the expectations of the Locally Agreed Syllabus. Pupils have a satisfactory knowledge and understanding of Christianity and other world faiths.
12. In art, design and technology, geography, history and physical education, pupils' work is at a level expected for their ages at both key stages. The school has historically placed a great emphasis on the development of music. A range of activities including choir practice, recorder group and band mean that most pupils are able to read music by the time they leave school. Work seen during the inspection indicates that pupils are performing at an average level at both key stages across the differing elements of the music curriculum.
13. The progress, over time, of pupils in English, mathematics and science is satisfactory at both key stages. Progress in lessons where the quality of teaching is good is brisker and pupils are acquiring the necessary skills, knowledge and understanding at a faster rate. The implementation of the National Literacy and Numeracy Strategies means that there is now more emphasis given to the progressive development of skills and the systematic building on of prior attainment as outlined in the national guidance documentation. A detailed scheme of work that would further secure and advance pupils' progress is not in place for science.
14. The progress made by pupils in information technology is satisfactory at both key stages. Pupils steadily acquire a broadening range of skills as they move through the school. Pupils' progress in the use of control technology is not always satisfactory.
15. Progress in religious education is satisfactory at both key stages. Pupils build up a satisfactory knowledge and depth of understanding of Christianity and other world faiths.
16. In art, design and technology, geography, history, music and physical education progress made by pupils at both key stages is satisfactory. High quality schemes of work that outline in detail the knowledge and skills pupils are to acquire as they move through school are not in place for all these subjects. This means that the progress of pupils relies too heavily on the quality of teaching alone.
17. The number of pupils with a Statement of Special Educational Need is well above the national average. These pupils receive good levels of support. Liaison between class teachers, and the headteacher and support staff is good. The pupils are fully integrated into all activities and make progress that is similar to their classmates. The school is presently reviewing support strategies and procedures for pupils on the school's register of special educational needs who do not have a statement. There is clear evidence that the quality of individual education plans is improving and targets now being set are challenging but realistic. Overall the progress that these pupils make is satisfactory across all areas of the curriculum.
18. Following the last inspection the school underwent a period of instability caused by the retirement of the headteacher and a significant period of time without a permanent headteacher. This has resulted in progress since the last inspection not being at a satisfactory level in terms of the raising of standards. However the appointment of a

new headteacher has given the school a new impetus. He has made the raising of standards a top priority and has already identified strategies to do this. There is now a renewed confidence amongst staff and governors. The school is now in a better position than it was to move forward, to improve the quality of education it provides and to raise standards.

14. **Attitudes, behaviour and personal development**

19. Pupils have good attitudes to their work. They listen attentively to their teachers and respond enthusiastically to questions and requests. Most but not all pupils offer their own ideas and opinions confidently, for example in literacy lessons and story time. When required, pupils work well in groups. Some pupils have a very good knowledge of how to use the school library and access reference material, but there are others who lack initiative and do not work well independently, unless offered frequent encouragement. They celebrate their own success and that of others by sharing their work with classmates. The good attitudes shown by pupils and their speedy response to requests or movement from one activity to another, has a positive effect on their learning and the progress they make.
20. In the under-fives' classroom, children have good attitudes to their learning and they approach activities with interest and excitement. Children co-operate well and are especially good in role-play activities. They are proud of their achievements and their work, which is often included in the attractive wall displays in the classroom. Behaviour is of a high standard and children develop good skills which enable them to become independent workers.
21. Behaviour throughout school is very good; pupils behave consistently well in lessons, assemblies and at break and lunchtimes. Movement around the school and in classrooms is very orderly, contributing to the purposeful and happy atmosphere. Pupils understand and respond very well to the school's positive system of rewards and sanctions. The very good behaviour that exists has a very positive effect on pupils' learning. Conflict does not often occur and bullying is rare. Any incident of bullying is dealt with swiftly and staff take care to ensure that pupils fully understand their errors. Ninety per cent of parents who responded to the questionnaire sent out before the inspection felt that the school achieves a high standard of good behaviour.
22. Relationships throughout the school community are very good. Teaching and ancillary staff, parents and governors form a close and mutually supportive team. This is reflected in the relationships between staff and pupils and amongst pupils themselves. Pupils of all ages mix and play well together and they offer one another support and encouragement. All adults in school present themselves as good role models by maintaining a high level of respect and care for others and through their constant hard work throughout each day.
23. The personal development of pupils is satisfactory overall. The pupils, in both key stages, respond well to the opportunities to take responsibilities. However, the school does not have a suitably effective structure to enable the pupils to take on more responsibilities as they grow older. The personal development of the pupils, in relation to their work is satisfactory, but it is inconsistent. Too few opportunities are provided in some classes for them to engage in personal study to a significant degree, while in others it is a prominent feature. A lack of opportunity for pupils to consistently discuss ideas or opinions, or an ineffective balance between pupil-teacher talk, results in a lack of confidence in some pupils to express themselves.

24. The attitudes of pupils with special educational needs are no different from other pupils. Most try hard to succeed and show positive attempts to complete their work and stay on task. They respond very well to adults and are respectful towards one another and equipment. Overall, the positive attitudes of all pupils and the high standards of good behaviour identified at the time of the last inspection have been maintained. These factors make an important contribution in helping to create an effective learning environment.

20. Attendance

25. Attendance rates are good. There are very few unauthorised absences. Pupils' regular attendance makes a positive contribution towards their progress. There are no significant differences in patterns of attendance between year groups. Punctuality is good and lessons begin promptly. Discussions with pupils show that they really enjoy coming to school. Good rates of attendance have been maintained since the last inspection.

QUALITY OF EDUCATION PROVIDED

Teaching

26. The quality of teaching overall is satisfactory. During the week of inspection teaching was very good in ten per cent of lessons, good in a further twenty per cent and satisfactory in the rest. No unsatisfactory teaching was observed. This represents an improvement from the time of the last inspection. When taken by the class teacher, who is the headteacher, teaching of the oldest pupils is consistently of a good and on occasions very good standard. Examples of good teaching were also observed for the children under the age of five.
27. Teaching for children under the age of five is satisfactory overall and is good in the key areas of language and literacy and mathematics. Planning is of a good standard and is based around the nationally recommended key areas of learning. The teacher and nursery nurse work well together to provide a broad range of activities. Both use questioning well to ascertain children's level of understanding before moving them on. A real strength is the sensitive but firm manner in which children are managed. On the odd occasion when teaching is not at this high level, the lesson lacks pace and too much time is spent on routine tasks rather than direct teaching. However the quality of teaching and effective support ensure that children make a good start to their educational lives and are well prepared for work on the National Curriculum.
28. At Key Stage 1 the quality of teaching is satisfactory. Planning is satisfactory but is at its best when a clear distinction is made between learning objectives and the activities that pupils are to take part in. Teachers are proficient at using questioning to extend pupils' speaking and listening skills and in ensuring that as many pupils as possible are actively involved in class discussions. Pupils are managed well both in whole class discussions and group activities as well as more formal activities. An example was seen, where to give pupils a better understanding of a Victorian wash day, they had to hand fill dolly tubs with water and then use all the utensils of the day. This motivated the pupils and kept their interest. In a mathematics lesson the pupils were provided with dominoes to explore different ways of making the same total. This again captured the pupils' interest and enabled them to work for a sustained period of time.

Where teaching is not as effective as it could be, the lessons lack a real zip or at times the extent of topics or issues discussed is at too high a level and pupils become confused.

29. At Key Stage 2 the quality of teaching is satisfactory. The quality of teaching for the oldest pupils in the key stage, when taught by the class teacher, is consistently of a good and on occasions of a very good standard. At this key stage teachers' expectations are usually at an appropriate level and in many of lessons the pupils are managed well. As a result, pupils tend to work for sustained periods of time because they know what is expected of them. In the best lessons the teaching has a real air of enthusiasm and enjoyment. The lessons really zip along and the pupils are caught up in the infectious enthusiasm. In a very good physical education lesson the fast pace of the lesson was maintained throughout. Very good use was made of examples of pupils' performance and as a result the level of performance of all pupils improved. A particular strength of the lesson was the fact that the teacher was constantly making direct teaching points which ensured that pupils remained on task. In other lessons where teaching is most successful teachers use their own subject knowledge to enthuse pupils, and firm encouragement to pupils helps to provide an effective learning environment. Less effective teaching is characterised by an imbalance of teacher talk, where too much time is spent by the teacher talking about issues. On these occasions either pupils are not encouraged enough to give their views or simply they are not provided with enough time to record their work in their books. On other occasions a lack of appropriate technical language or the use of more casual language detracts from the often good content of the lesson.
30. Strategies for teaching literacy and numeracy have been introduced in an appropriate manner at both key stages. The National Literacy Strategy is beginning to have an impact in helping to raise standards. It is at its best when pupils are encouraged to use their skills in other areas of the curriculum such as history, science and religious education. The National Numeracy Strategy was only introduced at the start of the academic year. Early indications show that there is far greater emphasis given to the development of pupils' mental arithmetic skills, which is helping to improve attainment. In the best lessons teachers are actively encouraging pupils to examine different strategies to solve a whole range of problems whether it be number, shape or space. This is good practice that needs to be disseminated across the school. Pupils at both key stages are provided with opportunities to use information technology to support other areas of the curriculum. In particular many older pupils are encouraged to use computers for personal study and research.
31. The school operates a system whereby teachers are provided with the opportunity to teach some classes, other than their own, in subjects for which they have curriculum responsibility. Music is taught throughout the school by the co-ordinator. In all these instances teaching is never less than satisfactory, occasionally it is good. However, the school is rightly reviewing this system to ensure that best use is being made of staff to meet the school's main goal of raising standards. This system also provides an added complication for the oldest pupils in the school where, during the course of the week, they are taught by five different teachers. This causes the pupils to be unsettled on occasions.
32. The quality of teaching for pupils with special educational needs is never less than satisfactory. The number of pupils in school with a statement of special educational needs is well above the national average. These pupils are well supported and fully integrated into all curriculum activities. Good liaison procedures are in place between

teachers, both school and outreach, and support staff. The school is currently reviewing its procedures regarding non-statemented pupils and the school's register of special educational needs. Evidence clearly shows that the quality of individual education plans is improving as they now state clearly defined, challenging but realistic targets. Teachers are using these plans far more in helping to provide tasks at an appropriate level. As a result pupils are making satisfactory progress towards their targets. A notable strength is that all pupils with special needs are fully involved in question and answer sessions in whole class, and group discussions as well as in assemblies. The school shows an appropriate awareness of the need for equality of opportunity and this is reflected in the majority of lessons.

33. In the past, the setting of a range of tasks for homework has been inconsistent. However the school has recently introduced a formal homework policy and homework record book designed to ensure that homework is set and marked on a regular basis. The use of homework as a vehicle for enhancing pupils' academic and social development is seen as a priority by the school and is included in the school development plan. All teachers mark pupils' work on a regular basis but the opportunity is not always used to outline to pupils what they need to do to improve. Where it is used it has a most positive impact on pupils' progress.
34. The commitment of the headteacher and the staff to improving standards, and the willingness of all staff to reflect critically on their work in order to secure improvement, indicates that the school is well placed to continue to develop the quality of teaching.

