

INSPECTION REPORT

Ghyllside County Primary School
Kendal

LEA area: Cumbria

Unique Reference Number: 112187
School Inspection Number: 186804

Acting Headteacher: Mrs S Clark

Reporting inspector: Mr G T Storer

Dates of inspection: 13 – 16 September 1999

Under OFSTED contract number: 707124

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Dobson
Date of previous inspection:	January 1996

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	Art	Teaching
	Physical Education	
Mr K Hepworth, Lay Inspector		Attendance
		Support, Guidance and Welfare
		Partnership with Parents and the Community
		Staffing, Accommodation and Learning Resources
Mrs M Palmer	English	Attitudes, Behaviour and Personal Development
	Religious Education	Spiritual, Moral, Social and Cultural Development
		Leadership and Management
Mr H Moreton	Mathematics	Efficiency
	Geography	
	History	
	Music	
Mr M Wehrmeyer	Information Technology	Curriculum and Assessment
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MAIN FINDINGS

What the school does well

- Children get a good start to their education in the school's nursery and reception classes.
- Members of the governing body play an active part in the management of the school. This has contributed to securing continuity and development during the absence of the former headteacher.
- The school promotes pupils' social development very effectively. Relationships at all levels throughout the school are good.
- The school is successful in promoting pupils' moral development. This results in generally good standards of behaviour and allows the school to function as an orderly community.
- Teachers make good use of the school's information technology resources to enhance pupils' learning across the curriculum.
- A good range of educational visits, special events and after school clubs enriches the school's curriculum.
- The school works in very effective partnership with parents and the community. This is a strength of the school and makes an important contribution to pupils' learning.
- Teachers and other members of staff give good levels of support and guidance to the pupils and their families. The school is a caring community in which pupils' wellbeing is a priority.

Where the school has weaknesses

- I. The school does not have comprehensive guidance documents and schemes of work to support teachers' planning. This leads to inconsistencies in the quality and clarity of planning and assessment.
- II. The school's development planning does not provide an adequate framework for identifying priorities and allocating resources to the systematic improvement of aspects of the school's work.
- III. Senior staff do not check the quality of teaching sufficiently. This detracts from their ability to evaluate, manage and develop the curriculum.
- IV. The school's procedures for supporting temporary teachers are not fully effective. This sometimes reduces their effectiveness in managing some pupils' behaviour in the classroom.

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

How the school has improved since the last inspection

Standards of attainment in English, mathematics and science have improved. Pupils' progress in art is better than it was and pupils in Year 6 achieve high standards in their artwork. Teachers' planning has improved, although there is still the need to build this into comprehensive schemes of work. The school has extended its partnership with parents and the community and now actively encourages parents to be informed about and involved in their children's learning. The school uses a greater range of assessments in order to track pupils' progress. Teachers are beginning to use this information to improve planning, set targets and develop the curriculum, although there is still work to be done in this area. There is a better balance between the rewards and sanctions that are used to promote good behaviour. There have been additions to the school's accommodation that allow better provision for the teaching of information technology. Resources for this area are now very good and staff have been trained to use them effectively. Curriculum co-ordinators regularly monitor planning to ensure that teachers' plans are appropriate. However, there are still insufficient opportunities for them to observe teaching and evaluate the quality of work in the classroom.

• Standards in subjects

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

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

Pupils' attainments on entry are below average and an increasing number of pupils face difficulties in the area of language and literacy and in other areas of learning. However, these pupils, along with the majority of other pupils of all levels of attainment in the school, make sound progress and many go on to achieve nationally expected standards in their work. By the age of seven, pupils' attainments are broadly average.

The table above shows that in 1998, pupils' average test scores at the end of Key Stage 2 were below the national average in English and similar to the national average in mathematics and science. When pupils' performance in 1998 is compared to that in schools with pupils from similar backgrounds, standards were well below average in English and below average in mathematics and science. In 1999, average test scores improved considerably. A greater proportion of pupils attained the nationally expected levels in English, mathematics and science and a significant number achieved the higher than average level. However, at this time comparative national data is not available. Evidence from the inspection indicates that standards in the current Year 6 are equally high. The vast majority of pupils are on course to attain the nationally expected standards in all core subjects, including information technology and religious education, with an appropriate number set to achieve higher than average standards.

• **Quality of teaching**

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

Teaching was satisfactory or better in 95 per cent of the lessons that were inspected. In more than four out of ten of all lessons, the quality of teaching was good and in 9 per cent of lessons the teaching was very good. There was teaching of this quality throughout the school, but more consistently in the early years and in Key Stage 2.

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

Other aspects of the school

Aspect	Comment
Behaviour	Most pupils behave well and apply themselves conscientiously to their work, though a small minority sometimes behaves inappropriately.
Attendance	Good: most pupils attend school regularly and punctually. Absence is below the national average.
Ethos*	The school has a positive ethos. There is a commitment to raising standards and to promoting pupils' self-esteem within a caring community.
Leadership and management	Sound: The governing body is increasingly influential in the management of the school. The acting headteacher works hard to maintain standards.
Curriculum	Sound: the curriculum is appropriately broad and balanced. A good range of educational visits and extra-curricular activities enhances its relevance to the pupils.
Pupils with special educational needs	The school makes good provision for these pupils. They make sound progress towards their educational targets.
Spiritual, moral, social & cultural development	Satisfactory overall: the school promotes pupils' social development particularly well, though the multicultural dimension is an area of relative weakness.
Staffing, resources and accommodation	Good overall: teachers and pupils benefit from a good range of high quality resources.
Value for money	Satisfactory

**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

- V. Members of staff are very approachable when there are questions or problems relating to their children's education.
- VI. The school gives them a clear understanding of what is taught.
- VII. The headteacher and staff encourage parents to play an active part in the life of the school.
- VIII. The school enables their children to achieve a good standard of work.
- IX. Their children like school.

What some parents are not happy about

- X. The way school handles complaints from
- XI. The quality of information that they receive
- XII. The behaviour of a minority of children,
- XIII. The extent to which teachers use
- XIV. The impact of the prolonged absence of

• The inspection supports the positive views of parents. Evidence gained from a wider sample of parents and during the inspection suggests that the acting headteacher and governors take complaints seriously and deal with them appropriately. However, a very small number of parents remain dissatisfied with aspects of this process. Inspectors find no cause for concern over the quality of information about pupils' progress. School reports contain appropriate information about what pupils know, understand and can do. They also contain targets to help pupils to improve aspects of their work or behaviour and a commentary on their personal development. Teachers welcome additional contacts with parents who require additional information. Most pupils behave well and respond positively to all adults who work with them. A small minority of pupils behaves badly. This sometimes happens when they work with temporary teachers, but also happens on other occasions. There are some inconsistencies in the use of homework, but overall, teachers' use of homework is appropriate and contributes to pupils' attainments. There has undoubtedly been some disruption to pupils' learning and to the on-going development of the school caused by the protracted illness and consequent absence of the former headteacher. However, the acting headteacher and governors have worked hard and successfully to maintain standards. The governing body is preparing to appoint a new headteacher and so the school faces a period of greater stability. It is therefore well placed to continue the process of school improvement.

KEY ISSUES FOR ACTION

In order to raise standards of attainment and improve the quality of education provided, the governors, headteacher, and staff should:

- a) Improve curriculum planning and assessment by:
 -) up-dating or completing schemes of work for all subjects;
 -) ensuring that all schemes of work accurately reflect current practice and identify appropriate learning objectives to challenge pupils of all levels of attainment and against which their attainment can be assessed;
 -) using the outcomes of assessment more systematically to set individual targets and to plan appropriately matched programmes of work for pupils of differing levels of attainment. * (paras 32, 38, 42, 43, 96, 103, 106, 118 and 136.)
- b) Increase the effectiveness of school development planning by:
 -) ensuring that each aspect of the plan clearly identifies the key priorities for any given year and also takes a strategic view of the years ahead, so that larger, on-going initiatives can be incorporated;
 -) identifying those persons responsible, appropriate time scales and measurable criteria against which the success of the plan can be evaluated;
 -) carefully costing each initiative and committing funding or other resources that allow them to be carried through;
 -) systematically monitoring the progress of each initiative until it is successfully completed. (paras 62 and 69.)
- c) Improve the management of the curriculum by:
 -) ensuring that senior staff and curriculum co-ordinators regularly evaluate the quality of teaching and learning so that they are better able to provide effective leadership and to have a positive influence on standards and quality in their curriculum areas;
 -) Using the results of monitoring as a basis for identifying priorities in the school development planning process. (para 61.)
- a) Improve arrangements for the support of temporary teachers in the school by:
 -) ensuring that procedures for dealing with inappropriate behaviour are clearly established;
 -) ensuring that daily routines and specific timetable arrangements are clearly understood, so that there is the minimum disruption to pupils' learning. (paras 30 and 66.)

*These issues are already included in the School Development Plan.

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

Area for development	Paragraph/s
Over use of worksheets	13, 87, 93 and 96
The multi-cultural dimension	34 and 49
Use of support staff	70 and 96

INTRODUCTION

- **Characteristics of the school**

1. Ghyllside County Primary School is situated in a quiet cul-de-sac, just off one of the main roads leading to and from the centre of Kendal, though close to the town's boundary with the open countryside. The immediate surroundings are attractive, comprising of extensive, pleasantly landscaped school grounds and large owner-occupied houses.
2. There are currently 323 pupils attending the main school. This gives a pupil / teacher ratio of just over 24 and an average class size of 27. There are places for a further 40 children in the morning and afternoon nursery sessions. Most of the pupils live in the area surrounding the school. They mainly come from homes on the nearby local authority housing estate, though some families live in owner occupied houses and private rented accommodation. Since the last inspection, the growth of private housing to the west of the school has added to the pressure for expansion.
3. The school serves an area designated by the local education authority as one of 'social and educational disadvantage'. There is unemployment in the area and some families experience a degree of socio-economic stress. Almost 17 per cent of pupils are entitled to free school meals; this is close to the national average. A significant minority of pupils experience some degree of difficulty with their learning. There are 26 per cent of pupils on the school's register of special educational needs. This is above the national average for a school of this size. There are almost 5 per cent pupils with Statements of Special Educational Need; this is well above average. The number of pupils on the school's register of special educational needs has risen steeply since the last inspection. There are no pupils currently in school who are from ethnic minority groups and there are no pupils who speak English as an additional language. This is untypical of schools nationally.
4. The school admits children to the nursery class when they are three or four years old. There is a staged transfer to the reception class during the autumn term of each school year. At the time of the inspection, all children in nursery and reception classes were below statutory school age. There are 12 classes in the main school; two parallel classes for each year group from reception to Year 2 and mixed Year 3/4 and one mixed Year 5/6 class in Key Stage 2.
5. Since the last inspection, the governors have made temporary arrangements to cover the on-going illness and consequent absence of the former headteacher and have also appointed five other members of staff. This has led to the reallocation of many management and curriculum responsibilities.
6. The school aims to provide:
 - a safe, well-ordered and safe learning environment, in which children are secure and happy;
 - a school in which each child is valued as an individual;
 - a challenging programme of teaching, designed to enable children to achieve their fullest potential;
 - regular contact with parents on matters which affect the children.
1. The school's current priorities include:
 - raising standards of pupils' attainment through 'target setting' for pupils' literacy and numeracy;
 - monitoring and evaluating the school's introduction of the Literacy Hour;
 - introducing the Numeracy Hour;
 - developing the school's provision for teaching of information technology.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	23	22	45