30. The curriculum and assessment

35. The school provides a broad and balanced curriculum for children under five. They have a range of structured activities and experiences, including role-play, which provide a solid foundation for the work to be undertaken at Key Stage 1. The teacher has a good understanding of the needs of young children and good provision is made for their personal and social development. The attainment of the children under five is assessed effectively on entry into the school, but this information is not always used as effectively as it could be to guide and inform future curriculum planning.
36. The planned curriculum offered to pupils at both key stages meets the statutory requirements of the National Curriculum and religious education, and successfully promotes their intellectual and physical development. It is broad and balanced. Good quality schemes of work that clearly outline the knowledge and skills pupils are to acquire as they move through school, or outline the teaching methods, strategies and organisation to be used are not in place for all subjects. This has a negative impact on the progress that pupils make. On a long-term and medium-term basis the planning is satisfactory but does not always take full account of the needs of the mixed-age classes that are a dominant feature of this school.
37. The school's policy on sex education is not to teach it formally but to deal with aspects as they arise, particularly within the science curriculum. Appropriate arrangements are in place for health education and the school has rightly recognised the need to implement a programme of drugs awareness and education. At present, no formal programme is in place apart from dealing with issues as they arise through the science curriculum. Pupils are effectively prepared for the next stage of education through links to the local high school. The school places sufficient importance on the notion of equal opportunities for all its pupils. Care is taken to ensure that all pupils

have access to the full curriculum regardless of ethnicity, gender or prior attainment. Occasionally not enough opportunities are provided for pupils to use their initiative or take on responsibilities to enhance their personal development.

38. The school has successfully implemented the National Literacy Strategy which has had a positive impact on standards. The National Numeracy Strategy has been introduced at the start of the academic year and is placing a greater emphasis on the development of pupils' mental arithmetic skills and strategies to problem solve. Some good examples were observed of pupils using their literacy and numeracy skills in other areas of the curriculum, such as extended writing in history and working out temperatures in geography. This good practice needs to be extended. Computers are often, but not always, used to support work in other areas of the curriculum. The emphasis that is now given for older pupils in particular to carry out personal study and research using either books or computers is another example of good practice that needs to be disseminated across the school.
39. The school provides a good range of extra-curricular activities that include choir, instrumental tuition, football, cross-country running, netball and gardening. These activities make an important contribution to pupils' personal and social development, as well as widening their educational experiences. Many of the activities are organised by the teaching staff and are well attended by the pupils. A wider range of educational visits is planned to places of historical and cultural interest, as well as activity weekends. This is an appropriate development because in the past the range of visits has been more limited.
40. Curriculum provision for pupils with special educational needs is satisfactory overall but good for the pupils who have a statement of special educational needs. These pupils are very well supported and fully integrated into the life of the school. The headteacher and special needs co-ordinator are reviewing procedures for supporting pupils without a statement, who are on the school's register of special needs. Improvements recently have included a higher quality of individual education plans with challenging but achievable targets. There is now a greater involvement of parents in the review of the progress their children are making and more effective liaison between teachers and support staff. These factors are making an important contribution to the progress pupils make. Overall, the school has a commitment to meeting the needs of all pupils with special educational needs and provides a caring, supportive learning environment.
41. Procedures to assess pupils' attainment and track their progress are satisfactory for children under the age of five and at Key Stage 1 and Key Stage 2. The school carries out tests soon after children start school and statutory tests at the end of both key stages. In addition, optional national tests are carried out at various times as pupils move through the school. Short-term assessment routines include staff looking at weekly planning and reflecting on the objectives and action necessary. The main area of weakness is that the results of tests and other assessment procedures are not analysed in sufficient detail in order to identify weaknesses and to set targets for improvement. The school has identified this as an area for development. In addition, the marking of pupils' work is not always used well to outline to pupils what they need to do to improve. The older pupils are increasingly being expected to set learning targets for themselves. This is good practice.
42. The level of progress in this area of school life has not been at the expected level since the last inspection. However, the determination of the headteacher and staff to provide a good quality curriculum and the use of assessment information to set

targets and to guide future curriculum planning indicates that the school is now in a better position to move forward.

38. Pupils' spiritual, moral, social and cultural development
43. Very good provision is made for pupils' moral and social development, good provision for spiritual development and satisfactory provision for cultural development. This judgement indicates that the school is maintaining the high standards set at the time of the previous inspection in December 1995. The school policy for spiritual, moral, social and cultural development gives clear guidance about the direction to be taken by all staff. It ensures provision that is wide in its coverage and consistent in its application. There is consistency of practice. Significant provision is made through assemblies, religious education and personal and social education. Most subjects of the curriculum make appropriate contributions. The good quality work with pupils who have special educational needs has a positive impact on the school's provision for spiritual, moral, social and cultural development.
44. The provision for spiritual development is good. It is supported by well-planned assemblies, lessons in religious education and in physical and social education. All lessons make a contribution to this aspect of school life. All staff are quick to show that they value pupils, both as individuals and as learners. Pupils' ideas are well received and acknowledged, both orally and through the display of work throughout the school. Pupils receive a great deal of appropriate praise and affirmation from teachers and other staff. There are some opportunities for reflection in assembly and in lessons of the curriculum. Pupils are made aware of the values held by others and how these values have a bearing on their own lives. Pupils are provided with opportunities to consider some of the important issues of life, for example, trust – as witnessed effectively in some of the assemblies.
45. The school provides very good opportunities for the understanding of moral issues. Pupils are taught right from wrong and the school is entirely consistent in its application of a clear moral code. The school's expectations are applied in the classroom and all around the school. Pupils discuss right and wrong behaviour and pupils are provided with opportunities to make decisions about what rules should apply in their class. These rules are prominently displayed and form a clear framework for day-to-day conduct. There is a calm and dignified sense of purpose in the way the school conducts itself. Most concerned in the work of the school, adults and pupils, have an appreciation of the school's value system. Within this value system, there is no harassment, little shouting and no inequality in managing pupils. There is great respect for authority, which is even handed, never heavy handed. Through this, pupils acquire a great understanding of fairness and justice. Consequently, they are encouraged by the school to accept their own responsibilities and respect the needs of others.
46. The school makes very good provision for pupils' social development, in their own relationships, work and conduct. Adults in the school provide good role models for pupils. Through this, pupils come to understand and appreciate positive social qualities. The expectation of the school is that every pupil will be responsible in his or her conduct and in attitudes to work. The provision for social play at break and lunchtime is good. All break times are characterised by opportunities for younger and older pupils to play together and pupils are encouraged to recognise the needs of others through play. Fund raising activities and involvement in local community events

provide further opportunities for pupils' social development. There are good opportunities for collaborative work within some subjects of the curriculum, particularly science and English. Here, there is much lively social interaction. The school enhances pupils' social skills by welcoming visitors into school to widen the curriculum and in its good range of extra-curricular activities.

47. Satisfactory provision is made for the cultural development of pupils. In art, pupils study the lives of famous artists and acquire useful information of a variety of art styles and techniques. In history, pupils study past cultures, both those evident locally and those far away. The literacy hour makes provision for the study of a range of texts, styles and cultures within literature. Religious education makes an appropriate contribution to the study of pupils' own and other cultures through the teaching of customs, beliefs and values of a range of religions. In music, pupils are provided with opportunities to play at a wide range of venues and to experience music from other cultures. There is little evidence of the effective promotion of cultural knowledge through the provision of a range of opportunities to visit places beyond the school, for example, local museums, places of worship and theatres. Older pupils have had in the past a residential visit to Spain, which provided some social and cultural enhancement. However, the school has decided to examine the ways in which it can provide a more varied and extensive range of visits to enhance the cultural development of pupils. This is an appropriate strategy.
43. Support, guidance and pupils' welfare
48. Overall provision for the support, guidance and welfare of pupils is good and makes a significant contribution to the school as a caring community. The ethos of the school creates an environment that is consistently successful in promoting the health, safety and general well being of the pupils and ensures that each pupil is given individual support and encouragement and is valued within a safe and secure community. Both teaching and non-teaching staff relate well to pupils and respond sensitively and effectively to any specific needs of pupils. Good induction procedures help the youngest children to settle quickly into school routines. Prior to children starting school, parents and children are invited to visit school and useful documentation is provided about school activities and how parents can assist within the learning process at home. There are well established links with the local secondary school which help to support pupils in their transition to the next stage of education. The school has satisfactory procedures to identify pupils with special educational needs and these pupils are well supported. The school receives a good level of specialist support from outside staff. The school clearly values all pupils within its care. The good level of pastoral care identified at the time of the last inspection has been maintained and remains a strength of the school. The areas of weakness are the procedures to monitor pupils' progress and personal development. Although tests are carried out on a regular basis the information is not used effectively to inform and guide pupils in their work or track their progress. No formal procedures are in place to record pupils' personal development and there are few procedures in place which actively promote the use of pupils' own initiative. Individual education plans for non-statemented pupils are becoming increasingly effective as a means of monitoring their progress but this has not been the case over a longer period of time.
49. Very good procedures are in place to monitor and promote discipline and good behaviour. The behaviour of individual pupils is monitored and appropriate support provided. Records are kept of behavioural problems and parents are informed and involved if necessary. Pupils are given opportunities to reflect on their behaviour when

it falls below expectations. All teaching and non-teaching staff work hard to promote good standards of behaviour and the impact of this is evident in the very good standards of behaviour which pupils exhibit. Weekly assemblies celebrate and value pupils' good behaviour and help to maintain the high standards.

50. Procedures for monitoring and promoting attendance are good. There is an effective partnership with the education welfare service. There are established and rigorous procedures in place to follow up absences. Registers are taken promptly at the start of each session and are accurately completed. Attendance and punctuality are monitored by the headteacher and the school secretary. Parents are reminded about the importance of not taking children on holiday in term-time and of the importance of regular school attendance and punctuality.
51. The school has good procedures to deal with pupils' health, well being and safety. Child protection procedures are good. The school complies with legal requirements. There is an appropriately trained designated member of staff who is the nominated teacher for child protection. All staff are aware of the necessary procedures to follow. There is a good quality policy in place which follows the local child protection guidelines. Clear, fully understood procedures are in place for any emergencies that should occur in school. Pupils' welfare is strongly safeguarded by four members of staff with first aid training, who keep their qualifications updated and maintained on a regular basis. There are very good and effective accident recording procedures in place. The governing body undertakes its responsibilities towards health and safety effectively and is diligent in carrying out regular checks and audits of potential hazards. Work in science helps to alert pupils about the need for a healthy lifestyle and diet, although there is no specific drugs education programme. However, visits from the school nurse, community police officer and other emergency services help to promote pupils' awareness of safety matters.
47. **Partnership with parents and the community**
52. The school maintains a satisfactory relationship with parents and the local community. Parents views as expressed both in the pre-inspection questionnaire and at the meeting held prior to the inspection indicate a high level of appreciation for the dedication and effort shown by the teaching and non teaching staff. All parents who responded to the questionnaire expressed the view that the school is easy to approach and always ready to listen to any concerns with the majority stating that they were confident that their concerns or complaints would be effectively addressed. Many parents say that they feel the school has significantly improved since the appointment of the present headteacher and inspection evidence confirms that much has been done to improve and further develop closer relationships between the school and home environments.
53. The range and quality of information issued to parents is good. Regular, informative and well presented letters are sent to parents regarding events, activities, school routines and requirements combined with specific curricular aspects. Two meetings for parents are held each year at which parents have the opportunity to discuss their children's progress and areas for improvement. End of year reports contain comments on each area of the curriculum but do not yet include sections for parental comments or pupils' own targets for improvement. The school fulfils its statutory obligation to give parents test results and comparisons with national achievements.

54. Some parents now come into school to assist with such tasks as reading support and are made to feel valued and welcome. Many parents are involved in extra-curricular activities and the Parents' Fund Raising Committee works tirelessly to organise fund raising events to further enrich the provision of school resources. Parents are encouraged and welcomed to attend celebration assemblies within school each Friday. Parents of children with special educational needs are being kept increasingly informed of their children's progress and encouraged to take part.
55. Partnerships with the community are satisfactory and the school constantly seeks ways in which it can foster continuing relationships with residents and organisations. Invitations are issued on a regular basis to attend concerts, events and celebrations. The school choir has taken part in several broadcasts and competitions with great success. The school is currently working with the Millennium Green Committee on an environmental project to undertake bulb planting as a lasting contribution to the area but links with local businesses are at an early stage of development.
56. The school has maintained and continues to seek to improve the satisfactory relationships with the parents and community identified at the time of the last inspection.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

52. Leadership and management

57. The overall leadership of the school is satisfactory and is increasingly making a most important contribution to the quality of education provided. The headteacher took up post in April 1999. In a short time he has clearly identified the strengths and weaknesses of the school and has established a clear vision of where the school is heading and what needs to be done to secure improvement. His dynamic leadership and high quality social skills have gained him the respect of pupils, staff and parents. The aims and values which the school seeks to promote are clearly evident in the life of the school. Nearly all the parents who responded to the questionnaire sent out before the inspection, felt that the school's values have a positive effect on their children.
58. The ethos of the school is good. The pupils are keen and interested in their work and relationships between pupils and staff are of a high standard. Teachers are prepared to reflect critically on how they teach in order to help provide a better quality of education for pupils. All these factors help to create a positive climate for learning.
59. The school has introduced the National Literacy Strategy in an appropriate manner and it is having a positive impact on helping to raise standards in this area of the curriculum. The National Numeracy Strategy has been introduced at the start of this academic year. The greater emphasis that the school is now placing on the development of pupils' mental agility skills suggests that this area of the curriculum is set to improve, but the recency of the initiative means that it is too early to have had any significant impact on standards. The targets that the school has set itself for the year 2000 in literacy and numeracy are not challenging enough. The headteacher has recognised this and is setting expectations at a higher level. Targets for subsequent years are at a more challenging and realistic level. At present the school does not carry out a detailed analysis of all available test and assessment data to identify areas of weakness and then to set targets for improvement.
60. The governing body is supportive of the work of the school. Meetings are held on a regular basis and a committee system is being increasingly and effectively used to discuss issues and policies before final ratification by the full governing body. The articulation of clear terms of reference for each committee is an effective tool in helping to conduct business efficiently. Some governors visit the school during the working day while others make use of their professional skills for example, banking, to support the work of the governing body. Relationships between the headteacher and the governing body are of a good standard. Both the head and governors recognise that there is need for the governing body to be more actively involved in monitoring the work of the school. This is an accurate assessment because at present governors are not involved in setting the priorities of the school and monitoring progress towards the stated targets. This restricts the governing body's capacity to hold the school to account for the quality of education it provides. Discussions with governors, however, show that they have a clear vision of how they want the school to develop and show an accurate awareness of the best features of the school and the areas that need further development. Governors attend appropriate training courses and both the literacy and numeracy governors have attended or are about to attend the relevant training sessions.
61. All members of the teaching staff have responsibility for at least one and often more

subjects of the curriculum or areas of school life. The role of curriculum co-ordinator is however not sufficiently established to have an impact on raising standards. The headteacher has carried out a small number of lesson observations and a scrutiny of teachers' planning. However there has not been a regular and systematic supporting, monitoring and evaluation of teaching and learning and the regular scrutiny of pupils' work by curriculum co-ordinators and the senior management team. The headteacher has identified this as a key area for development.

62. The school has a satisfactory policy for special educational needs. A new special educational needs co-ordinator has just been appointed. She is working closely with the headteacher and together they have improved the procedures for identifying pupils' needs, and for improving the quality of individual education plans and ensuring the greater involvement of parents when reviewing their children's progress. The provision for pupils with statements of special educational needs is at a good level and the headteacher is evaluating all elements of special needs provision, including staff and resources, to ensure that the most effective use is being made. The school has a named special needs governor and the co-ordinator has rightly identified the need for greater liaison between herself and the governor to enable the governor to have a better overview of provision within the school. Overall, management of this area is satisfactory. The school has an equal opportunities policy that is of a satisfactory standard. The school does not analyse test data in sufficient detail to look for differing trends of attainment between boys and girls or pupils with differing levels of attainment. Pupils with special educational needs are fully involved in all aspects of school life and these pupils, regardless of their disability receive their full entitlement to the National Curriculum.
63. The school development plan is a good and effective document because it is seen as the articulation of the school's commitment to raising standards. The plan is detailed for one year and contains outline planning for a further two years. The areas identified for improvement are an accurate assessment of the school's strengths and weaknesses. The headteacher rightly recognised the need to actively involve staff and governors in identifying and prioritising issues for inclusion. In its present format the plan sets timescales, resource implications, monitoring procedures and success criteria that are closely linked to improving standards. This clear, focused presentation increases the plan's effectiveness in helping to move the school forward.
64. Following the last inspection the school produced a satisfactory action plan. All the issues identified were included in the action plan. However the retirement of the headteacher and a period of time without a permanent headteacher meant that the school has not made as much progress as would have been expected. There is still work to be done on improving the standards of presentation of pupils' work. All subjects have a named co-ordinator but the role is not effective in helping to raise standards. Improvements have been made in the quantity and quality of books but further development is required. The quality of teaching has improved but there is still room for further improvement. The provision for statemented pupils is at a good level but the school is rightly reviewing procedures for supporting non-statemented pupils. The headteacher's leadership skills, the focused direction he has set for developing the school, the commitment of the staff to raising standards, are all factors that indicate that the school is now in a much better position than it was to develop and improve.

60. Staffing, accommodation and learning resources

65. The school has an appropriate number of suitably qualified teachers with relevant expertise to teach the National Curriculum and the areas of learning for the children under five years of age. The headteacher, who has been in post since April, handles a heavy teaching commitment in addition to controlling the essential administrative and management tasks of a school of this size. In addition to the teaching staff, the school has the services of appropriately qualified support staff, a school secretary who combines her role with that of site supervisor, lunchtime welfare assistants and dining room staff. All staff work with a strong sense of support and team spirit and offer a wide range of experience and expertise.
66. Arrangements for the professional development of staff are satisfactory and are linked to the newly created Staff Development Programme. Effective links are made between school initiatives and individual teachers' needs. Job descriptions are in place for all members of staff and have been identified as an area for review and development.
67. The quality of administrative support and site supervision is good and makes a positive contribution to the smooth running of the daily life of the school. The school also values the support it receives from parent helpers.
68. The accommodation, although limited in Years 5 and 6, is adequate for the delivery of the National Curriculum. Care and attention is given to the stacking and storing of equipment in the hall to ensure that health and safety awareness is observed at all times.
69. There is a wide range of displays throughout the school, celebrating pupils' work and individual achievements which makes a positive contribution to the caring family ethos of the school.
70. All areas of the school are easily accessible for the pupils in wheelchairs who presently attend the school.
71. The entrance hall, which also houses the school library, is entirely decorated in nursery rhyme characters which is not appropriate for older pupils and it does not provide an environment conducive for these pupils to participate in personal study or independent research.
72. The school grounds are well maintained and during the week of inspection the play areas were refurbished with line markings for a variety of games and activities. At present, children under five do not have the provision of an enclosed, dedicated play area to further develop their physical skills.
73. There are adequate resources in most subjects, with the exception of large play equipment for the under-fives, which restricts the range of activities that can be offered. There is a shortage of artefacts to be used in the provision of religious education lessons. Opportunities to extend pupils' learning by incorporating visits to museums, galleries and local places of interest are not fully utilised at the present time. Despite some limitations on storage space, equipment and materials are tidily stored and accessible to pupils, who act in a responsible manner when making use of them.

74. Since the last inspection the provision of this aspect has been steadily maintained, with improvements being made in the provision of a wide range of books to support and enhance the curriculum and encourage the enjoyment of reading for pleasure in pupils.

70. **The efficiency of the school**

75. The good levels of financial planning and control identified at the time of the last inspection have been maintained.

76. The appropriate procedures that are currently in operation are that the initial budget is drafted by the headteacher after advice from the Local Education Authority bursary service. The budget is then fully discussed by the finance committee before approval by the full governing body. An analysis of the school development plan shows that priorities are carefully costed and that expenditure links closely to the stated priorities. Detailed financial planning is in place covering a one year period and outline financial planning for a further two years. This longer-term projection enhances the school's ability to respond quickly and effectively to unforeseen circumstances that have financial implications, such as a rise or fall in pupil numbers. During the last three years the school experienced financial difficulties. Stringent budgeting has however resulted in a far more favourable financial position. The carry forward from 1998 to 1999 is £17,000. This represents approximately eight per cent of the school's budget. The headteacher has however already identified key areas that the money is to be spent on. These include resources and building improvements and refurbishment. The school uses the monies it receives in its standards fund to provide appropriate staff and management training. The monies for special educational needs are used effectively to purchase appropriate resources. The headteacher is currently evaluating how support staff, accommodation and resources are being utilised to ensure that the school is making best use of all available resources.

77. Although no formal procedures are in place to judge the cost effectiveness of major spending decisions, the headteacher and governors examine the impact of spending on support staff and on building improvements to assess the effect they have on standards or improving the learning environment. This is good practice because it increases the school's ability to identify future spending priorities.

78. The school budget is monitored well by the headteacher and the finance committee. There are good channels of communication already established and the headteacher keeps governors well informed. The school receive good levels of support from the Local Education Authority bursary service. The school clerk is most effective. She makes good use of the computerised financial system to check the accuracy of financial accounts and the school's financial position. Secretarial and administrative tasks are carried out in a pleasant, friendly and professional manner. This helps to ensure that the school runs smoothly. A copy of the latest auditor's report was not available and so no judgement can be made concerning whether or not the auditor's recommendations have been acted upon.