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

National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	17	19	23
	Girls	21	21	22
	Total	38	40	45
Percentage at NC Level 2 or above	School	84(80)	89(80)	100(83)
	National	80(80)	81(80)	84(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	17	20	20
	Girls	21	22	20
	Total	38	44	40
Percentage at NC Level 2 or above	School	84(80)	93(83)	89(85)
	National	81(80)	85(84)	86(85)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	25	19	44

National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or above	Boys	12	14	16
	Girls	14	12	12
	Total	26	26	28
Percentage at NC Level 4 or above	School	59(56)	59(64)	64(74)
	National	65(63)	59(62)	69(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	15	14
	Girls	14	13	11
	Total	26	28	25
Percentage at NC Level 4 or above	School	59(62)	64(68)	57(78)
	National	65(63)	65(64)	72(69)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.9
	Absence	National comparative data	5.7
	Unauthorised	School	0.1
	Absence	National comparative data	0.5

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

•

• **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	5
	Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	9
	Satisfactory or better	95
	Less than satisfactory	5

- **PART A: ASPECTS OF THE SCHOOL**

- **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

- **Attainment and progress**

1. Since the last inspection, standards of attainment have improved. This reflects in the year-on-year improvement in the results of National Curriculum tests for seven and 11 year olds in the core subjects of English, mathematics and science. The number of pupils that attains or exceeds the nationally expected standard in these subjects has risen steadily, although there was a marked decline in 1999 in the results for pupils at the end of Key Stage 1. The school sets appropriate targets for year-on-year improvements in pupils' attainments and is on course to successfully meet those for the current year.
2. In the 1998 tests and teacher assessments for pupils at the end of Key Stage 1, there was some variation between standards in different subjects. The average level for reading was above the national average and close to that found in similar schools. Standards in writing and mathematics were well above the national average and the average for similar schools. Teacher assessments in science at the end of Key Stage 1 indicated that, whilst the proportion of pupils attaining the nationally expected standard was above average, the proportion of pupils attaining the higher Level 3 was below average. The 1999 results for pupils at the end of Key Stage 1 show a marked decline in the numbers of pupils attaining at both the nationally expected level and at the higher level³. The reason for this apparent drop in standards lies in the composition of that particular year group. Almost half of the 1999 Year 2 cohort of pupils was identified as having special educational needs. Whilst most made satisfactory progress towards targets in their individual education plans, many were, none-the-less, unable to attain nationally expected standards. Inspection evidence indicates that the school is successfully reversing this downturn in its Key Stage 1 results and that standards of attainment are satisfactory overall. The majority of pupils in the present Year 2 are on course to attain the nationally expected level in reading, writing, mathematics and science, with an appropriate proportion set to attain the higher than average level 3.
3. Recent national test results for pupils at the end of Key Stage 2 present a more consistent picture, though there was a slight dip in the results for mathematics and science in 1998. Average test levels in English remained somewhat below the national average, but in mathematics and science were in line with the national average. When compared to similar schools, average test scores in English were well below average and standards in mathematics and science were below average. However, the proportion of pupils that attained the nationally expected standard improved again in 1999 and there was also a significant increase in the proportion of pupils that attained the higher than average level. These results will have further improved the pupils' average test scores.⁴ Inspection evidence is consistent with the most recent test results and indicates that pupils are continuing to attain satisfactory standards by the end of Key Stage 2. The majority of pupils in the present Year 6 are on course to attain the nationally expected level in English, mathematics and science, with an appropriate proportion set to attain the higher than average level 5.
4. Children's attainment on entry to the nursery is below average. Children under five make good progress in most of the areas of learning. The majority attains many of the Desirable Learning

³ Comparative data is not yet available for the 1999 National Curriculum test results at the end of Key Stage 1.

⁴ Comparative data is not yet available for the 1999 National Curriculum test results at the end of Key Stage 2.

Outcomes⁵ by the age of five years old, though for younger or lower attaining pupils this process continues throughout their reception year. Higher attaining children begin working towards National Curriculum targets, particularly in English and mathematics. The teachers in the nursery and in the reception unit place a considerable emphasis on developing children's language and literacy skills, as many children start from a very low base in this area. As a result, all children make good progress in this area. Most quickly learn to listen attentively to adults when they give instructions or tell stories. They speak increasingly clearly and distinctly. They enjoy listening to stories and they handle books carefully. Most recognise a number of common words and letter sounds on sight and many are beginning to read and write their own names. Most children recognise numbers, count effectively and use mathematical language appropriately in their play. Their knowledge and understanding of the world develops well and they make good progress in their physical and creative development. Children make particularly good progress in their personal and social development. They establish good relationships with each other and with the adults working with them. Consequently, the children enjoy coming to school and this makes a significant contribution to the progress that they make. They become absorbed in activities planned for them and concentrate well. Most play happily with their classmates, taking turns and sharing toys and equipment.

5. By the age of seven and by the time that they leave the school, aged 11 years, pupils' attainments in English are in line with the national average. This is not entirely consistent with the results of the National Curriculum tests in 1998, that indicated that pupils' attainment in reading and writing was above average by the end of Key Stage 1, but that attainment in English was below average by the end of Key Stage 2. The picture is further complicated by the 1999 results which show a drop in the number of pupils attaining or exceeding the nationally expected level by the end of Key Stage 1, whilst results for Key Stage 2 improve. These apparent inconsistencies result from the school's higher than average number of pupils with special educational needs. These pupils are not evenly distributed throughout the school, so that the limited attainment of some of these pupils has a disproportionate effect on the overall picture of attainment for a particular year group. This was the case for the Year 2 cohort in 1999.
6. The majority of pupils in both key stages, including those with special educational needs make good progress in English. The overall picture is one of improving standards, brought about by the successful introduction of the National Literacy Strategy. As a result of this, the development of the essential skills of reading and writing receives appropriate attention. From the early stages, teachers encourage children to talk about their work and to listen carefully to adults and to each other. This develops well so that, by the end of Key Stage 2, most pupils express their views and opinions confidently, using increasingly complex vocabulary accurately. Pupils throughout both key stages make good gains in the skills of reading. By the end of their time in school, most pupils enjoy reading for pleasure and some are developing clear tastes and preferences in their reading. They use reference books competently to support their work. There are many planned opportunities for pupils to develop their skills in writing, so that many pupils in Year 6 produce written work of a good standard. There are appropriate opportunities for pupils to apply and develop their skills through work in other areas of the curriculum, such as geography and science. The development of speaking and listening skills is strong throughout the curriculum, although there are times when the over-use of worksheets restricts pupils written response to their work. This is particularly apparent in Key Stage 1 and lower Key Stage 2.

⁵ Desirable Outcomes for Children's Learning on Entering Compulsory Education – SCAA / DfEE. These are goals for learning of children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.

7. Pupils' attainments in mathematics are in line the national average by the end of both key stages and pupils throughout the school make satisfactory progress. This is not entirely consistent with the results of the most recent National Curriculum tests. Standards were high in 1998, but dipped markedly in 1999 as a result of that year's disproportionately high number of pupils with special educational needs in that year group. Analysis of national test data for pupils in Key Stage 2 between 1996 and 1998 indicates that standards have risen, though not consistently, over this three-year period. Results for 1999 have improved on last year. An additional 10 percent of pupils attained the nationally expected Level 4 and the proportion that attained the higher than average Level 5 increased by 17 per cent. Teachers in Key Stage 1 plan carefully, so that pupils build systematically on the good start made in the early years. There are appropriate opportunities for pupils to use and apply their understanding in mathematical games and this reinforces their learning. Their skills of quick mental calculation increase and many attain a secure grasp of number bonds and simple tables, so that they are able to solve simple problems effectively. By the end of the key stage, most are secure with basic addition, subtraction, multiplication and division and their understanding of tables and charts develops well. In Key Stage 2, sound levels of progress are maintained. Most pupils work competently with numbers up to 1000. They extend their knowledge of multiplication tables and use this to solve more complex problems. They develop a sound understanding of fractions. They know about the properties of two- and three-dimensional shapes and understand angles. They use simple graphs to collate, record and interpret data. Pupils' numeracy skills are average for their age. There are appropriate opportunities for pupils to use and develop these skills through their work in other curriculum areas such as science, geography and history.
8. Pupils' attainments in science are in line with the national average by the end of Key Stage 1 and Key Stage 2. This is consistent with the most recent teacher assessments at the end of Key Stage 1 and National Curriculum test results at the end of Key Stage 2. Pupils of all levels of attainment make sound progress as they move through the school, although progress tends to accelerate in Key Stage 2, where there is an additional focus on science in the curriculum. As a result many pupils in Years 5 and 6 make good progress. By the end of Key Stage 1, most pupils gain the basic skills of scientific enquiry. They use a range of simple apparatus sensibly and safely to carry out tests and investigations. They are beginning to predict outcomes based on their prior understanding and to consider the reasons for what has taken place. They achieve satisfactory levels of knowledge and understanding related to life processes and living things, materials and their properties and physical processes. By the end of Key Stage 2, pupils achieve greater independence in their work in science. They plan and carry out investigations that are reliable and fair. They collect data and begin to draw appropriate conclusions. The majority of pupils skilfully apply previous learning to investigations, such as the separation of substances, and they use appropriate scientific vocabulary. Pupils of differing levels of attainment have secure knowledge of the function of the organs of the human body. Most pupils know about the effects of the movement of the earth in space. They understand a suitable range of processes, including evaporation and filtration.
9. By the end of Year 6, pupils' attainments in information technology are in line with national expectations. However, the rate at which pupils make progress is improving. This results from the improved provision of resources, and well-targeted training to improve teachers' capacity to build the use of information technology into the curriculum as a whole. Pupils' attainments in religious education are in line with the standards set out in the locally agreed syllabus by the end of both key stages and pupils make satisfactory progress.
10. In art, pupils make good progress. They benefit from a curriculum that ensures a careful progression in the development of skills. Pupils learn and apply skills systematically as they move

through the school. This results in high standards by the end of Key Stage 2. Progress is also good in design and technology. Pupils are successfully introduced to the processes of designing and making and the skills of evaluation and modification receive good attention. Pupils' progress in physical education is satisfactory overall, although in games throughout school and in swimming in Key Stage 2, most pupils make good progress. They benefit from specialist coaching and from teachers with good levels of subject knowledge and understanding. Pupils also make sound progress in geography, history and music.

11. There are no significant differences in the attainment and progress of pupils of different gender or background. There are currently no pupils on the school roll who are from different ethnic origins. The arrangements for pupils with special educational needs are effective. They ensure that these pupils make sound progress towards meeting targets in their individual education plans and are exemplified by the school's policy of early identification and intervention to support pupils with learning difficulties. This enables a significant number of pupils to improve their confidence and allows all such pupils to have full access and equality of opportunity within the curriculum.

18.

Attitudes, behaviour and personal development

12. Pupils' attitudes to work, behaviour and personal development are good overall. These findings reflect those of the previous inspection. A strong feature of the school is its emphasis on putting pupils in situations in which they can succeed from the earliest years. This enables all pupils, but especially the significant number with special needs to develop a positive attitude to their work, to adopt appropriate patterns of behaviour and to maintain a positive self-image.
13. Throughout the school, the majority of pupils respond to learning consistently positively. Most pupils like school. They enjoy their work and show interest in it. Pupils concentrate well in the vast majority of lessons: listening attentively and responding actively during lesson introductions and discussions. Most pupils settle well to their tasks, even when their teacher is working with another group. They take a pride in completing and presenting their work neatly. However, a small minority of pupils in Key Stages 1 and 2 lack sustained concentration. When teaching is not sharply focused and tasks closely matched to their previous attainment, their involvement and work rate deteriorates. On occasions this also has a detrimental affect on the concentration of those around them.
14. The behaviour of the majority of pupils is good, in lessons, during lunchtimes and at playtimes. Pupils move around classrooms and corridors in a generally calm and orderly way, often displaying courtesy to adults. Most pupils treat their own and others' property in and around the school, with respect. The Year 6 pupils who act as monitors make a positive contribution to the smooth running of lunchtimes and give a good example of consideration to the younger pupils. However, a small minority of pupils behaves badly from time to time. On most occasions, but not exclusively, this occurs when a temporary teacher is taking the class. This reduces the quality of their own and other pupils' learning. These findings partly substantiate the concerns of a significant minority of parents who indicated concern about pupils' behaviour. In the last year, five pupils have been excluded temporarily from school. Inspection findings indicate that this was a response to particular circumstances and does not represent a deteriorating trend in pupils' behaviour overall.
15. Relationships at all levels in school are good. Teachers encourage pupils to be kind; they value pupils' work and praise effort. Pupils respond well to opportunities to work in collaboration with others, as in science and physical education, and demonstrate respect for others' views, for example in religious education. Pupils of different ages mix well at lunch and in the playground. There were no instances of bullying or harassment during the inspection and pupils were confident that if they

were concerned they could approach their teachers and it would be swiftly dealt with.

16. On entry to the nursery, many children display underdeveloped personal and social skills. In the nursery and reception classes, children under five make good progress in this aspect of their personal development. Most children settle well and quickly feel secure and happy in school. They soon become interested in learning and are responsive and co-operative. They show growing independence in their relationships with other children and adults, and in their approach to the range of available activities.
17. Throughout Key Stages 1 and 2, pupils' personal development is good. As they move through the school, pupils are increasingly confident. In the course of activities such as Circle Time, they are willing to share their thoughts and listen to those of others. They respond sensibly to opportunities to take on responsibilities, from collecting class registers to acting as librarians, and contribute well to the life of the school community. They are also aware of the needs of the local and wider community. The choir sings for local elderly residents from time to time. Pupils consistently respond generously to charitable appeals and participate actively in sponsored events such as Jump Rope for Heart.

24. **Attendance**

18. Pupils' attendance is good overall. The attendance rate of 94per cent is broadly in line with that found in similar sized schools nationally. The rate of unauthorised absence is well below similar schools. Pupils' attendance has improved since the last inspection and the indications are that attendance is now close to 95per cent. Most pupils are punctual and registration is completed quickly and efficiently. A small number of pupils arrive late but usually whilst registration is taking place and before the first lesson begins. This does not cause any disruption or delay. Pupils organise themselves efficiently and settle quickly to enable lessons to begin promptly.

25. **QUALITY OF EDUCATION PROVIDED**

25. **Teaching**

19. The overall quality of teaching is satisfactory. Teaching was satisfactory or better in 95 per cent of the lessons inspected. In half of the lessons, the quality of teaching was good. In 9 per cent it was very good. There were examples of very good teaching throughout the school, but more consistently in the early years and in Key Stage 2. This contributes to the quality of education provided and to pupils' satisfactory attainment and progress. The school has successfully maintained its quality of teaching since the last inspection, despite difficulties brought about by illness and a high turnover of staff. Many key roles and responsibilities have been redefined and newly appointed co-ordinators are beginning to influence work in their curriculum subjects. On-going initiatives relating to the content and organisation of the curriculum and also to the ways in which teachers plan and assess pupils' work are beginning to have a beneficial effect, though much still remains to be done in these areas. Whole school developments in the teaching of literacy and numeracy have led to greater consistency and a general improvement in these subjects. There is evidence of greater collaboration and the sharing of expertise and, as a result, the teachers work effectively together as mutually supportive teams.
20. The quality of teaching of children under five is of a consistently good standard in all areas of learning. The teachers, nursery nurses and classroom assistants work well together to create a calm and purposeful atmosphere. They encourage the children to participate in a good range of well-

planned activities covering all of the required areas of learning. There is a consistent approach throughout the early years that places appropriate emphasis on children's personal and social development and on the early skills of language and literacy. Another important feature is the extent to which regular, well-focused assessments are used to inform the planning that takes place for all activities. The teachers have appropriately high expectations of the children's capacity to cope with demanding tasks, whilst also being sensitive to the developmental needs of younger and lower attaining children. Tasks are challenging, and the transition to National Curriculum related work is planned on the basis of 'readiness' rather than age. This is appropriate as it ensures best progress for children of all ages and levels of attainment.

21. The overall quality of teaching in both key stages is sound. However, in over a third of the lessons in Key Stages 1 and 2, teaching is good and in almost 10 per cent of lessons it is very good. Very good teaching is particularly apparent in the teaching of literacy in Key Stage 2. The planning and organisation of lessons are very thorough and this effectively promotes pupils' progress. The teachers in both key stages have sufficient knowledge to teach most subjects of the National Curriculum well. This reflects in the improving standards of attainment in core subjects of the curriculum. Some teachers have particularly good subject knowledge and high levels of technical expertise in their own specialised curriculum areas. This adds to the overall quality of teaching and results in consistently good standards in art and in information technology.
22. Most teachers manage their pupils effectively. This is a consistent strength of teaching throughout the school and results in a majority of lessons that are well organised. Teachers make good use of time and resources so that teaching and learning proceed at a brisk pace. This motivates pupils and sustains their interest and so has a positive impact on their attainment and progress. Teachers have appropriately high expectations related to pupils' behaviour and response. They treat all pupils equally and most apply the school's discipline policies consistently. As a result, most pupils behave well in class and apply themselves conscientiously to their work. Teachers set tasks at an appropriate level and this makes a contribution to pupils' attainments by the end of each key stage, but is particularly apparent in upper Key Stage 2. There is some inconsistency in the way in which teachers use homework. Frequency and amounts set vary somewhat, particularly in Key Stage 1. However, most teachers use homework constructively so that it makes a satisfactory contribution to pupils' learning. Teachers form very constructive relationships with their pupils and this, along with the pupils' predominantly positive attitudes and response, helps to create a positive atmosphere in which effective learning takes place.
23. There are, however, occasionally times when teachers' management of their pupils is unsatisfactory. This happens when newly appointed or temporary teachers are insufficiently aware of the school's behaviour policy to manage incidents of inappropriate behaviour effectively. This results in minor incidents escalating and having a negative impact on pupils' progress. It also happens if they are unaware of organisational arrangements, such as the times when teaching groups using the school hall or computer room change over. When misunderstandings of this type occur, teachers fail to make best use of the available time and so do not achieve their objectives for pupils' learning.
24. Teachers' planning is thorough. In most lessons, teachers know exactly what they expect their pupils to learn and there is appropriate provision for pupils of different attainment within the group. There is some planning of this quality in the school, most consistently in the early years and upper Key Stage 2. Throughout the school, teachers are carrying out more frequent, on-going assessments. This is particularly apparent in English, mathematics and science. These assessments are usually recorded and used as the basis for matching work to the prior attainments of different pupils in the class. This enables pupils of differing attainment to make progress. Good examples of planning work appropriately matched to different attainment levels enables lower attaining groups

to experience success and learn effectively.

25. However, this practice is not consistent throughout the school. At times, in mathematics, history and geography, the work set for higher attaining pupils is insufficiently challenging and this reduces the progress that they make. In addition, some short-term planning for individual lessons is insufficiently precise. Objectives identified in medium-term planning are too broad. They are not always carried through to short term planning in sufficient detail to meet the needs of all pupils or to ensure that the teacher is properly prepared, for example for the taped content of a music lesson. These lessons are unsatisfactory. They lack direction and a clear sense of purpose or the teacher uses inappropriate teaching methods and organisation. As a result, attainment is low and pupils make insufficient progress.
26. The school makes good arrangements for the teaching of pupils with special educational needs. The support that they receive from class teachers, the special educational needs co-ordinator and the support assistants ensures their satisfactory progress in most aspects of their work. Individual education plans are prepared carefully, after appropriate consultation between teachers, parents and local education authority support staff. Teachers collaborate well with the special educational needs co-ordinator to match targets in individual education plans to the needs of each pupil. They usually reflect these targets in planning for lessons, especially in literacy and numeracy, and this promotes satisfactory improvement. The co-ordinator monitors the progress of pupils with special educational needs effectively. This information is used well to inform future planning and as a basis for the review meetings that are held in accordance with the special educational needs Code of Practice.
33. **The curriculum and assessment**
27. The curriculum is appropriately balanced, broadly based and relevant to pupils' needs. It effectively promotes pupils' intellectual, physical and personal development and contributes to the raising of standards. The school prepares its pupils well for the next stage of education. The curriculum meets statutory requirements to teach all the subjects of the National Curriculum and religious education. However, provision for multi-cultural education is limited in range and depth. Literacy and numeracy are given a sufficient priority. An appropriate programme of formal sex education prepares older pupils for the changes, which will occur as they grow older. A good planned programme of personal and social education promotes pupils' personal development and includes suitable reference to health education and dangers of drugs misuse.
28. The curriculum for the under-fives is good, and is soundly based upon the nationally agreed Desirable Learning Outcomes. The work is planned to provide an appropriate, balanced curriculum which takes into account the learning needs of young children, and which offers good equality of access to all pupils. A good range and breadth of activities gives children the opportunity to develop an appropriate range of skills, providing an effective foundation for starting the National Curriculum programmes of study.
29. The school makes satisfactory provision for equality of access of all pupils to the curriculum, enabling them to make sound, often good progress. Strategies such as teaching classes set by ability in English and separating year groups of mixed age classes for information technology effectively contributes to efficiency in teaching and to pupils' confidence in learning. Where pupils are withdrawn from class lessons for group or individual tuition, careful timetabling ensures that they do not repeatedly miss important elements of those lessons.
30. The school meets the curricular requirements of all pupils on the register of special educational

needs. Provision, based securely on the Code of Practice, is good overall. A wide range of support programmes, based on increasingly precise targets set out in pupils' individual educational plans, promotes good quality of learning for these pupils. The terms of the Statements of Special Educational Need of the sixteen pupils on Stage 5 are met in full.