79. Teachers are deployed in a satisfactory manner, and there is a good match of responsibilities to teachers' initial qualifications. Some teachers teach classes other than their own for one or two lessons a week. In theory this is effective use of available teaching staff because it enables them to obtain a better picture of teaching and learning for subjects they are responsible for. However, in practice, particularly for

the oldest pupils, it results in the pupils being a little restless, because in Year 5 and 6 for example the pupils have experience of five teachers over the course of the week. Traditionally the school has placed a great emphasis on the teaching and development of musical skills. This has resulted in music being taught by a specialist and class teachers not developing their own skills, confidence and expertise. Each member of staff has responsibility for at least one area of the curriculum. Staff are committed and enthusiastic but the role of curriculum co-ordinator is not effective in raising standards because insufficient opportunities have been provided to monitor the quality of teaching and learning either through lesson observation and scrutiny of pupils' work. This is particularly important for English, mathematics, science and information technology. Support staff and nursery nurses and other teaching staff are deployed effectively to support class activities and pupils with special educational needs and make an important contribution to the progress that pupils make.

80. Learning resources are used and managed in a satisfactory manner to support pupils' learning. Most subjects are satisfactorily resourced. Computers are usually used in an effective manner to support pupils' learning across different areas of the curriculum, and to provide pupils with the opportunity to undertake personal study and research. The main school library is situated in the entrance hall. This together with the fact that the hall is decorated in nursery rhyme characters means that the siting and decoration do not make it an inviting or challenging environment for the older pupils to effectively carry out personal study or research.
81. The school makes satisfactory use of available accommodation. Good use is made of the hall for music, drama and physical education activities. The playground is used as much as possible for outdoor activities and plans are already well advanced to make a garden and seating area at the front of the school to enhance the appearance of the school and to support science and environmental work. The school does not make satisfactory use of visits to art galleries, museums, or other places of interest in order to enhance pupils' educational experiences or further develop their personal and social development.
82. Taking into account the attainment of children on entry to school, the standards achieved, the quality of teaching and the unit cost per pupil, the school is providing satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

78. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

83. At the time of the inspection 11 children were under the age of five. These children are taught as part of the reception and Year 1 class. The teacher has high expectations of the children and is especially successful in promoting their literacy and numeracy skills. She works closely with the nursery nurse and there is a good sense of teamwork. Children with special educational needs are supported in a satisfactory manner. Assessment information gained from tests taken soon after children start school is generally used in a satisfactory manner to identify children with learning difficulties. On occasions, more use could be made of this data to guide and inform future curriculum planning. The hard-working staff provide a safe and secure learning environment in which the children are valued as individuals. Children are well prepared for work on the National Curriculum.

84. During the week of inspection the quality of teaching was never less than satisfactory and was often of a good and sometimes very good standard. Pupils are provided with a broad range of activities that are planned around the key areas of learning. Children are provided with sufficient opportunities to learn through structured play and to develop their understanding of new concepts through first-hand practical experience.

85. The assessments carried out soon after the children started school indicate that attainment for the present group of children is below average. However attainment levels are more commonly at an average level although a significant minority are below the nationally expected level. During their time in the Reception class the children make satisfactory progress although progress is often sharper in the development of pupils' language and literacy skills and in their personal and social development. By the age of five children's attainment in the six key areas of learning is at the expected level. Children with special educational needs make satisfactory progress.

81. Personal and Social development

86. This area of learning is given a high priority. During lessons, break times, lunchtimes and assemblies children show that they have a good understanding of the routines of the school. They co-operate well with one another and willingly share equipment and resources. The children behave well and respond appropriately to advice given by the teacher or nursery nurse. Relationships between adults and children are very good. Not all children are confident in responding to questions and take quite a long time to dress or undress when taking part in physical education or dance lessons. By the age of five children's' attainment is at the expected level.

87. The quality of teaching is good in this area of learning because all adults encourage children to develop their personal and social skills. The provision of structured play activities gives children many opportunities to collaborate and recognise the importance of valuing the needs of others.

83. Language and literacy

88. By the age of five children attain standards that are at an average level. Children benefit from the incisive questioning of the teacher and the constant emphasis in all activities of the development of children's' literacy skills. As a result progress in

lessons is often good. Over time children of all attainment levels make satisfactory progress. Many children listen attentively and follow instructions appropriately. Children do not use an expressive or expansive vocabulary. Most children copy-write accurately with the high attainers forming their own letters well and developing an early understanding of sentence structure. Children really enjoy listening to stories and can re-tell simple stories they have heard or read with their teacher or parents. Most children have developed an understanding that words and pictures convey meaning. Children are starting to use their increasing phonic knowledge to help them with unfamiliar words.

89. The quality of teaching is good. Work is well planned and matched to the differing attainment levels of the children. Good use is made of resources. A particular strength is the teacher's good use of questioning to draw children into discussions and probe their understanding. Opportunities are provided for imaginative play in designated areas such as "the supermarket." This provision is at its most effective when adults join the role play activities and challenge children further.

Mathematics

90. By the age of five the majority of children achieve the learning outcomes recommended for this area of learning. Children, including those with special educational needs, make satisfactory progress overall but on occasions progress within lessons is good. Children experience early success in number activities involving counting, sorting and matching and develop correct number formation. Most children recognise and name basic mathematical shapes. Early data handling is learned through the composition of block graphs. Children use and understand language such as "longer" and "shorter." Most children can count to ten and some beyond. The small number of higher attainers are showing an understanding of "more than" and "less than" and using it practically in simple computations.
91. Teaching is of a good standard. Lessons have a clear focus and the teacher uses a number "washing line" well to attract and then keep children's interest. Children are managed in a sensitive but firm manner. Very good support is provided by the nursery nurse who questions the children in the same effective manner as the teacher.

Knowledge and understanding of the world

92. Attainment in this area of learning is at the expected level by the age of five and children of all attainment levels make satisfactory progress. To help develop children's scientific understanding they fill containers of different sizes from the water tray and experiment with the properties of wet and dry sand. For technological development they cut, stick and join. In information technology most of the children have competent basic keyboard skills. Children examine the properties of different materials such as playdough and through the baking of gingerbread men develop an understanding that materials can change when water is added or when they are heated. Through their work on "Little Red Riding Hood" the children develop an understanding of simple routes and use positional language such as "under" "past" "over" or "next to." Through the work on "ourselves" the children learn that they are part of a family which can be traced back many years and develop an early understanding of chronology. When talking about the coming of Christmas the children learn that the events happened a long time ago and so gain some historical as well as spiritual perspective. In the same discussion no child was able to state which month follows November.

93. The quality of teaching is satisfactory. Children are provided with a wide range of experiences that help to develop their awareness of the world in which they live. Teaching has a calm but purposeful air to it but on occasions there is not enough zip to the lessons and children are kept too long on the carpet before starting activities.

Physical development

94. By the age of five, children attain the expected levels in the physical area of learning and pupils of differing attainment levels make satisfactory progress. Children develop a good sense of spatial awareness in physical education lessons and move confidently with varying degrees of control and co-ordination. Children use small apparatus appropriately. The children are not provided with opportunities for outdoor play with a variety of large play equipment to help further develop their control, dexterity and an awareness of the implications of their movements on others. When painting, making things or playing with construction kits children handle scissors, brushes, tools or crayons with appropriate levels of control.
95. The quality of teaching is satisfactory in physical development. Here the teacher shows enthusiasm and takes the children with her. Instructions are precise and the management of children is good. The range of tasks provided to develop children's physical abilities within the class is satisfactory.

Creative development

96. The children's attainment is at a level expected by the time they reach five. All children make satisfactory progress. Children use paint and other media when carrying out art and craft activities and sufficient opportunities are provided for them to experiment with colour mixing. Appropriate activities are provided that allow children to take part in imaginative play activities and these are considerably enhanced when adults take an active part as well. In dance music and movement lessons children show good levels of interpretation and act out the part of frail old men and women well. Most children know a good range of songs and accompanying actions.
97. The quality of teaching is satisfactory, and the teacher provides opportunities to extend children's imaginations. The dance and movement lessons which are not taught by the class teacher are not as effective. The children are not managed well and a lot of time is spent in dressing and undressing and in calming down activities rather than direct teaching.

ENGLISH, MATHEMATICS AND SCIENCE

93. English

98. The results of the 1998 National Curriculum Tests for seven-year-olds showed attainment in reading to be above the national average and in line with the national average in writing. In comparison to similar schools, attainment was above average in reading and below average in writing. The 1999 test results show the percentage of pupils achieving the expected level (Level 2) to be below average. When the test results covering the three year period 1996 to 1998 are examined the performance of pupils in reading was below the national average and above the national average in writing. Teacher assessments in speaking and listening indicate that attainment is above average. Inspection findings indicate that current levels of attainment are at an average level in reading, writing and speaking and listening. Test data has shown that girls are performing at a better level than boys. The school is aware of this and is already examining ways in which reading material and writing tasks can be made more appealing to boys. Any differences in test results and inspection findings can be

explained by the fluctuating attainment levels of different groups of pupils.

99. Inspection evidence shows that the pupils' attainments are in line with expectations at the end of both key stages. Most pupils make satisfactory progress as they move through the school. Pupils with special educational needs make satisfactory progress towards the targets set for them in their individual educational plans.
100. The results of the 1998 National Curriculum tests for eleven-year-olds show that pupils' attainment is well below the national average and the level of attainment found in similar schools. This had been the case for the three-year period covering 1996 to 1998. The test results in 1999 show a far more positive picture with attainment well above the national average and average when compared to that found in similar schools. Inspection findings show present levels of attainment to be at an average level. No significant evidence was found of differing levels of attainment between boys and girls. This assertion is supported by test data. Any differences between test results and inspection findings can be explained by natural ability differences in pupils. The successful implementation of the National Literacy Strategy is having a positive impact on the raising of standards.
101. The progress made by pupils is satisfactory overall at both key stages but is good at the end of Key Stage 2, where the quality of teaching is having an important impact on the progress being made. The rigorous and systematic following of the National Literacy Strategy is increasingly having a more significant impact on pupils' progress. The progress made by pupils with special educational needs is satisfactory although pupils with a statement of special educational needs often make good progress. For other pupils the recent improvement in the setting of more focused targets in their individual education plans is starting to have more impact on the progress that they make.
102. The pupils' attainments in speaking and listening are at an average level at the end of both key stages and by the age of seven, pupils communicate with one another clearly and give their views and opinions during class discussions, although not many use an expressive vocabulary. They extend their vocabulary when participating in the literacy hour sessions. They discuss characters from stories in the 'Big Books' effectively. They can sequence stories that they hear and most pupils listen carefully. By the age of eleven, most pupils express their thoughts, evaluate stories and written work and listen to the opinions of their teachers and their peers. Most pupils are attentive listeners. The pupils enjoy class discussions and the plenary sessions of the literacy hour when they share their work with other members of the class. Skilful questioning by staff elicits thoughtful answers and pupils are responsive to others' ideas and views. However, a minority of pupils are not as confident in offering their views and opinions without sensitive prompting from the teacher.
103. By the age of seven, most pupils attain the expected standards in reading. Some pupils in Year 2 read fluently and with good expression. Teachers and adult helpers hear pupils read frequently, and this is reinforced by many parents who listen to their children read almost every day and record this in the home/school reading diaries. By the age of eleven, standards in reading and comprehension are average. All pupils participate in reading activities during the daily literacy hour and the well-structured nature of these sessions is having a positive effect upon reading standards. Pupils in Year 1, predict concealed words and Year 2 pupils identify differences between fiction and non-fiction books with appropriate accuracy. Pupils in Year 4 make inferences and predictions from text and devise their own morals from some of the fables they

read. Some pupils in Year 6 read fluently, accurately and with good understanding in the group reading sessions of the literacy hour although not all pupils read with a high level of expression. Pupils locate information using the contents and index pages but are not as proficient at reading beyond the literal level. The school places an effective emphasis on reading and pupils at both key stages make satisfactory progress. Pupils with special educational needs make satisfactory progress towards the reading targets set in their individual educational plans