31. A key issue of the 1996 inspection report related to weaknesses of coverage, continuity and the lack of a whole school approach to planning the curriculum and the programme of teaching. The school has acted appropriately through its action plan to address these issues and has achieved some improvements by adopting a common format for lesson planning. In-service training has improved the quality of lesson planning, and teachers are beginning to distinguish more clearly between learning objectives and classroom activities. However, some aspects of curriculum planning are unsatisfactory. Lesson objectives do not always separate the strands of what pupils will know, understand and be able to do and this detracts from the focus of teaching and learning. In the medium and longer term planning there are examples of good practice, for instance in science, design and information technology, where the sequence of development of knowledge and skills is clearly laid out from the nursery to Year 6. These schemes, based on national guidelines, ensure that learning is planned, linking phase to phase, and building systematically on existing knowledge. However, other subjects lack this level of consistency, and the absence of comprehensive schemes of work deprives teachers of the necessary coherent guidance for long, medium and short term planning. The school's action plan has the target to achieve this during the current year.
32. The curriculum is enriched by a good range of visits to places of educational value and by extra-curricular activities, building skills, which feed back into the curriculum for English, music and physical education. Many of these make good use of the local environment as a resource for pupils' learning.
33. The arrangements for assessing pupils' attainments are good. The continuous monitoring of children under five enables teachers in the nursery to plan appropriate activities and experiences and to track children's readiness to start the National Curriculum. The school makes good use of information from assessments undertaken at the start of the reception year. These assessments help to identify pupils with special educational needs and establish appropriate starting points for children's learning as they approach statutory school age.
34. The school has continued to improve its practice in assessing pupils' attainment and progress. The policy has been completed since the last inspection and details not only a good range of systems but also promotes consistent use from class to class. Rightly, the school has given priority to the core subjects to carry the greatest detail, but annual assessments provide valuable information in history and design technology. Assessment in the core subjects meets the requirements of the National Curriculum. The school also uses extra optional National Curriculum tests and additional tests and teacher assessments in reading, mathematics and science.
35. Teachers' use of assessment to inform curriculum planning is good in the nursery and reception classes and satisfactory in Key Stages 1 and 2. There are close links between assessment and planning for children under five. This ensures that children's learning and developmental needs are systematically met and that they make a sound start on the National Curriculum when this is appropriate for them. For some purposes, assessment in Key Stages 1 and 2 is used well, for instance in identifying attainment groups and sets, and frequently matching work to the needs of pupils in those groups. Progress tests in reading are administered in each year. Regular analysis of the assessment data enables the school to know the value added by its teaching, or the effectiveness of, for instance, the strategy of setting. The results of the National Curriculum tests are analysed to indicate trends and weaknesses in provision. In this way the school identified its focus on writing.

However, there is scope for more detailed analysis to identify more precisely where planning emphasis might focus. The differences in performance between girls and boys are not analysed. Good practice occurs in special needs where pupils' progress is continuously monitored and individual education plans are regularly reviewed and updated. There are other examples of good practice, such as in science and information technology, where teachers make and record formal assessments of particular aspects of work. These give teachers a clear starting point, and influence the detail of the ensuing planning by matching tasks to pupils' prior attainment. However, on-going assessment of this quality is not consistently in place throughout the curriculum as a whole.

36. There are other aspects of the use of assessment that are less effective. Although older pupils learn about targets for development in the new, improved progress reports, they are not involved in the process of self-evaluation, or in the attainment levels to which they are working. From the date of the interim standard tests the school can be confident that its global targets for the following year are realistic, but it does not set specific targets for its pupils to build toward that forecast. If pupils are unaware of the levels at which they are working and of what they need to do in order to achieve their target levels, much of the impact of target setting as a means of raising attainment is lost.
37. The portfolios of work for the core, and some of the foundation, subjects have developed considerably since the last inspection, and now provide a valuable source of evidence of standards. They act as a monitoring tool for planning, showing how closely teachers achieve the progression they intended. Where a minority of entries are undated the record declines in value.

44.

Pupils' spiritual, moral, social and cultural development

38. The school satisfactorily promotes pupils' spiritual, moral, social and cultural development, through a range of activities, which reflect the values expressed in the school's aims and objectives statement. These findings broadly reflect those of the previous inspection.
39. Although not specifically referred to in the school's aims, pupils' spiritual development is satisfactorily promoted, and some aspects of the school's work are good. Through whole school, phase and class assemblies and collective worship, and a range of planned activities including Circle Time, pupils are given brief opportunities to reflect, respond thoughtfully and develop self-knowledge. They also sing together at assemblies, and listen to prayers, some of which they have composed themselves. Pupils' awareness of beauty and sense of wonder are particularly well promoted through art, science and Early Years' topic work. Activities, including work in the school's nature reserve, river studies and visits to environmental centres and the wild animal park further heighten pupils' appreciation of the natural world.
40. The provision for pupils' moral development is generally good. The school's Code of Conduct is published in the school Prospectus, but not widely displayed around school. However, pupils draw up codes for their own classrooms. They discuss acceptable behaviour in a range of contexts and are successfully made aware of what is expected of them and the difference between right and wrong. By interpreting the school's overall code in this way, pupils gain a deeper understanding of the issues and acceptance of the standards that they set for themselves. Good behaviour and achievement are recognised and celebrated, in class and notably in assemblies. Much of the school's provision is embedded in the everyday life and teaching of the school. The acting headteacher and staff provide good role models and consistently treat pupils, other members of the school community, and each other, with respect.
41. Arrangements for promoting pupils' social development are very good. They have a strong and positive influence on the quality of relationships throughout the school and on the ways in which

pupils respond to school and community issues. Assemblies focus on issues such as the needs of those in the Third World; class topics include “People who help us” and “Friendship”; and, pupils regularly participate in co-operative and sharing activities, such as Circle Time. The supportive and constructive relationships between pupils and teachers successfully promote pupils’ self esteem and social interaction. Pupils are given opportunities to develop a sense of responsibility. These increase as pupils move through the school, with pupils now being elected to represent classes on the newly formed School Council. Teamwork and a sense of fair play are well promoted through team games and inter-school matches and competitions. Pupils are encouraged to work co-operatively, for example carrying equipment in physical education. Older pupils also have opportunities to develop their skills of social interaction by participating in residential trips, for example to London and Holland. Pupils are encouraged to reflect on the needs of others and support both national and international causes, including Children in Need and the Kosovo Appeal.

42. Provision for the cultural dimension of pupils’ learning is satisfactory overall. Aspects of pupils’ development are well promoted across the curriculum, and particularly in art and history. Pupils learn about their cultural heritage through a range of activities and visits: Poetry Day is held in school, as part of National Poetry Week, Book Fairs are organised regularly and pupils visit the museum and places of interest in the local town. Pupils also benefit from visits to school by artists, authors and drama companies. Pupils’ knowledge and understanding of the richness and diversity of other world cultures is less well promoted. This issue was highlighted in the last report and is recognised by the school as an area for growth. However, although pupils’ development is promoted, for example through work in geography and learning about the customs and traditions associated with major world faiths, in religious education, it remains insufficiently developed.
43. Daily acts of collective worship are of a broadly Christian character and meet statutory requirements. They contribute effectively to the school’s provision for pupils’ spiritual, moral, social and cultural development.

50. **Support, guidance and pupils’ welfare**

44. Procedures for monitoring the academic progress and personal development of pupils are good. Children under five benefit from a caring environment that effectively supports their personal development. There is no formal assessment of pupils’ personal development. However, staff know all of their pupils well and respond to their needs by providing effective informal support and guidance. Parents see the school as a caring community and inspectors support this view. There are good assessment and recording procedures in place. Each pupil has an individual folder containing samples of work and detailed records of progress in English, mathematics and science together with appropriate records of progress in other subjects. As a result, teachers are well placed to respond appropriately to pupils’ learning needs and to provide appropriate information to their parents. Pupils with special educational needs receive good support and sensitive guidance. The school uses its support staff wisely and makes good use of outside specialists.
45. There are satisfactory procedures for monitoring and promoting discipline and good behaviour. Pupils understand the behaviour policy and most staff apply it consistently. Incidents are dealt with fairly and properly recorded. Behaviour management strategies are reviewed regularly and changed when they begin to lose their impact. Following the last inspection the school has taken a more positive approach and improved the balance between sanctions and rewards. Pupils are awarded stickers for good behaviour and are to receive certificates at a celebration assembly following the latest review of behaviour management strategies. Older pupils act as playground monitors helping lunchtime staff to supervise other pupils and they undertake other responsible jobs around the

school. In this way the school has attempted to take account of the maturity of pupils following comments in the last inspection report. Pupils are involved in formulating their own classroom rules. Teachers monitor behaviour carefully and work hard to ensure a calm working atmosphere. The governing body monitors behaviour and takes steps to ensure that more serious incidents are dealt with appropriately.

52.

46. There are good procedures for monitoring and promoting attendance. Teachers complete registration quickly and efficiently. They are responsible for monitoring the attendance of pupils in their class and are careful to follow up any unexplained absences. The headteacher and school clerk monitor attendance and support teachers. Most parents are helpful and inform the school promptly of illness or other reason for absence. Procedures for recording absences and identifying lateness are good. The headteacher and clerk liaise appropriately with the education welfare officer who gives good support.

53.

54. Procedures for child protection and promoting pupils' well being, health and safety are good. The headteacher is the designated person for child protection purposes. The school has adopted the local education authority's procedures. All members of staff are aware of their responsibilities and understand the child protection procedures. The health and well being of pupils is promoted through the curriculum and by visiting professionals, for example, the Life Bus which teaches pupils of all ages. Pupils learn about the importance of exercise, the need for healthy eating and how to care for themselves. Sex education and the dangers of drugs misuse are taught to older pupils. Teachers and members of the governing body have taken part in drugs awareness training. There is a healthy eating policy in the school. Pupils are encouraged to bring fruit or biscuits for their snacks and the luncheon menu is planned to provide them with wholesome and healthy food. Arrangements for serving food, which is cooked on site, are good.

54.

55. There are good health and safety procedures and the governing body discharges its responsibilities wisely. The headteacher is the responsible person and reports to the governing body's health and safety committee. A health and safety policy complies with the local education authority's guidelines. Accident and emergency procedures are well established and there are sufficient staff qualified in first aid. Staff are aware of health and safety issues, they undertake risk assessment of activities and take appropriate measures to safeguard pupils. Fire evacuation drills and fire alarm tests are carried out regularly. All statutory checks of equipment are carried out as required and the site manager carefully maintains appropriate records. Since the last inspection the broken wall in the school playground has been repaired.

55.

Partnership with parents and the community

47. The school has a good partnership with parents and the community and this has a beneficial effect on pupils' attainment and progress. The quality of information that parents receive about the school is very good. There is an excellent prospectus containing detailed information about the curriculum including class curriculum plans and attainment targets. It contains useful advice to parents about how they might support their child's learning and includes useful advice, for example, to encourage and praise children and ensure that they are properly rested. Regular newsletters are used to keep parents informed about activities and events. Newsletters often include extracts from the Primary Home-School File to help parents support their children's learning at home. Parents have received appropriate information about the school's response to the National Literacy and Numeracy Strategies. There is good informal communication between parents and teachers. Parents expressed the view that teachers are approachable and make themselves accessible. Annual reports to parents are written in plain language and fully meet statutory requirements. The reports are well presented and give a detailed account of pupils' academic achievements and personal development. They

provide limited guidance to parents about how they might help their children improve. There is one formal consultation session each year and teachers are available at other times to discuss any issues.

Parents of pupils with special educational needs are well informed about their children's progress. Parents are consulted by the school about some issues, for example, the new home school contract and the homework policy.

48. Parental involvement in pupils' learning is good. Home visits, opportunities to visit the classes prior to starting, and a phased induction process ensure that most children under five are happy to come to school and settle in well to both nursery and reception classes. Links with home soon become well established. The school works hard to encourage parents to become involved in learning at home and regularly publishes helpful advice. Parents have been consulted about the policy for homework and their views were acknowledged when the policy was recently reviewed and amended. There is an appropriate home reading scheme. This and other homework is well supported by a majority of parents. Volunteers help teachers in the classroom by listening to pupils read and supporting activities in art and technology. There is an active parents group. They arrange fund raising events to buy resources, for example, computers and cameras. The events are well supported by other parents and members of the community, and their efforts make a significant contribution to the school's resources.
49. There are very good links with the local community. Visitors from a variety of cultural and sporting backgrounds enrich pupils' learning. They include an artist and coaches who teach football and cricket. Local businesses provide facilities for pupils to study aspects of their work and support the school by, for example, helping to finance new security measures. Pupils study the local environment and their understanding of the wider community is enhanced by visits to places of interest and activity centres. A community regeneration scheme is based in the school. It provides members of the local community with information technology training and its computer resources are available for use by pupils. This ensures that pupils can study information technology in an appropriate setting and effectively enhances their learning. Pupils take part in community events, for example, the local torchlight procession and they sing carols in the locality at Christmas. Arrangements to ensure the smooth transfer of pupils into secondary education are well established, pupils also take part in art and technology activities at the secondary school.

58. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

58. **Leadership and management**

50. The leadership and management of the school are successful in enabling pupils to attain nationally expected standards in English, mathematics and science. They have also created a positive environment, in which the vast majority of pupils' good attitudes make a significant contribution to their learning and progress. Relationships within the school are very good, as they are with the community.
51. The school benefits from having committed and determined governors. The governing body is very involved in the work of the school. It is clearly supportive, and members are actively involved in decision-making involving finance, personnel and premises. Others take a lead in areas of the curriculum including literacy, numeracy and special educational needs. Together with senior staff and co-ordinators in school they ensure that these areas are effectively managed. Governors are increasingly involved in the strategic management of the school. This ensures that statutory requirements are met and has contributed to securing continuity and development during the absence of the former headteacher.

52. The acting headteacher provides sound leadership for the school, and this has been important in maintaining standards during an unsettled period in the school's development. She provides effective day-to-day management for staff and pupils, encouraging a strong sense of shared values and teamwork. The acting headteacher has identified a number of relevant areas that need to be addressed. For example, the use of data is not as effective as it should be. The present system of planning and co-ordinating the curriculum has some strengths. It relies very heavily on the ability of the individual teachers, working within year and phase teams, to ensure that the plans are carried through. However, there are few systems in place to enable the acting headteacher, and other staff with curriculum management responsibilities to monitor the quality of teaching in classes and the standards attained by pupils. As a result, the school does not, systematically identify areas of weakness and take concerted action to seek improvement.
53. There has been little progress in improving the school development plan since the previous report. It does not clearly establish appropriate targets and priorities for the current year and for the future, and contains few details of the finances needed to carry out the work. There is no indication of how initiatives will be evaluated. As a result, the current school development planning process is not effective as a means of bringing about systematic improvement in aspects of the school's work.
54. The school has a positive, caring ethos, which supports pupils' progress and attainment. Its present aims are appropriate, but reflect the priorities of the previous headteacher. However, a number of important developments have happened more recently, including the adoption of both literacy and numeracy initiatives and the building of both an information technology centre and a new unit for the under fives. This indicates, that despite uncertainties about the longer term, the school has continued to develop. There is a commitment to raising standards, and amongst the staff and in classes there is an ethos of achievement on which the school can build and move forward.

Staffing, accommodation and learning resources

55. There are sufficient teachers to match the number of pupils and they are suitably qualified to teach the National Curriculum and religious education. There is sufficient qualified staff to teach children under five in both the nursery and reception class. Throughout the school there is a good balance of youth and experience. All full-time teachers have subject responsibilities and there are co-ordinators for all aspects of the curriculum. The range of expertise amongst the staff is effectively shared with colleagues both formally and informally.
56. The match, number and qualifications of the support staff to the demands of the curriculum are good. They work effectively alongside teachers and they enhance access to the curriculum for those pupils with special educational needs. Clerical staff give good support and ensure that teachers spend the minimum amount of time on administrative matters. Lunchtime supervisors have the necessary experience and ability to discharge their duties effectively. All staff have job descriptions which reflect their responsibilities.
57. There are satisfactory arrangements for the professional development of staff. The school has an appropriate policy for teacher appraisal. There is a suitable balance between the needs of the school and those of individuals. Appropriate arrangements are in place to meet the training needs identified in different subjects and developments. For example, the introduction of new computer facilities led to twilight training sessions for teachers to improve their skills. Effective training to prepare teachers for the National Literacy Strategy has taken place and similar arrangements are in place to provide training for the National Numeracy Strategy. There is provision for the induction and support of new teachers and the supervision of student teachers that visit the school. The

arrangements work satisfactorily for newly qualified teachers but are less effective for temporary staff and supply teachers. Too much reliance is placed upon mutual support in year groups and there is inadequate support from the school management team. Temporary staff find difficulty in keeping abreast of policy changes, for example, the behaviour policy, when the document has not been updated following changes agreed at staff meetings. In addition, procedures for ensuring that temporary staff are informed about on-going organisational arrangements are not fully effective. This sometimes gives rise to misunderstandings that detract from teachers' effectiveness in the classroom.

58. The accommodation is adequate for effective delivery of the curriculum. All parts of the school are kept clean and maintained to a good standard. The school occupies a large site with ample playing fields and a playground adequate for the number of pupils. These are good resources that enhance the teaching of physical education. The main building has been extended and adapted as the school population has expanded. There are bright and airy classrooms of different shapes, which have been altered as necessary. The hall is used for physical education lessons, assemblies and as a dining room. There is a library, computer suite and other suitable ancillary accommodation in the main building. These provide suitable teaching areas for special needs groups, individual activities, music tuition and information technology groups. This allows teachers to vary their methods and organisation appropriately according to the needs of the pupils and of the curriculum. Around the school there are displays of work celebrating pupils' achievements and these help raise pupils' self-esteem. All parts of the school are accessible to wheelchair users. There is a self-contained nursery with an enclosed outdoor play area, which is spacious and allows children to develop their physical skills.

67.

68. Overall the learning resources in the school are good and there are very good resources available for art and information technology lessons. There is a good range of books, materials, tools and games for children under five and suitable large play equipment to enhance their physical development. Pupils with special educational needs benefit from a good selection of resources which impact positively on their progress. The new computer suite supplements the computer resources in classrooms and effectively enhances the provision for information technology lessons. There is a sufficient number of books in the library and in classroom book collections. These help to develop reading and support work in other areas of the curriculum. The current stock of books is generally of good quality and presents appropriate images relating to gender, race and society.

68. **The efficiency of the school**

59. The acting headteacher, supported by the governors, manages on-going financial matters well. There have been several successful initiatives with appropriate spending on staff development for information technology, literacy and numeracy, and the development of a school and community information technology centre. However, since the previous inspection, the process of school development planning has not moved forward. The current plan is insufficiently precise in identifying priorities and committing resources in order to raise educational standards further.

70. Sound use is made of staff. All subjects have co-ordinators to oversee developments but their work is still underdeveloped. Insufficient use is made of teachers who have particular expertise in subjects to teach other than their own classes, for example, in music. Though specialist teachers of physical education are used well. Support staff are mostly used effectively, particularly in working with pupils who have special educational needs, though their wider deployment in lessons is sometimes inefficient.
- 70.
71. The school makes generally good use of the accommodation and learning resources available to it. Good use is made of classrooms to provide specialist use, for instance, in information technology. Staff make sound use of the building, particularly the hall, where time and space are at a premium. Practical work mainly takes place in classrooms, however, the school makes good use of the computer suite for information technology lessons and the pond area in the grounds for science lessons. The grounds are well used for physical education and geography, and the local area is well used to support the work in history and geography. Pupils use the school library to borrow books, but not for independent study. The teachers make good use of outside resources, such as museums, art galleries and local secondary school facilities to enhance pupils' learning opportunities. Visits are made to local businesses and sites of local geographical and scientific interest to broaden pupils' experiences.
60. Day to day financial control is good. Routine financial procedures are well controlled. Financial transactions are thoroughly checked, and balanced. There is an appropriate system for providing resources for individual subjects and the prudent management of finances means that the school has sufficient staff and good resources for learning. Co-ordinators identify needs within their subject and, after consideration by the acting headteacher and governors, priorities are decided for all subjects. Funding for resources is allocated carefully. For example, the school has recently significantly improved provision for the teaching of information technology. Information technology is also successfully used to support management information systems.
61. Most pupils enter the school with below average attainment for their age. They make good progress during their time in the nursery and reception classes. During Key Stage 1 they make good progress in English, and sound progress in mathematics and science. In national assessments at the end of Key Stage 1 the school achieves average standards in English, mathematics and science. During Key stage 2, pupils make sound progress. Pupils with special educational needs make sound progress. Throughout the school pupils have good attitudes to learning, and most behave well. There are, however, weaknesses in the quality of teaching in some classes, and weaknesses in forward planning. The school's income is about the same as the national average. Overall therefore, in the light of the context of the school, the attainment of pupils on entry, the predominantly sound or better teaching, and the sound progress of pupils, the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

73. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

62. Children are admitted to the nursery class in September as part of a sensitively planned induction programme, which allows the children a staged start and shorter session. The majority of children entering the reception classes in September are still under five. They, too, benefit from a carefully thought-out programme, which allows children to settle in smaller groups during the first two weeks. The co-ordinator for early years has established an ethos where children experience success, which is consistent in both the nursery and reception classes. This increases children's motivation and enjoyment and helps them to settle quickly into the school's routines and expectations. The links between the nursery and reception units are much improved since the last inspection. There are regular joint planning meetings and much informal transfer of information. This enhances the overall quality of provision for children under five.
63. A good curriculum based on nationally agreed Desirable Learning Outcomes prepares children well for working towards the National Curriculum. Children are assessed at a suitably early stage, using the local authority baseline assessment, to identify attainment groupings. Children with special educational needs are identified at this early stage, and are well supported. This allows most to make good progress. The assessment information shows that attainment overall on entry to the reception year is below the county and national average especially in the areas of language and literacy and in personal and social development. However, the progress made by children under five is good so that most attain the majority of desirable outcomes by the time that they reach statutory school age.
64. The teaching of under fives is good. A good pattern of organisation and variety of teaching methods promote effective classroom learning. Staffing levels are appropriate, and nursery nurses play an important part in the settling in process by modelling patience and good humour. Planning is good and all teachers have a clear vision of where they want the children to be in a year's time, in great detail. They use assessment effectively to tell them how fast they can get there. Children's progress is monitored well in all key areas and monitoring information is used purposefully to guide planning and the reporting to parents. The particular teaching strategy in the reception classes is known as High Scope. It is operated by two experienced teachers, who achieve a good degree of confidence and independence in the children. The team teaching structure in reception creates a very lively interaction, while allowing particularly close observation of the children and recording of their reactions and attainment.
65. This area of children's development is very good. Children establish good relationships and are caring towards each other. They learn to share and take turns and are developing a clear understanding of right and wrong. They are beginning to work in pairs or small groups. Most are able to concentrate for considerable lengths of time. The quality of teaching is good and many planned opportunities introduce the children to the class routines of expected behaviour. In the morning circle sessions, they learn to say "please and thank you". At lunch times they learn to talk sociably. Confidence is growing and many children are showing independence, being able to select equipment for themselves. At playtimes reception children play cooperatively. Nursery children have not yet established friendship patterns, but already they share and take turns well.
66. Language skills generally are weak on entry to the nursery. Children make good progress and by the start of reception they are nearer to achieving the desirable outcomes for mark making and writing, speaking and reading, but not in line with the average. Listening skills are further advanced and children can pay attention well to their teachers and respond eagerly to questions and in discussion.

The majority of children have a limited vocabulary and lower than expected skills in self-expression. This is a weaker position than reported in the previous inspection, and reflects factors such as the considerably increased number of special needs during the intervening period. Good opportunities are provided in the home corner and dressing up area for children to explore imaginative language, as they discuss which hats they would like to wear for a picnic. Nursery children learn quickly to enjoy stories, looking for rhymes and patterns. They are beginning to understand that words and pictures convey meaning and that books need to be the right way up. Story choice is very appropriate and Spot the Dog has a band of loyal followers. This develops well in reception, where children learn to recognise a greater number of common words and the higher attaining children begin to read simple texts independently. The teaching of writing is good, and many reception children develop confidence in mastering joined writing before they move to year one, having started the year at the pre-writing stage. The writing table is an area, which frequently attracts the children. They willingly practice the formation of letters by various means, although a small number of boys have to be cajoled into this process by relating it to their favourite activity, design and construction.