104. By the end of Key Stage 1, standards in writing are at an average level. Most pupils are independent writers and are able to write fluently using capital letters and full stops. Pupils recognise word patterns and understand technical vocabulary such as consonant blends, verbs and nouns. In Year 1 the pupils list rhyming words and write short sentences about events in their life and these pupils produce appropriate quality writing when retelling stories. On occasion, the titles presented for writing tasks do not always enthuse pupils. Most pupils present their work well but a minority do not. By the end of Key Stage 2, most pupils produce written work that is interesting and varied. A few pupils produce good quality writing in a variety of ways, such as well-structured stories, poetry, ballads, play script, information leaflets and book reviews, which gives evidence of the satisfactory progress that is being made. Examples of planning, drafting and re-drafting of work are evident, but there is generally a shortage of extended writing. Scrutiny of books shows that there is some over-use of worksheets at both key stages and this can sometimes limit the scope and range of the written responses. Despite their capabilities, some higher attaining pupils take a long time to produce small quantities of writing and the writing does not always reflect the satisfactory standards of reading that the pupils attain. Standards of handwriting vary from below expectation to well above expectation in both key stages, although some pupils write in a neat, cursive script. In general, standards are at an average level. Most pupils including those who have special educational needs make satisfactory progress in writing. Throughout the school the skills that pupils are gaining through the new approach to the teaching of literacy are improving the standards of grammar, punctuation and spelling.
105. Most pupils have a very positive attitude to their work and generally maintain good concentration. In lessons where the class discussions are lengthy, some pupils are inclined to become restless, but generally pupils are very well behaved and co-operative. They are helpful to one another and collaborate well in their groups. Pupils show enjoyment of reading activities and a positive interest in literature. Some older pupils show satisfactory levels of independence and can retrieve information for themselves from a variety of sources. Some pupils are active learners who take pride in their work and show good levels of interest and initiative. Others are not at this high level.
106. The quality of teaching observed during the inspection was satisfactory and in a third of the lessons observed was judged to be good in both key stages. Lessons are well structured and carefully prepared and the pupils know exactly what is expected of them. Teachers plan interesting and motivating activities for their pupils and all teachers give their pupils good support and encouragement. The group activities are controlled with skill at both key stages and teachers manage their pupils well. Satisfactory progress has been made in training teachers to implement the National Literacy Strategy and the school has produced a detailed action plan, which includes success criteria. Teachers are making good use of the new materials such as the "Big Books" and the group reading materials. They have an appropriate focus on the literacy objectives and make good use of the whole-class time and plenary sessions.

On occasions there is an imbalance between pupil and teacher talk which restricts pupils' opportunities to further develop their speaking skills. Teachers give good support in guided reading sessions although occasionally, some of the written tasks that are set for the groups working independently are not challenging enough, for example, completing sentences on easy worksheets. Good examples were observed where marking of pupils' work is used well to outline what is needed to improve. This is not consistently the case in all classes and prevents pupils' progress being better.

107. The teachers use satisfactory on-going assessment procedures and standardised tests to monitor individual progress, but this data is not sufficiently analysed to identify areas of weakness and then set targets for improvement or to guide future curriculum planning. Teachers use the resources well and encourage pupils to use them independently. The reference library has a good range of quality books. Examples were observed of pupils using computers to edit and draft their work. This is good practice. Fiction books are attractively displayed in the classrooms and are well used. Except in reading, homework has not been set consistently throughout the school but the headteacher has started to address this issue through a formal homework policy and homework diary. The co-ordinator is enthusiastic about the subject and does provide appropriate informal guidance to colleagues when required, but the co-ordinator's role is underdeveloped in that it does not include the monitoring and evaluation of the teaching and learning of the subject at classroom level throughout the school or the regular scrutiny of pupils' work, in order to have a greater impact on raising standards.

103. Mathematics

108. The results of the 1998 National Curriculum tests for seven years olds show that the percentage of pupils achieving the expected level (Level 2) was well above the national average. The percentage of pupils achieving the next higher level (Level 3) was below the national average. This shows pupils' attainment, to be in line with the national average and with that of similar schools. Taking the three years 1996 to 1998 together pupils' performance was close to the national average. In this same period, the performance of boys and girls was very similar. The 1999 test results show pupils performance to be below the national average. Inspection findings indicate that the present level of attainment is at an average level but that pupils are more secure in their number and algebra than in their using and applying of mathematics. This is also reflected in teacher assessments of pupils' performance. No significant evidence was found of differing levels of attainment between boys and girls. Any differences between test results and inspection findings can be explained by the natural ability differences between groups of pupils.

109. The results of the 1998 National Curriculum tests for eleven year-olds show the percentage of pupils reaching the level expected (Level 4) was below the national average but the percentage achieving the next higher level was close to the national average. This put pupils' overall attainment below the national average and well below the level being achieved in similar schools. Taking the three years 1996-1998 together pupils' performance in mathematics was below the national average. The 1999 test results paint a more positive picture. Although the percentage of pupils achieving at least the expected level (Level 4) was below the national average, the percentage achieving the next higher level (Level 5) was well above average, making overall attainment broadly in line with the national average but well below average when compared to similar schools. During the period 1996 to 1998. The performance

of boys was at a higher level than for girls. Inspection findings show that overall attainment is at an average level but as in Key Stage 1 pupils are not as adept or secure in their use and application of mathematics. No significant evidence was found of differing levels of attainment between boys and girls. Discrepancies between test results and inspection findings can be explained by natural ability differences between groups of pupils.

110. The school has recently introduced the National Numeracy Strategy and far greater emphasis is now being placed on the development of mental mathematical skills. Although in its early days, indications are that this is having a positive impact on standards in numeracy. By the end of Key Stage 1 most pupils have mental recall of addition and subtraction facts to at least 10, with a significant minority exceeding this. Pupils can count in 2s, 5s and 10s, and recognise patterns such as odd and even numbers. They understand the place value of digits and can put numbers up to 100 in order. Pupils are not secure in applying their knowledge to solve problems or in identifying different ways to solve number problems. Although the main emphasis is on number work, appropriate emphasis is given to other aspects of mathematics. Pupils are aware of standard and non-standard measures and estimate and measure with reasonable accuracy. They identify two and in some cases three-dimensional shapes by their properties. There is some evidence of pupils handling data in graph or chart form although not all pupils are able to interpret the data accurately.
111. By the end of Key Stage 2 pupils have secure number skills. They have a solid grasp of place value. Mental arithmetic tests are carried out on a regular basis and this is helping to sharpen pupils' mental agility with numbers. Pupils add and subtract decimals to two places. Higher attainers are confident in carrying out multiplication and division of larger numbers. Pupils develop secure understanding of decimal fractions and know the decimal and percentage equivalents. Pupils articulate the properties of three-dimensional shapes and calculate the area and perimeter of regular shapes. The higher attainers carry out similar tasks on irregular shapes. Pupils draw and measure angles with a reasonable degree of accuracy and measure the diameter and radius of circles. Opportunities are provided for pupils to handle and interpret data and they present their findings in formats such as graphs or tally charts. Pupils' understanding of probability is satisfactory and they state the likelihood of an event taking place in terms of likely, most probable or impossible. Opportunities are sometimes provided to extend pupils' numeracy skills in other areas of the curriculum, for example, in a geography lesson on climate when pupils were asked to calculate differences in temperature using negative numbers. On other occasions opportunities are missed. Pupils do not have a good level of vocabulary that would help them to explain terms such as 'mean', 'median' or 'mode'. As in Key Stage 1 the main area for development is that pupils do not explore or utilise a range of different strategies to solve numerical problems or to explain clearly how they achieved the answer. However this aspect is now being encouraged far more, particularly at the end of the key stage.
112. The progress pupils make overall is satisfactory at both key stages but the quality of teaching at the end of Key Stage 2 is helping to ensure that within lessons progress is often good. This is mainly because the teaching encourages pupils to explore and then share different methods and strategies to solve problems. When their methods are shared, a golden opportunity is provided for pupils to learn from one another. The progress made by pupils with special educational needs is satisfactory overall at both key stages. The pupils with statements of special educational needs receive appropriate levels of support and there are good liaison procedures between class

teachers and support staff. The more focused individual education plans that are now being written set clear, realistic but challenging targets and make an important contribution to the progress that is made.

113. Pupils' attitudes to work are good and they enjoy their lessons. Pupils listen attentively to instructions and work with good levels of concentration when tasks are set. Pupils are often seen asking classmates for help if the teacher is occupied and are developing a greater ability to work without too much adult guidance. In general, most pupils take a pride in their work but a minority do not and this sometimes detracts from the content of what they have completed. Occasionally a lack of focused explanation means that the pupils lose interest and become a little restless. Behaviour however is usually of a very good standard in lessons. Overall the consistently positive attitudes to work and the standard of behaviour contribute significantly to pupils' learning and the progress they make.
114. The overall quality of teaching at both key stages is satisfactory but at the end of Key Stage 2 it is very good. Teachers are becoming increasingly confident and comfortable with the implementation of the National Numeracy Strategy and the whole class mental activities are proving effective in sharpening pupils' skills. Expectations are usually appropriate but on occasions work is not challenging enough. Planning is at its most effective when there is a clear distinction between learning objectives and learning activities. In some lessons teachers evaluate what has or has not worked within the lesson. This information is then used skilfully to guide and inform future lesson planning. In the best lessons the expectations are high, tasks set are imaginative and challenging, prior attainment is built on and explanations of new work are clear and concise. In one such lesson at the end of Key Stage 2 on shape, the pupils were asked to use their initiative and to investigate how many different shapes could be found using five squares. Very good use of technical language, for example 'pentomino', and excellent links with previous work on rotational symmetry heightened the challenge. Throughout the session the pupils were thoroughly engrossed and enjoyed themselves. Where teaching is not as effective, the lesson lacks pace mainly because there is too much teacher talk and not enough time to complete activities. In another instance the explanation of the work was not clear and pupils were a little confused as to what was expected of them. Teachers mark pupils work on a regular basis but not all teachers have high enough expectations with regard to how pupils present their work or make clear to pupils what they need to do to improve. Homework is now being set on a more consistent basis and this is having a positive impact on pupils' academic development.
115. The subject is led by an enthusiastic and knowledgeable co-ordinator who has a good grasp of the subjects' strengths and weaknesses. However very limited opportunities have been provided for the co-ordinator to monitor the quality of teaching and learning through lesson observation or scrutiny of pupils' work. This restricts the impact that the role of co-ordinator has on helping to raise standards. The co-ordinator has provided good levels of information support and guidance to colleagues and has more formally provided training to prepare staff for the implementation of the National Numeracy Strategy. The targets that the co-ordinator has identified for the next twelve months are based on a detailed analysis of test and assessment data to identify weaknesses and set targets for improvement and a review of the scheme of work so that it more accurately reflects the component parts of the National Numeracy Strategy. There are appropriate targets if the standards in the subject are to continue to rise. In addition the school should consider the establishment of a portfolio of levelled and moderated pupils' work.