67. Children make good progress in knowledge of number and most develop a satisfactory competence. Children learn to recognise and order numbers using a wide range of apparatus and puzzles. The computers promote interest and speed of reaction in colour and shape matching. The children gain a sound awareness of capacity by filling and emptying containers and ordering them by size. The teachers have planned a good balance between formal taught sessions and informal practical experience of number, such as playing dice games, or making models with a strong number or shape content. Lower attaining children can count further when they are dealing with a starfish's legs.
68. Children enter the nursery with a limited knowledge of the world around them. They are fascinated and silence reigns in the nursery as children explore the properties of sand and water, play dough and coloured pencils. They enjoy investigating physical processes and are excited by the change in materials when paint colours are mixed and in the regular baking activities. Sound teaching of interesting topics encourages children's motivation and involvement. The 'inside out' boxes are an effective way of helping children to develop skills such as cutting, sticking and joining. Children are encouraged have an appropriate sense of curiosity about the passage of time, recalling events from their experience, and marking their increasing age on the birthday sets display. Teachers plan a good range of stimulating experiences. These include visits away from the school and visitors to the school. They seem to know when the River Kent will be in good form and take the children at the right moment. Dusk camping is an enthralling experience, as is also the torch light procession. Reception children respond appropriately to the use of technology, and they confidently select a computer activity, and are able to follow the screen activities without hesitation, controlling the mouse accurately.
69. Children make satisfactory progress in their physical development. They work with increasing control, co-ordination and awareness of space as they progress through the early years. They grow in confidence in the use of apparatus. They are agile and adventurous when they explore the outdoor activity equipment. Nursery children combine role play as police cars and racing drivers with rapid movement across the playground, yet maintain a good sense of space and awareness of the safety of others. Reception children can cooperate in the playing of small games and show sound control of the quoits, bats and balls and short stilts that they use. Children starting reception find fine manipulative skills difficult. These are suitably developed through a well planned programme of activities of increasing difficulty, using a wide range of tools, scissors, crayons, pencils and brushes, beads and threading.
70. Nursery children enjoy a good range of creative experiences. They print, draw and create simple

models, and have opportunities to experiment with clay, fabric and different textures. Teaching is good and the teachers make good use of the classroom assistants to lead activities such as collage making. Resources are good and well prepared. Children love the stories, music and dance and are developing their knowledge of songs, rhymes and poems. On entry to reception creativity is not fully developed and teachers plan a further range of activities, such as focus music circles where children learn to handle simple instruments in unison. Much of this work is done out of doors on a larger scale. Progress is good

82. **ENGLISH, MATHEMATICS AND SCIENCE**

82.

82. **English**

71. In the 1998 Key Stage 2 National Curriculum tests, overall attainment of pupils aged eleven was below the national average in English. When compared with similar schools, attainment in English was well below average. In the 1999 Key Stage 2 National Curriculum tests, results indicate that, whilst the number of pupils attaining the expected level for eleven year olds remained below average, the number of pupils attaining a higher level was broadly average. Inspection evidence indicates that this improving trend is continuing and that the current Year 6 pupils' attainments in English are average overall.
72. In the 1998 Key Stage 1 National Curriculum teacher assessments, the percentage of pupils attaining the expected level in speaking and listening was well below the national average, whilst the percentage of pupils attaining a higher level was broadly in line with the national average. In the 1999 teacher assessments of speaking and listening, the percentage of pupils attaining the expected level for seven year olds was average and the percentage of pupils achieving higher levels was below average. In the 1998 Key Stage 1 tests, overall attainment of pupils aged seven was above the national average in reading and broadly in line with similar schools. Attainment in writing was well above the national average and well above the average for similar schools. From 1996 to 1998, reading levels remained constant; attainment in writing improved in 1998. However, the results of 1999 National Curriculum tests indicate that the percentage of pupils attaining or exceeding the expected level for seven year olds fell to below 1998 levels in reading and writing. Inspection evidence indicates that current Year 2 pupils' attainment in speaking and listening, reading and writing is broadly in line with the national average.
73. Inspection findings do not fully reflect the findings of the previous inspection. Whilst pupils' attainment in both key stages was found to be broadly sound in relation to their ages, results in statutory tests were above the national average. Throughout the school the range of pupils' attainment is very wide. Whilst a small number of pupils attain higher than average standards in both reading and writing, a minority attain lower than average standards in reading and a significant minority attain lower than average standards in writing. Children's attainments on entry are low in the area of language and literacy. Additionally, the number of pupils with special educational needs is higher than the national average and has risen steeply since the last inspection. A high percentage of these pupils need support with language work. This situation distorts the overall test results at the end of both key stages, making comparisons between comparative years insecure. Notably, the fall in the overall attainment of Year 2 pupils in reading and writing in the National Curriculum tests of 1999, is attributable to the particularly high percentage of pupils with special needs in the year group.
74. Taking into account pupils' attainment on entry to the nursery, progress in the early years and in Key Stages 1 is good in speaking and listening, reading and writing. In Key Stage 2, progress in speaking and listening, reading and writing, is also good overall. However, pupils' progress is less consistent in Key Stage 2, with pupils in some classes making satisfactory progress in the course of lessons and those in other classes making good and sometimes very good progress.
75. Pupils' competence in literacy makes a satisfactory contribution to their work in other areas of the curriculum, such as geography and science, particularly at Key Stage 2. Pupils' transfer their speaking and listening skills satisfactorily to other areas of the curriculum; for example, in a Key Stage 2 assembly pupils demonstrate careful listening when answering questions about "greed", the

theme of the assembly, and discussing the importance to people of their personal treasures. However, opportunities for practising and extending writing skills in other subjects are sometimes lost when the completion of a worksheet is used to reinforce learning, for example in religious education. Pupils' handwriting and presentational skills are used well in work for topic folders or display. Information technology is also used effectively to support pupils' work in English, particularly in the presentation of creative writing in Key Stage 2.

76. By the end of Key Stage 1, pupils listen attentively to stories read with animation by their teachers. They respond appropriately, although a significant minority display a restricted vocabulary and have to be encouraged to extend their ideas and accounts. By the end of Key Stage 2 most pupils listen with understanding for an increased length of time, in lessons and in assemblies. They respond confidently to teachers' well-targeted questions, thoughtfully develop their ideas and readily make suggestions. Pupils often display an appropriately broad vocabulary in a range of situations, including the introduction to literacy sessions and activities, such as "hot seating" characters in stories.
77. Pupils' attainment in reading overall is in line with the national average by the end of Key Stages 1 and 2. The range of ability is wide and a minority of pupils at both key stages attain both higher and lower levels. By the end of Key Stage 1, most pupils read familiar texts with accuracy and understanding. They use their increasing knowledge of phonics, as well as pictorial and contextual clues, to establish the meaning of new words. Although some pupils need support in this. Some pupils develop their own interests in stories and favourite books and all have experience of both fiction and non-fiction texts. By the end of Key Stage 2, most pupils read independently. They readily discuss the characters and key events of their current reading books, making appropriate references to the text to support their views. Some pupils are keen readers. They enthusiastically talk about their favourite authors and describe the kind of books that interest them, although these are seldom non-fiction.
78. Attainment in writing is broadly in line with the national average by the end of Key Stages 1 and 2, with a number of pupils attaining higher standards and a significant minority of pupils attaining standards below the national average, at the end of both key stages. By seven, most pupils express their ideas in appropriately sequenced, simple sentences, often with correct basic spelling and punctuation. Most pupils' writing is often limited in length. Pupils' handwriting is neat, legibly formed and joined. By the end of Key Stage 2, most pupils write for a range of purposes and in a variety of formats, including letters, stories and poetry. They write confidently in both narrative and non-narrative styles. Pupils are beginning to plan their writing effectively, as a means of organising and developing their ideas. When given the opportunity to write at length, many pupils express a wealth of ideas, but their use of complex sentences, accurate punctuation within sentences and paragraphs is inconsistent. Pupils write in a fluent, joined script across the range of their work.
79. Pupils make good progress overall in the development of their speaking and listening skills. They talk and listen confidently in a range of situations. Pupils of all ages are absorbed when listening to a story. They talk with interest about the stories they share in the Literacy Hour and ask and answer questions appropriately. In Key Stage 1, the younger pupils bring in items from home to talk about with their class group. They make good progress in using clear language and appropriate language as they answer questions posed by their teacher and other pupils. In Key Stage 2, pupils extend their vocabulary well. At the beginning of the key stage, pupils of all prior attainment make very good progress in expressing their opinions and developing their range of expression, as they examine and discuss newspaper articles. Towards the end of the key stage, the teachers' style of questioning presents pupils with a range of opportunities to give increasingly detailed lengthy responses. Pupils increasingly develop their confidence in addressing a range of audiences through activities in drama

and by making presentations and reading out prayers in class, phase and whole school assemblies.

80. In both key stages, pupils make good progress overall in the development of their reading skills. Pupils are well supported at home, particularly in the early years, and regularly take home books to share with their family. This has a positive impact on their progress. Pupils make good progress in extending their knowledge of phonics and increasingly use their phonic skills when approaching new words. Pupils continue to make sound progress with their reading skills in Key Stage 2. The majority are reading books that are appropriately matched to their attainment and read with increasing accuracy and fluency. Pupils of all ages enjoy being read to, and also join in readily with group reading as part of the Literacy Hour. Pupils use the school library increasingly as they move through the school. They make sound progress in developing their library research skills and when locating information in non-fiction texts they use the index and contents pages competently.
81. From a low baseline, pupils make good progress overall in writing at Key Stages 1 and 2. Pupils make consistently good progress in handwriting. The youngest pupils learn to form letters correctly and emphasis on the development of a well-formed, cursive script is maintained throughout the school. Pupils make sound progress in learning to read and spell high frequency words and this work is increasingly reflected in the standard of spelling used in their independent writing. However, in some classes at both key stages there is an over-emphasis on writing exercises and the completion of worksheets, which frequently require only the insertion of single words or short phrases. Pupils often make very good progress when more challenging work is presented: as when Year 5 pupils learned to differentiate between narrative and dialogue and used the correct punctuation for speech with increasing accuracy.
82. There are no significant differences in the progress of pupils of different gender, ethnicity or background. Pupils with special educational needs are well supported. Teachers are sensitive to their needs and work is usually well matched to pupils' levels of attainment. Pupils' individual education plans often focus on language and literacy targets and when the pupils benefit from specific classroom support they make good progress. In both key stages, information technology is effectively used to support and extend individual pupils' learning through a range of appropriate programs.
83. Most pupils have a good attitude to learning at both key stages. Pupils are attentive and eager to make contributions when lessons are introduced and are also ready to explain the work they have achieved, in the plenary session of the Literacy Hour. The majority of pupils engage purposefully with their tasks: working with good concentration, even when the teacher is focussing on another group. However, in both key stages, a small number of pupils lack perseverance and quickly lose concentration if the pace of the lesson slows. Pupils take care with their handwriting and present their finished work neatly. The majority of pupils are well behaved, respond positively to their teachers and co-operate effectively and sensibly when required to do so, as in group reading activities.
84. The quality of teaching is good overall, with examples of very good teaching in some classes in Key Stage 2. In both key stages, teachers have a high level of interest in their pupils' learning. Their subject knowledge is good and questioning is often used effectively to promote learning and check pupils' understanding. Teachers respond to pupils' efforts in terms of consistently supportive and encouraging marking and direct feedback. In some classes throughout Key Stage 2 pupils' learning is particularly well reinforced when marking is effectively used to further teaching points made in lessons. Useful records of individual pupils' progress in reading are maintained. In addition, data is gained from regular statutory and non-statutory assessments and used appropriately to direct support. Regular homework promotes pupils' reading and spelling development well. Support staff

work closely with class teachers, are well deployed throughout the school, in support of individuals and groups of pupils, and enhance pupils' learning. However, their role during the introductory session of the literacy hour has not been adequately addressed, and often their time is not being efficiently used. The most successful teaching is characterised by high expectations of application and concentration, a brisk pace to the lesson and sharply targeted learning intentions, which can be used to check learning at the end of the session. Stimulating activities are based on materials, which capture pupils' interest. They result in pupils' good progress in the course of the lesson. For example, pupils in a mixed Year 5 and 6 class read episodes from the early life of Roald Dahl, learning to identify ways in which authors can use experiences from their own lives as a basis for their writing. Teaching is least successful when the intended learning for the lesson cannot be assessed because the planning does not clearly specify intended lesson aims. Pupils' progress is limited when their tasks lack challenge and do not sufficiently extend their writing skills; for example, when Year 1 pupils work on a poem about fruit was followed by an undemanding worksheet exercise which did not extend their learning.