116. The standards identified at the time of the last inspection have been maintained and the underachievement identified at Key Stage 2 is no longer as evident as it was although on occasions expectations are not as high as they could be. The quality of teaching has improved.

112. **Science**

117. The results of the 1998 teacher assessments for seven-year-olds show that the percentage of pupils achieving the level expected of seven-year-olds (Level 2) was above average, whilst the percentage achieving the next higher level (Level 3) was below the national average. This makes attainment average overall. The 1999 teacher assessments show that 96 per cent of pupils achieved at least the level expected. Inspection findings indicate that attainment is broadly average.

118. The results of the 1998 National Curriculum tests for eleven-year-olds show pupil attainment to be below the national average and well below the level found in similar schools. This is despite the fact that the percentage of pupils exceeding the expected level was not dissimilar to the national average. Taking the three years 1996 to 1998 together, pupils' performance in science was below the national average. The 1999 test results show signs of improvement with the percentage of pupils achieving the expected level just below the national figure. Overall attainment from the test results is below average because of the smaller number of pupils exceeding the expected level. Inspection findings reflect an improving pattern of performance with attainment levels broadly average. During the period 1996 to 1998 boys performed better than girls but no significant evidence was found during the inspection of differing levels of attainment by gender that could not be explained by natural ability differences.

119. At the end of Key Stage 1, attainment is at an average level. Pupils have a satisfactory understanding of the major organs of the body and where they are located. They are beginning to understand that different animals require different foods through their study of pets and non-domestic animals. They have a sound grasp of what the needs of plants are in order to grow. The pupils classify living things according to their most distinguishing features. Pupils have a sound understanding of the different properties of materials and know materials can be changed by heating or cooling. They explain in simple terms how an electric circuit works. They record their findings in charts as well as in written form. Pupils do not always use their scientific knowledge to help them predict what might happen next. In Key Stage 2 pupils have a satisfactory knowledge of different materials and how some are affected by heat. They have a sound knowledge of the way simple forces can act in terms of pushing, pulling, balancing and floating. By the age of 11, pupils can plan and carry out investigations, giving clear explanations of how to produce a circuit. They have a secure grasp of energy in its different forms and of how different food types contribute to a healthy diet. They can explain how the current through bulbs varies in a circuit when they are wired in series and in parallel. Although pupils carry out their investigative work in a satisfactory manner they are not proficient at explaining why things happen or in always making accurate hypotheses.

120. Pupils of all abilities, including those with special educational needs, make satisfactory progress at both key stages. Progress, however, relies too heavily on the quality of teaching. There is not a high quality scheme of work in place that ensures that prior attainment is built upon and developed, particularly in the area of

investigative work. This prevents progress being more secure.

121. Across both key stages, pupils show a lively interest in their work. They invariably behave very well during lessons and, when performing practical tasks, treat apparatus and materials sensibly. They relate well to one another, showing respect for teachers and other adults. Some strive to complete tasks and to write carefully and accurately, with neat presentation, although a small minority are less careful with how they present their work.
122. The quality of teaching is satisfactory. The majority of teachers have an adequate knowledge and understanding of science. Teachers' planning is not always well focused with clear objectives. It successfully identifies previous learning and indicates the next stage in the process. However, teachers' expectations of what pupils should achieve and the rate at which they progress are more variable in practice. This again is because of a lack of guidance being provided through a good quality scheme of work. Teachers manage their pupils well and maintain a purposeful environment. In some lessons summary sessions are held at the end to review learning and celebrate the pupils' work. Instructions and explanations by teachers are generally clear and precise to ensure that pupils know what is expected of them. On occasions work is not explained clearly enough or too many activities are planned within a lesson. In such instances, the pupils become confused. Although marking is regularly undertaken, comments to help pupils improve their work are not always provided. This hinders pupils' progress.
123. The subject has a knowledgeable and enthusiastic co-ordinator but too few opportunities have been provided to monitor the quality of teaching across the school or to regularly scrutinise pupils' work. This limits the impact that the role of co-ordinator can have on raising standards. In addition, the school has not made sufficient use of test and assessment data to look for patterns of weakness, either by group or gender and then to set targets for improvement. This has been recognised by the school already as a priority area for improvement. The standards identified at the time of the last inspection have been maintained. The greater commitment the school now has to raising standards suggests the school is now better placed to improve in this area of the curriculum.

119.

119.

119. OTHER SUBJECTS OR COURSES

119. Information Technology

124. Information technology is not timetabled as a separate subject in classes. Inspection judgements are therefore, based on observations of pupils at work, scrutiny of their work, examination of teachers' planning and discussions with pupils. Standards being achieved by pupils at the end of both key stages are at a nationally expected level, although pupils' knowledge and skills in control and modelling are not secure. The school has placed appropriate emphasis on the development of information technology and resources. The school has written an appropriate action plan which has been submitted to gain funds to enable it to move forward on to the National Grid for Learning. The school has recently amended its policy statement. The scheme of work is to be amended so that it takes account of the guidelines provided by the Qualification and Curriculum Authority. This is appropriate so that pupils are systematically and progressively taught the necessary skills to enable them to become more competent information technology users across all elements of the

subject. The readiness of the staff to undertake appropriate further training, the clear direction set by the headteacher and the co-ordinator and the commitment of all staff to raising standards further indicate that the school is appropriately placed to continue its development in this area of the curriculum.

125. At Key Stage 1 pupils start to learn the layout of the keyboard and the function of certain important keys and icons. They see older pupils use the mouse in a satisfactory manner and use their keyboard skills to write simple sentences. Some pupils use the mouse to move pictures on the screen, for example when dressing a teddy bear. A range of software enables pupils to see how computers can be used to generate graphics and to handle data. The higher attaining pupils are developing a greater understanding of how to load programmes and use simple menus to locate information. A small number of pupils have a good understanding of the uses of information technology in the wide world and know that computers have the potential to communicate ideas in different forms using text, tables and pictures. Although the school has a programmable robotic toy little evidence was seen in class or in teachers' planning of opportunities being provided for pupils to input a set of instructions and then to predict and check the outcome of their actions.
126. By the end of Key Stage 2, pupils' work is at a satisfactory level in using computers to word process their work. They use the facilities to draft and edit as well as for copying in already well presented pieces of work. Most pupils can identify icons on screen and outline their purpose. Discussion, with pupils shows that most know how to change the style or size of font they are using with a smaller number able to import graphics. Pupils recognise the role that computers can play in helping them find information and many use programmes such as 'Encarta' to help them research for particular pieces of information. Many captions across the school are produced on the computers and this stresses to pupils the widening uses to which information technology can be put. Older pupils have had experience of using digital scanners and cameras and examples are clearly visible across the school. A monitor with teletext is kept on throughout the day and this, besides keeping pupils informed of world events, shows how technology can be used to communicate both nationally and internationally. Pupils have had limited experience of setting up, interrogating databases and then presenting their findings using a variety of formats. Computers at this key stage have Roamer World installed but the co-ordinator has rightly recognised that this is an area that needs further development so that pupils have a better understanding that computers can monitor and control events.
127. The progress made by pupils of all attainment levels, including those with special educational needs is satisfactory. Examples were observed of computers being used well to develop the manipulative skills of pupils with special educational needs and to help improve hand-eye co-ordination. Throughout the school pupils use computers with a sense of enjoyment but with good levels of concentration. They handle resources well. Pupils work well together. When pupils are provided with opportunities to use their initiative to solve problems they seize the opportunity with both hands. Those pupils who bring considerable knowledge and expertise from home are more than happy to help their classmates. All these factors make an important contribution to the progress that pupils make.
128. No whole class teaching was observed but instances were seen of computers being used within the classroom. This together with a scrutiny of teachers' planning indicates that teaching is satisfactory overall. Teachers are increasingly exploring or extending opportunities for information technology to be used to support work across

all areas of the curriculum. For this to be as successful as possible it is essential that the software provided is sufficiently challenging. Teachers make good use of the opportunities for pupils to use computers to carry out personal study and research. Good examples were observed of one teacher and support staff directly teaching a pupil how to use a specific programme. As a result by the end of the session the pupils showed a high level of competence and confidence. Where teaching is not as effective opportunities to exploit the uses of information technology are missed mainly because of a lack of teacher knowledge and confidence.

129. The subject is led by a knowledgeable and enthusiastic co-ordinator. Little opportunity has been provided for the co-ordinator to monitor and support work across the school in order to have a bigger impact in the raising of standards. However he is regularly available to provide informal guidance and support wherever this is needed by colleagues. The co-ordinator has designed a satisfactory format for recording pupils' work on computers. This, once implemented and used by staff, will form a sound basis from which to monitor pupils' progress. Resources are satisfactory but the school recognises the importance of setting up a programme of replacement and improvement in both hardware and software. The school is grateful for additional resources provided by the Parents' Association. The standards identified at the time of the last inspection have just been maintained but due to a lack of finance, the developments in this area of the curriculum have not been as successful as they had hoped for.

125. **Religious education**

130. Pupils throughout the school are working at a level expected for their ages and at the end of Key Stage 1 and Key Stage 2, pupils' attainment meets the expectations of the Locally Agreed Syllabus. Pupils at both key stages, including those with special educational needs make satisfactory progress in acquiring knowledge of Christianity and other world faiths and in developing a deeper understanding of the importance of religion in people's lives.

131. At Key Stage 1 the younger pupils listen to stories from the Bible to gain an early understanding of God's love. They recite a prayer daily to understand the concept of prayer. Through the study of Advent they are starting to understand that the world is preparing for a special occasion - the birth of Jesus. As they move through the key stage they acquire more knowledge about Christianity. They talk about special times, for example, birthdays, celebrations and their own experiences. They start to learn about how God cares for the world and on a seasonal basis how festivals such as Advent and Christmas are celebrated in different parts of the world. In a simple manner they reflect on their own feelings towards religion and how people with different beliefs and faiths feel.