96. **Mathematics**

85. The results of national assessments in 1998 show pupils' attainment, at the end of Key Stage 1, to be above average when compared with that of all primary schools. Standards were also above average when compared with those of schools in similar social circumstances. The school's results for seven-year-olds have been above the national average during the three years up to and including 1998. The school's results, for both girls and boys, had also been above the national average. However, the provisional results for 1999 indicate that the school has not maintained this standard and that pupils' overall attainment in that year was below that achieved in 1998. This downturn is attributable to the high number of pupils with special educational needs in the 1999 test group. Evidence gathered during the inspection is that the school has reversed this decline and that attainment is in line with national averages. This also reflects the standards reported at the time of the last inspection.
86. At the end of Key Stage 2, pupils' attainment in mathematics is in line with the national average. Analysis of national test data between 1996 and 1998 indicates that standards have risen, though not steadily, over this three-year period. In 1998, standards were below average when compared with that of schools in similar social circumstances. Results for 1999 have improved significantly on the previous year. Evidence gathered during the inspection confirms the picture of standards painted by the national assessment results, which are of continuing improvement and satisfactory standards that are in line with the national average.
87. Pupils of all levels of attainment make satisfactory progress throughout both key stages. Pupils with special educational needs are well provided for. They receive good support and make sound progress, often related to targets on their Individual Education Plans. For children under five, progress in developing their mathematical understanding is good. Most pupils in Year 1 recognise and count numbers up to 20, and they use appropriate mathematical language such as 'bigger' and 'smaller'. They recognise and accurately name a range of two-dimensional shapes and use measuring exercises to consolidate this learning. They use addition and subtraction facts to ten effectively in solving simple problems. In Year 2, pupils develop their ability in mental arithmetic by learning simple multiplication facts, and most can count correctly in 2s, 5s and 10s. They use and apply their knowledge of the four rules of number successfully, for example when playing mathematical games. Pupils collect and represent data using appropriate charts. Most confidently extract and interpret information presented in simple tables. The use of appropriate data handling computer programmes is well developed, and is a strength of the subject. By the end of Key Stage 1, most pupils work confidently with numbers to 100, and carry out a range of calculations

accurately.

88. Pupils continue to make sound progress during Key Stage 2. They learn new concepts as well as consolidating previous knowledge. Pupils have opportunities to use and apply their skills, as when Year 3 pupils were observed solving problems involving money. By year 4, most pupils work with numbers up to 1000, and many can apply their skills to higher numbers. Higher attaining pupils recall multiplication facts up to 10×10 , and the less able pupils sort objects according to several criteria of shape, and appreciate angles as measures of turn. Pupils use bar graphs to collate, record and interpret data. By Year 6, pupils confidently round numbers to the nearest ten or hundred, and have a sound knowledge of fractions, including $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
89. Throughout the school, pupils' numeracy skills are average for their age, and developments in this area of work are satisfactory. The school's recent introduction of the National Numeracy Strategy is beginning to have a positive impact on the quality of teaching and on standards of attainment. This results from a more systematic approach to the use of assessment to inform planning for pupils of differing levels of attainment. Younger pupils develop recall of number bonds, and older pupils know many of their multiplication facts. These sound basic skills support work in mathematics, and are exploited in other subjects of the curriculum. This happens in geography, through local survey work, in history, with the representation of data, in science with an understanding of units of mass and volume and in design and technology, where older pupils are required to measure accurately. Pupils also use information technology well to research information and present their work.
90. Most pupils throughout the school respond well to the teaching of mathematics. They enjoy mathematics and are willing to learn. In both key stages, pupils' behaviour is good. Most pupils listen to their teachers, especially in lesson introductions, and answer questions confidently. Pupils settle well to individual or group work, and they concentrate for appropriate lengths of time. The pupils work sensibly together. When given independent work to do, most respond well, showing perseverance and a good work rate. However, a small minority of pupils in both key stages tend to work with a lack of urgency and purpose and this limits the progress that they make. The subject makes a sound contribution to the development of pupils' literacy skills, though the standard of presentation of pupils of all abilities is sometimes unsatisfactory. The older pupils are still too dependent on the teacher and are not aware enough about their individual targets in mathematics; they are not being involved sufficiently in knowing how they are doing and are not clear about how they could raise their standards.
91. The quality of teaching is sound overall, and in about half of the lessons observed, teaching is good. No lessons seen were judged unsatisfactory. This level of consistency across the school is a strong feature of teaching in mathematics and makes an important contribution to pupils' progress. All teachers have good command of the subject, and the structure of lessons is good. Lessons follow a pattern that the pupils are now used to. They listen to the introductions; complete the individual and group exercises, and then have the chance to review what they have learned. This structured approach to teaching maintains the pace of learning and makes good use of the available time. In one lesson, the teacher used the pupils well to demonstrate with large dominoes during the introduction. The scheme of work is incomplete, but the joint weekly planning ensures that lessons cover all attainment targets of the National Curriculum. In a small minority of lessons in both key stages, materials are less well prepared, and not enough attention given to providing work at an appropriate level for pupils of all abilities. In these lessons the progress of pupils, especially the higher attaining pupils, is slower than it might be. The way in which special educational welfare assistants work alongside teachers is an important contributory factor in these pupils' progress, but the potential to deploy these assistants more widely, to the benefit of all, is often missed. Good relationships between all adults and pupils encourage the good progress that is made in some

lessons. In one lesson assessment was used very well. The teacher started by recapping on the lesson that had been taught the previous day. When she discovered that pupils were still unclear about what they had learned, she then changed her plan for the day and set about explaining things again. This meant that pupils did not move on too soon. Homework is usually set, and most pupils respond positively, helping them to progress. Pupils' work is marked carefully, and teachers note and comment on mistakes that are being made. However, too much of the pupils' work is unfinished and sometimes teachers do not ensure pupils correct their mistakes.

103. Science

92. Pupils' attainments in science are broadly average in both key stages. This is consistent with the results of the most recent teacher assessments and National Curriculum tests. In 1998 the percentage of pupils that attained or exceeded the nationally expected levels for Key Stage 1 and Key Stage 2 was similar to that found in other schools. This trend was continued in 1999, though the number attaining the above average level 3 was below average at the end of Key Stage 1.
93. By the end of Key Stage 1, most pupils use simple equipment to carry out scientific investigations. They predict which objects will float or sink and then test out their ideas. They compare objects and living things when they examine different materials or when they observe the growth of plants. They know that living things grow and reproduce and use their developing understanding to classify objects and living things correctly. Pupils name sources of light, identify things that are powered by electricity and know that sound travels as vibrations. They record their work appropriately using pictures, simple words or by filling in worksheets. By the end of Key Stage 2, pupils plan and carry out more complex investigations, such as those into ways of separating solutions and mixtures. Most pupils present the results of their investigations systematically in tables and charts and higher attaining pupils produce extended written accounts, in which they form sensible conclusions and explain their results in the light of their scientific understanding. They understand the life cycles of different creatures, such as the frog and the butterfly. They describe different habitats and show an awareness of food chains. Most pupils accurately name the major organs in plants and in humans. Higher attaining pupils describe their functions and make comparisons, as in the reproductive cycle. They classify materials correctly as solid, liquid or gas and higher attaining pupils show a good understanding of change of state, when they use terms such as 'evaporate' and 'condense' in their explanations. They know more about the properties of different materials and discuss notions of solubility or magnetic attraction when planning separation experiments.
94. Most pupils in both key stages make satisfactory progress. The overall curriculum plan for science is coherent and there is an appropriate emphasis on experimental and investigative work. From an early age, pupils begin to use their senses to investigate the world around them, as when pupils in Year 1 see, touch, smell and taste different fruits. Pupils just beginning Year 2 choose from a wide selection of apparatus in order to carry out simple investigations into forces. Attainment targets are revisited sequentially and new units of work generally build on what has gone before. However, there is still no comprehensive scheme of work to guide teachers' planning. Learning objectives for some lessons, particularly in Key Stage 1 and lower Key Stage 2, are too general. Tasks are not specifically matched to pupils' prior attainments, and any assessments that are made are similarly broad. As a result, some planning fails to meet the needs of pupils of differing attainment in the class and this has a negative impact on the progress of some higher and lower attaining pupils. In upper Key Stage 2, pupils' progress improves. Tasks are set at a level to challenge pupils at all levels and pupils are expected to be far more independent in the way they carry out and record their work.
95. Pupils' attitudes to science are generally good. In both key stages, pupils respond well in science lessons. The majority listen well to their teacher and they are confident in offering suggestions and

ideas, particularly in Years 5 and 6. Younger pupils are excited by their work. This is apparent when pupils in Year 1 gasp in amazement when they 'experience' the inside of fruit. Most pupils settle quickly to their work, are well motivated and respond positively to praise. Pupils show interest when they talk about past work. Pupils co-operate effectively when working in groups and most behave well. They take pride in their work; most recorded work is presented tidily and there are examples of high quality recording in upper Key Stage 2.

96. The overall quality of teaching is sound. Teachers have secure subject knowledge. As a result their explanations are clear and accurate and they use scientific terms appropriately. Planning includes appropriate opportunities for pupils to gain knowledge, understanding and skills in practical, meaningful tasks and this reinforces pupils learning effectively. For example, pupils in Key Stage 1 investigate factors that affect the speed and direction of toy cars. This forms a good foundation for work on forces. Teachers manage pupils effectively so that the majority of pupils behave well and apply themselves to their work. Pupils in Year 1 are excited by their sensory exploration of fruit, but the teacher effectively channels their excitement into well focused observations and comments. Where teaching is most effective, as in some classes in upper Key Stage 2, planning is closely linked to on-going assessment and so tasks are matched to pupils' prior attainment. This ensures that all pupils in the class can succeed and make progress. Teachers make clear to pupils what the main aims are at the beginning of each lesson, and this enables pupils to have a clear focus on the objectives. Their teaching features good use of questioning to encourage pupils to think carefully. Teachers effectively welcome and value pupils' ideas and suggestions whether or not they are scientifically accurate. This is apparent when pupils in Years 5 and 6 are asked to predict and explain the basis of their thinking about what will happen when different substances are placed in water. As a result, pupils develop the skills of question-raising. Most teachers use the school's good range of resources effectively, both to interest and motivate pupils and to extend pupils' investigative skills.