132. At Key Stage 2 pupils extend their knowledge and understanding. They learn about different faiths including Sikhism, Islam and Judaism. The pupils have a satisfactory knowledge of festivals and gods such as Bartmitzvah, Buddha, and Divali. However the emphasis for study remains on Christianity. Pupils have a secure knowledge of feasts such as The Epiphany and of different times of the Church's calendar such as Lent, Advent and Easter. They learn how buildings, objects and symbols play an important part in worship. For example, the synagogue. As part of a wider spiritual development, pupils are encouraged to show sensitivity to the needs of others and that people of different faiths and cultures may hold differing beliefs.

133. Pupils' response to learning is generally good. In discussions they show a willingness to listen attentively and to respect the contribution made by their classmates. Behaviour is usually good within lessons and even when the content being discussed is quite complex the younger pupils try hard to concentrate. Not all pupils take as much pride in their work as they could. Overall however the positive attitudes that pupils show and the respect they show for the opinions of others make an important contribution to the progress that they make.
134. The quality of teaching overall at both key stages is satisfactory. Teachers have a secure subject knowledge and are confident to explore quite complex concepts. However on occasions too much is attempted within a lesson, for example the story of creation. Teachers use questioning well to try and fully involve all pupils and pupils are certainly given an opportunity to air their views and opinions. Although discussions are an important element in pupils developing a deeper understanding of different faiths and beliefs, work is not always adequately recorded in pupils' books. In some instances there are good examples of pupils using their literacy skills - for example in the re - telling of a Bible story in their own words. On other occasions, scrutiny of pupils' work shows that there is only a picture and a sentence for a lesson's work or the work is simply copied from the board. There are excellent examples of the marking of pupils' work being used to encourage pupils to develop a deeper understanding of topics or how to improve their work. This practice needs to be disseminated across the school.
135. The school assemblies generally make a good contribution to both religious education and pupils' spiritual development. Good use is made of both music and thoughtful prayers and time is given for pupils to reflect upon both their own actions and the actions of others.
136. The co-ordinator has only recently taken responsibility for the subject and has not had the opportunity to monitor the quality of teaching or learning in order to disseminate the good practice and tackle any weaknesses. The school has a scheme of work that is based loosely around the Locally Agreed Syllabus. The co-ordinator has rightly recognised the need to develop a more detailed scheme of work that clearly outlines the knowledge and skills pupils are to acquire as they move through school. This would enhance the progress that pupils make. The school is developing the range of Christian and other faith artefacts but not enough use is made of visits to places of religious interest and significance in order to develop pupils' first hand experiences of cultures and faiths other than their own. The standards at the time of the last inspection have been broadly maintained.
132. **Art**
137. The observation of lessons at Key Stage 2 and a detailed scrutiny of pupils' work show that the quality of work is at an expected level for pupils' ages at both key stages. There has been little change in standards since the last inspection. In both key stages, pupils, including those who have special educational needs, make satisfactory progress as they move through the school.
138. Among the strengths in this subject are observational drawing and knowledge and understanding about shape and form, developed through study of the work of famous artists. A weaker area is the relatively limited creative skills which the pupils display

when painting and modelling. Good teaching in Year 5 and 6 is giving pupils more opportunities to express their own ideas and feelings through art but school policy is inconsistent.

139. By the end of Key Stage 1, pupils show a satisfactory awareness of pattern and texture and they produce work from both observation and memory. They have contributed to large-scale displays such as "The Monsters" made from redeemed materials. Year 1 pupils mix paints and use them to design pictures and repeating patterns. Year 2 pupils explore the use of colour, form and shape when painting paper plate faces. They apply paint in an appropriate manner and show confidence when representing their ideas on paper. Pupils are familiar with using a range of pencils, crayons and pastels to achieve different tones and textures. They can print and make patterns using pasta and produce observational drawing of plants. As they move through the key stage, they take part in a variety of drawing, painting and modelling activities which extend their skills. However, some pupils' knowledge and understanding of techniques is less well developed because of the limited opportunities to express their own ideas.
140. By the end of Key Stage 2, pupils learn to draw objects from observation to a good standard as seen in the school displays. Three-dimensional work is given appropriate emphasis and some of the wall hangings and models are of good quality, such as those linked to Islamic architecture. They produce interesting work based upon their studies of artists, such as David Hockney. Pupils have limited understanding of printing skills although they do have a secure knowledge of the importance of line, shape and pattern in art work and can talk about work they have done using waxing techniques.
141. Pupils show good attitudes and behaviour in their art lessons. They enjoy their work and persevere well in developing and discussing their work. Even the youngest pupils use the resources and materials with care and are proud of their displayed work, showing it to visitors. The older pupils show mature attitudes when working in pairs making portraits in the style of famous artists. Throughout the school, the pupils follow instructions carefully and collaborate well, helping one another when necessary.
142. In the lesson observed in Key Stage 2 the quality of teaching was good. The teacher clearly explained what the requirements were of observational art. He had good subject knowledge and used constructive praise well. Good use was made of sketchbooks to try out ideas.
143. The subject is led by a knowledgeable and enthusiastic co-ordinator who has some opportunity to look at the work of the older pupils because she teaches these pupils art. No opportunities have been provided for her to monitor the quality of teaching and learning in other year groups. A scheme of work is in place and the co-ordinator has recognised the need to emphasise more clearly the development of technical skills across the subject in order to raise the level of pupils' work still further. Visits to galleries to enhance pupils' cultural development have been limited. Standards in the subject have been maintained since the time of the last inspection.

Design and technology

144. During the inspection it was only possible to observe a small number of lessons. Judgements are based on teachers' planning, discussions with groups of pupils and

staff and scrutiny of pupils' work. These indicate that pupils throughout school achieve standards that are appropriate for their ages. All pupils, including those with special educational needs, make satisfactory progress.

145. By the age of eleven pupils can plan and make a picnic salad using such foods as cheese, fruit, lettuce and tomatoes. They produce sound designs of boxes and make satisfactory products using effective folding, cutting and gluing techniques. They use appropriate drawings and paper and fabric to construct circular plate patterns. By the age of 11, a majority of pupils satisfactorily design and build models of homes in our environment and talk confidently about their construction and the problems they met. The more able pupils give useful comments on how the design could be improved. Pupils design models using pencil drawings and use materials such as doweling, card, drinking straws and balsa-wood to construct sound products using appropriate cutting, shaping, joining and finishing techniques. However, they sometimes do not plan sufficiently at the making stage by estimating or measuring the dimensions of materials when it would be helpful to do so.
146. In Key Stage 1, pupils make satisfactory progress in their planning, handling of food and preparation of meals. They are developing sound skills in cutting, bending and joining card and paper and are learning well how to use their drawing and designing skills in order to make particular products. At Key Stage 2, pupils are increasingly making use of more imaginative and accurate drawings to influence their final products. They are developing satisfactory skills in cutting, shaping and joining materials and are producing appropriate decorated products using a satisfactory range of finishing techniques and materials. Most pupils with special educational needs make satisfactory progress and are helped to achieve this with well-briefed support of classroom assistants. There is no significant difference between the progress of boys and girls.
147. Pupils enjoy working on their tasks and are well behaved and respectful towards one another, the teacher and other adults. Pupils show mature behaviour when sharing tools and materials. Pupils usually show pride and interest in their work.
148. There is insufficient evidence to make a firm judgement on the quality of teaching in Key Stage 2 but the progress made by pupils is consistent with satisfactory teaching. The teaching observed in Key Stage 1 is judged to be satisfactory. The lesson was planned in an interesting manner and there was an abundance of pattern making materials available. The instructions and explanations were clear and concise. Organisation and management were satisfactory. There was evidence of appropriate praise and encouragement. There was a good combination of whole class and small group teaching.
149. The school plans the teaching of the subject in blocks that are usually linked to topics that pupils are studying in, for example, history, science and geography. Opportunities are provided for pupils to use construction kits at both key stages. The co-ordinator has targeted the need to ensure that when the scheme of work is reviewed it clearly outlines the skills that pupils are to acquire as they move through school. The co-ordinator has had very little opportunity to monitor the quality of teaching and learning across the school. Resources are just satisfactory, but there is a need to build up a greater variety and number of tools. Overall, standards have been maintained since the time of the last inspection.

Geography

150. In geography pupils in both key stages attain the expected standards for their ages. Pupils of all ability levels, including those with special educational needs make satisfactory progress at both key stages. Although limited opportunities were available to observe lessons due to timetabling arrangements, judgements are based on scrutiny of pupils' work, teachers' planning and discussion with the pupils.
151. In Key Stage 1 pupils investigate the physical features of their local surroundings. Pupils understand the purpose of maps and plans and using simple maps of the United Kingdom identify the four different countries. Through their work 'Little Red Riding Hood' the younger pupils develop early mapping skills and start to understand the concept of drawing and following a specified route. Through the study of the climate they gain a secure understanding of how weather can affect the people and environment in which they live. Once they have established weather patterns they collate data and record it in charts. Pupils use a satisfactory geographical vocabulary to express their ideas. Pupils use and understand simple co-ordinates. Teachers' planning shows that pupils are able to use maps and atlases to locate countries in Europe and the Middle East.
152. In Key Stage 2 pupils build on the sound start made at Key Stage 1. They consider the different forms of transport and how they network into national systems. They consider the impact of different forms of transport on the environment. Through their study of their own locality pupils find out what use is made of land and the economic viability of local industries. They examine issues concerning public transport in relation to the motor car. Pupils study maps and locate the school in relation to local physical geography. The majority of pupils have a secure knowledge of rivers and their courses. The study of weather has given them insight into how this can influence the lives of local people and their houses. Pupils have developed a satisfactory technical vocabulary and can use their research skills to locate European cities or to find facts out about places such as Jamaica. The pupils have developed satisfactory mapping skills and use compass points and grid references to locate places of interest. The level of pupils' knowledge however is not always reflected in the amount of written and recorded work in their books and folders.
153. Observations from lessons and discussions with pupils indicate that there are positive attitudes in both key stages. Behaviour in lessons is often good with pupils showing appropriate levels of concentration. Not all pupils are confident in sharing their ideas, views or opinions with their classmates even though teachers are supportive and prompt them well. Overall the positive attitudes shown have a beneficial impact on the progress that is made.
154. The quality of teaching is satisfactory at both key stages. Teachers have secure subject knowledge and expectations are at an appropriate level. In both lessons observed teachers managed pupils well and used appropriate technical language such as 'prevailing factors' or 'contours'. In both instances however the lessons lacked a little pace. In one instance the amount of time spent on discussion meant that little or no time was left to complete written work although this was clearly planned for the next lesson. The marking of pupils' work across the school is not used consistently or as effectively as it could be in pointing out to pupils how they could improve their work.
155. The subject is led by an enthusiastic co-ordinator. A policy and scheme of work are

in place to support the teaching of the subject. The scheme outlines the broad areas of study to be covered but does not provide a detailed outline of the knowledge and skills to be developed as pupils move through school. The co-ordinator is aware of this and is to review subject documentation in light of national guidelines planned for the next year. Limited opportunities are provided for the co-ordinator to monitor the quality of teaching and learning across the school either through lesson support and observation or through the regular scrutiny of pupils' work. The locality is used as a resource to develop pupils' knowledge and understanding but in the subject no visits have been made recently to places of geographical interest in this country. The pupils have however visited Spain in the past. The standards identified at the time of the last inspection have generally been maintained but more emphasis appears to be given to the development of historical rather than geographical skills.

151. **History**

156. Pupils, including those with special educational needs make satisfactory progress at both key stages and pupils' work throughout school is at an expected level for their ages. The majority have a sound sense of chronology and an appropriate range and depth of historical knowledge and understanding. They make effective use of resources to identify and explain their views of past events.
157. In Key Stage 1, pupils focus on themselves and explain how they have changed since they were babies. They sequence events and things they have learned to do by themselves, and show an emerging sense of time passing. Using photographs, they recognise differences and answer questions about the past thoughtfully. Many pupils communicate appropriate levels of historical knowledge orally, as seen in the lesson on the study of the school logbooks dating from 1869. By the end of the key stage they achieve standards expected for their age.
158. Pupils in Key Stage 2 are developing an increasing understanding of chronology by learning about Victorian Britain and the study of life in Tudor Times. By the end of the key stage some pupils have acquired appropriate research skills and show a mature understanding of various aspects of history, and of events, people and places – seen to good effect in the historical study of markets in Tudor Times. Standards at the end of this key stage are in line with those expected for this age and have improved since the time of the last inspection.
159. Pupils' attitudes to history are good. Their behaviour is consistently very good. Pupils work well alone, with partners or in a group. They listen carefully to instructions and are keen to do well. All are willing to share their ideas with others and support one another when necessary. Relationships between pupils and adults are very good.
160. The quality of teaching in Key Stage 1 and Key Stage 2 is satisfactory. Teachers demonstrate appropriate subject knowledge and make satisfactory use of stories and artefacts to enhance pupils' learning experiences. These make a good contribution to the enjoyment and positive attitudes demonstrated by pupils at both key stages. A balance of different teaching strategies is used to enable some pupils to become 'enquiring historians', whilst at the same time developing their literacy skills. On occasions, there is an imbalance in pupil-teacher talk or not enough is expected of how much work pupils are expected to complete.
161. The co-ordinator has good subject knowledge and is keen to develop the subject.

However, limited opportunities have been provided to monitor, support or evaluate teaching and learning across the school or to scrutinise pupils' work. This prevents progress from being better. The school does not embark upon visits to places of historical interest to a significant degree in order to enhance pupils' historical and cultural development.

157. Music

162. Pupils of all attainment levels, including those with special educational needs, make satisfactory progress. Pupils in both key stages attain appropriate standards for their age in all elements of the music curriculum. Some of the tasks they carry out successfully promote aspects of pupils' social and cultural development. Through video and audio tapes it is evident that pupils have taken part in a large number of concerts and festivals and pupils' performance at these events is often of a good standard.
163. Key Stage 1 pupils enjoy singing a range of songs in different styles and have a secure sense of rhythm and pitch. Older Key Stage 1 pupils clap a steady beat, and generate and copy simple rhythmic patterns. Most pupils know the names of differing instruments. Pupils listen attentively to music and are able to describe the mood of the music they hear. They use untuned instruments to help them compose accompanying music to the story of 'The Gingerbread Man'. Pupils use a xylophone, drums, cymbals and tambourines in an imaginative manner.
164. At Key Stage 2 pupils continue to develop a growing repertoire of songs. They are given opportunities in whole school singing sessions to sing songs in two parts but do not always do so successfully. Singing in assembly is satisfactory but pupils do not always pay sufficient attention to diction and phrasing. When listening to music pupils express preferences and talk about moods created by music. Younger pupils recognise that different types of music can create quite differing atmospheres - for example music or instrumental sounds that could help soldiers prepare for battle. Pupils can re-enact such battle scenes with the accompaniment of music and instrumental sounds. Evidence indicates that over the course of the year pupils are taught all elements of the curriculum that include composing, performing and appraising. Pupils are given the opportunity to play a brass instrument. This is provided by a peripatetic teacher on a fee-paying basis. All pupils in Year 6 learn to play the recorder and by the time the pupils leave school the vast majority are able to read music.
165. Pupils of all attainment levels and ages enjoy their lessons and take a full and active part in activities. Most pupils respond well to the teacher's instructions and confidently sing in assemblies. Pupils show an eagerness to accompany hymns in assemblies through, for example, playing the recorder or other instruments. Individual pupils sing solos in assembly and classmates show a real sense of pride and appreciation of the performance. Occasionally some of the younger pupils become over-excited in music and movement lessons and do not listen as attentively as they should. Photographic and video evidence shows that pupils gain a great deal of enjoyment from performing at different festivals.
166. The quality of teaching observed during the week of inspection was satisfactory. All the lessons are taught by the music co-ordinator who is employed on a part-time basis, although during the week of inspection the majority of the teaching at Key

Stage 2 was carried out by a supply teacher due to the absence of the co-ordinator who was attending an in-service training course. In lessons taught by the co-ordinator appropriate emphasis is given to developing pupils' abilities in composing, performing and appraising. The co-ordinator clearly has good knowledge and uses this together with her good singing voice to enthuse and motivate the pupils. Some of the younger pupils do not listen attentively to her instructions and the teacher does not gain the full attention of pupils before reinforcing pertinent teaching points. Together with another member of staff the co-ordinator takes the whole school for singing practice on a weekly basis. The pupils are taught a wide repertoire of songs from differing traditions and cultures and clearly enjoy the session. Progress could be further enhanced by the teacher regularly using her undoubted knowledge and expertise to outline to pupils what they need to do to improve the quality of singing.

167. Traditionally and historically the music in school has been taught by the co-ordinator. In light of the identified priorities in the school development plan the school is reviewing the situation whilst seeking to still ensure that the pupils receive a broad and balanced musical diet. The school does not have a detailed scheme of work in place in music to support all teachers in the teaching of music. The co-ordinator has a good grasp of the strengths and weaknesses of the subject. The school takes part in a wide range of competitions and festivals for both the choir and musicians. Pupils make a valuable contribution to the community through playing and singing at local fayres, supermarkets, a local hospice and many other events. Pupils have performed at prestigious occasions such as at the De Montfort Hall. Pupils have attended musical workshops such as the Gamelan workshop where they played Indonesian instruments, and have also played instruments and listened to performances from a range of other cultures. These events make a significant contribution to pupils' cultural development. The extra-curricular activities such as recorders, choirs and band are popular and well attended. Resources for the subject are generally good in both quality and quantity. The wide range of musical activities and opportunities identified at the time of the last inspection has been maintained. However the amount of time allocated to the teaching of music during the school day at the end of Key Stage 2 is well above the national average.

Physical Education

168. Based on lessons observed during the inspection, pupils are making satisfactory progress in physical education at both key stages and attain standards expected for their age.
169. At Key Stage 1, pupils respond willingly to instructions, understanding the need to warm-up in preparation for exercise and recognise the short-term effect of exercise on the body. They link separate movements in the balancing exercises. They develop control, co-ordination and balance in the basic actions and are developing and practising a range of ways of sending and receiving a ball; throwing a ball in the air and catching it, and throwing and catching with a partner.
170. At Key Stage 2, pupils explore a range of jumps and balances and make symmetrical shapes during floor work and when using a range of small equipment. Pupils follow instructions well and link movements in order to make sequences in response to set tasks. They display standards of agility, co-ordination and general body management skills that are similar to that expected from other pupils of this age. They practise and improve their own performances, repeating a series of previously performed movements with increasing skill and striving to consolidate their performance. They understand and play small-sided striking and fielding games well. Standards in swimming are at an expected level.
171. Pupils have positive attitudes to lessons, and they are interested, keen and responsive. They follow instructions well and within the limits of the set tasks, try to develop and improve their performance. They show enjoyment of the activities and are well behaved and responsive. They work well with partners and behaviour in lessons is very good. Relationships between pupils and adults are very good. Pupils are sensible and responsible when handling equipment and resources.
172. The quality of teaching is satisfactory overall with one Key Stage 2 lesson being judged very good. All teachers plan lessons with due attention to health and safety and good levels of encouragement are given. Teachers manage their pupils well and the pace of lessons is satisfactory. Warm-up and cool-down activities are incorporated into planning and teachers help pupils to understand the short-term effects of exercise on the body. Teachers recap on previous lessons effectively and, in the best lessons, use appropriate vocabulary and make good use of demonstrations to illustrate skills and techniques.
173. The school provides a satisfactory range of extra curricular activities for a school of this size. These activities include football, netball, cross country and athletics. Activities are well attended. The school takes part successfully in inter-school competitions. The subject is led by an enthusiastic co-ordinator but opportunities to monitor the quality of teaching and learning have been limited. Standards in the subject have been maintained since the last inspection.

174. SUMMARY OF INSPECTION EVIDENCE

- A total of 37 hours 25 minutes was spent observing classes, sampling pupils' work and talking to pupils.
- All subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- A sample of registration periods was observed in both key stages. Discussions were held with the secretary about the procedures for monitoring attendance.
- Pre-inspection meetings were held with the staff, governors and parents.
- Discussions were held with the headteacher.
- Parts of some extra-curricular activities were observed.
- Samples of pupils' work were scrutinised across all year groups.
- Pupils from each year group were heard reading aloud.
- An additional meeting took place in the week of the inspection with the Chair of Finance and other governors.
- Frequent discussions took place with pupils of all ages about their learning, achievements and views on aspects of the code of conduct.
- Inspectors observed lunchtime behaviour.
- Playtimes were observed and enabled informal discussions with pupils.
- Inspectors attended assemblies for both key stages.
- Additional documentation was scrutinised including long-term curriculum planning and some finance documents.
- An inspector made a detailed tour of the site to inspect the accommodation.

1. . DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	145	5	17	6

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	5.5
Number of pupils per qualified teacher	26.4

Education support staff (YR – Y6)

Total number of education support staff	1
Total aggregate hours worked each week	15

Average class size:	29
---------------------	----

Financial data

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

	£
Total Income	221,670
Total Expenditure	205,334
Expenditure per pupil	1,426
Balance brought forward from previous year	831
Balance carried forwards to next year	17,167

PARENTAL SURVEY

Number of questionnaires sent out:	89
Number of questionnaires returned:	30

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	30	63	3	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	50	0	0	0
The school handles complaints from parents well	21	48	28	3	0
The school gives me a clear understanding of what is taught	27	47	13	13	0
The school keeps me well informed about my child(ren)'s progress	30	50	13	7	0
The school enables my child(ren) to achieve a good standard of work	27	60	13	0	0
The school encourages children to get involved in more than just their daily lessons	23	60	13	0	3
I am satisfied with the work that my child(ren) is/are expected to do at home	13	57	13	17	0
The school's values and attitudes have a positive effect on my child(ren)	53	43	3	0	0
The school achieves high standards of good behaviour	57	33	7	3	0
My child(ren) like(s) school	70	27	3	0	0