108. **OTHER SUBJECTS OR COURSES**

108. **Information technology**

97. By the end of Key Stage 2, standards in information technology are in line with national expectations. This includes pupils' competence in the use of computers, listening centres and other information and communication technology apparatus. The consistency of those standards across the age group, and the range of applications, has improved since the previous inspection. At this point in the final year of both key stages, pupils' standards are already in line with those expected for their age. The reason for the improvement lies in the determination with which the school has planned its development of information technology skills across the curriculum. Through its technology action plan and well targeted in-service training, the school has established a curriculum for information technology that is based on quality planning to promote the sequential teaching of skills within most National Curriculum subjects. The breadth and balance of this programme exceeds the national provision generally. The significant upgrading of resources to include a computer suite promotes a good consistency of skills teaching across whole year groups.
98. Towards the end of Key Stage 1, most pupils manipulate a mouse with accuracy and use word processing with simple editing techniques effectively for communication. They investigate colour, shape and pattern using an art package and give instructions to a programmable device to make it move across the room. Towards the end of Key Stage 2, most pupils cut and paste, change fonts, colour and size of print and retrieve information from CD-ROM programs. They enter information into data handling programs, analyse it and select relevant graphs for display. They use control software to write small programs for controlling traffic lights, creating effective links with

numeracy, and in doing so, becoming more familiar with the collection of data and logical sequences.

99. Progress over time is good. The provision of sufficient equipment to enable a whole class to work at the same time contributes positively to the rate of progress. The use of the information technology suite as a classroom means a certain amount of movement of groups. This is achieved unobtrusively with very little wastage of time, but the return to classrooms involves some disturbance of pupils working quietly. The scheme of work, new since the previous inspection, incorporates elements of the national guidance and promotes particularly good structure and progression in teachers' planning. It ensures that all strands are to be covered during the year so that the subject meets National Curriculum requirements.
100. Pupils' response is good. Pupils working together in pairs or small groups interact effectively, take turns fairly and engage in purposeful discussion. There is equality of opportunity and resources interest boys and girls. Pupils are enthusiastic, listen and concentrate well, and take account of teachers' instructions. The older pupils have a capacity for persistence to carry a difficult task through to its conclusion. Instances of pupils passing on skills to those next on the list, known as peer tutoring, is established and working effectively in some classrooms. This gives pupils a sense of responsibility, and achieves a more rapid coverage of some skills.
101. Pupils' progress is closely linked to the good quality of teaching. Planning is the strength within teaching, both in the classroom and in the computer suite. By precise explanation and demonstration, the teachers communicate the clear learning objectives to the pupils. The effective lesson structure in the computer suite includes ample time for pupils to practice their developing skills. This is reinforced by equally effective planning for the classroom sessions and allows pupils to apply their skills across a good range of subjects. The system of assessment to track progress of skills is well established and enables class teachers to know at what level to set the tasks in the classroom and to provide challenging extension activities that allow the faster workers to elaborate their thinking. It also enables them to give appropriate support to slower pupils, and those with special educational needs, and so to keep in touch with the class progress overall. The in-house training given by the co-ordinator has had a significant positive impact and all teaching observed was confident. Teachers make good use of plenary sessions to highlight and reinforce what was covered in the lessons. On the rare occasion when a lesson went wrong, because of hardware or software problems, teachers recovered well and demonstrated the flexibility the pupils will need in dealing with the new technology.

Religious education

102. Attainment is consistent with the requirements of the locally Agreed Syllabus by the end of Key Stages 1 and 2. These findings reflect those of the previous inspection. During the inspection, two religious education lessons were observed in Key Stage 1 and one lesson was observed in Key Stage 2. Judgements about pupils' attainment and progress are further supported by the scrutiny of pupils' work, displays, subject documentation and planning, and talking to pupils.
103. By the end of Key Stage 1, pupils know major feasts of the Christian calendar, including Christmas and Easter, and are beginning to understand the significance of celebrations such as Harvest Festival. They are introduced to Bible stories, and know of characters in the Old Testament, such as Noah. They are also introduced to other world faiths and are aware of some traditions and customs associated with Judaism, including the celebration of the Sabbath. By the end of Key Stage 2, pupils

know that the Bible is a special book for Christians. They can recount stories from books that make up the Old Testament and give accounts of events such as Creation, and characters, such as Abraham. Pupils have a knowledge of events in the life of Jesus, such as the Feeding of the Five Thousand, and can relate stories that he told, including the Good Samaritan. They know aspects of other major world religions, including Buddhism. Pupils know of the Buddhist rules for living and are aware of features of the Buddhist way of life including meditation.

104. Pupils' progress is satisfactory in Key Stages 1 and 2. Pupils with special educational needs are encouraged to participate, and make sound progress. Throughout the school pupils make satisfactory progress in addressing moral themes. In the early years, issues such as "friendship" and "feeling secure" are approached through familiar stories, such as the Mr. Men series. In Key Stage 2, pupils explore values and responses to a moral code, following their work on the Ten Commandments. Pupils make sound progress in their knowledge of signs and symbols associated with Christianity and other world faiths. For example, in Key Stage 1, pupils begin to gain insight into the meaning of water to Christians when they listen to the story of Jesus washing the feet of his disciples and begin to discuss baptism. Their understanding is developed in Key Stage 2 through their visits to a range of Christian churches, where they study artefacts, such as crosses, and learn of their significance.
105. In both key stages, pupils have a positive attitude to learning. They show interest in the stories they hear and demonstrate careful listening by answering questions thoughtfully. Pupils readily make suggestions and respect each other's views. This effectively enhances the quality of relationships within the school. Where pupils reinforce their learning with follow-up activities, their work is neat and carefully presented.
106. The quality of teaching is satisfactory overall, although there are some weaknesses. Some teachers at both key stages have good subject knowledge and understanding. In the teaching observed, lesson planning was sound. However, the scheme of work to guide teachers' implementation of the Agreed Syllabus has not yet been put in place and long-term plans are insufficiently specific to ensure the consistent, progressive development of pupils' knowledge and understanding. Moreover, there is no planned programme of assessment of pupils' progress. Pupils are well managed. Teachers motivate pupils effectively with a range of stories and activities. They encourage all pupils to participate actively; they listen to their contributions and encourage a positive, sharing approach to class discussions.

Art

107. The school has successfully addressed the weaknesses identified in the last inspection report. Pupils of all levels of attainment in both key stages, including those with special educational needs, now make good progress in art. They acquire a good range of skills and techniques and gain experience of working with a far wider variety of media and tools as they move through the school. The school has built up good resources for art and these form the basis of a rich programme of work. Pupils learn about the work of famous artists and use this as the starting point for their own work. They also experiment with ideas and techniques from the art of non-Western cultures. By the time that they leave the school, many pupils attain high standards in their artwork.
108. Pupils throughout the school, including those with special educational needs make good progress in art. In Key Stage 1, pupils begin to work with a range of paints, mixing colours, experiencing their different properties and experimenting with different effects. Pupils in the reception classes use these

effectively for their finger printing and colour patterns. Pupils in Year 1 use painting techniques effectively to represent accurately what they have seen during a visit to a wildlife park. They produce large-scale pictures of the animals that capture the colours, textures and body shapes of the animals that they have seen. They also begin to develop sensitivity to different tones and shades when they use tissue paper and different coloured crayons to represent the colours they see in the skins of different fruits. By the end of the key stage, most pupils produce a good standard of finished work.

109. In Key Stage 2, pupils extend their repertoire of skills, working with greater precision on a range of stimulating projects. Pupils in Year 3 and 4 begin to draw more accurately. Their drawings made as part of a visit to Kendal castle show a developing understanding of line and shading techniques. They accurately represent the shapes and textures in the stonework as well as areas of light and shadow. Pupils in Years 5 and 6 develop their observational skills further, as well as their appreciation of complex patterns, when they make symmetrical patterns based on the designs of William Morris. Their paintings and collage work inspired by the works of Van Gogh show not only a wide experience of the artist's works, but also the ability to use these as the starting points for their own very original projects. They are accustomed to using a sketchbook to develop designs or to experiment with techniques and many of these contain high quality work. The processes of planning, design and development are well established and contribute particularly well to the very high quality fabric painting, needlework and felt collage in preparation for the school's Millennium Banner. Older pupils also engage in more complex processes, such as batik printing and screen printing, planning and executing striking designs, influenced by the cultural traditions of Africa and South America.
110. Most pupils respond well to the teaching of art and are enthusiastic about the projects that they undertake. They are attentive to their teachers and follow instructions carefully. When working, they show impressive levels of concentration and this reflects in their attention to detail and in the quality of their finished work. Older pupils are confident and readily make choices about how they will carry out various ideas. They are co-operative, happily sharing tools and equipment and giving each other help and advice.
111. The overall quality of teaching is good. Teachers have sufficient knowledge and understanding to teach art well. They use this to give well-focused instruction on techniques and this helps pupils to improve the quality of their work. Planning for art ensures that pupils acquire skills progressively and individual lessons give pupils the opportunity to choose and apply the skills that they have learned. This makes an important contribution to pupils' confidence and competence by the time that they leave school. Teachers have high expectations and manage art lessons well. This helps to establish a purposeful working environment, in which the main focus is the work in hand.
123. **Design and technology**
112. Pupils of all levels of attainment in both key stages make good progress in design and technology. Throughout Key Stage 1, pupils develop sound basic skills. During Key Stage 2 the range of skills extends well as pupils move through the school. Pupils use increasingly demanding materials and tools. A strength of the provision is the emphasis given to planning the design and evaluating the finished product. The labelled diagrams and simple descriptions of their projects in Year 2, become detailed working drawings and quite sophisticated evaluations by the end of Year 6, and in each year reflects the strong links with literacy and numeracy.
113. A comprehensive scheme of work, based on national guidelines, which sets out a balanced and structured programme of study, enables teachers to plan the sequence of steps by which pupils are

to progress. A valuable feature is the inclusion of training in the safe handling of a good range of increasingly more challenging tools. Pupils reach standards well in line with those expected for their age by the time they leave the school. Most projects are open-ended allowing the higher attaining pupils a good level of challenge. The strong focus on structures and mechanics allows good cross-curricular links with numeracy and science to be established, while maintaining an appropriate development of work with food and textiles. Year 6 pupils, for instance, extend their scientific knowledge by observing at first hand the effect of friction influencing the performance of the buggies they had made.

- 114. Pupils' response to design and technology projects is good. Pupils work eagerly in technology lessons. They show independence in selecting materials and procedures, which they use with care and appropriate attention to safety. Pupils with special educational needs are confident and often work as well their peers. Most pupils show good co-operative behaviour.
- 115. The quality of teaching in Key Stage 1 is good. This enables lessons to proceed smoothly and encourages pupils to concentrate well on their work. A particular feature is the good attention to detail and quality of finish. This enhances pupils' attainment and progress and reflects the pupils' pride in their work. A sound programme of in-house training has raised expertise, teachers are more confident with the subject. They tackle a wider range of activities and this adds to pupils' progress. The thorough planning for lessons includes lists of tools and materials and teachers ensure that these are ready. This makes for a quick start to activities and an efficient use of time. Appropriate technical vocabulary is introduced, but not sufficiently extended.
- 116. Teaching was not observed in Key Stage 2. However, a comprehensive and well laid out portfolio of combined planning, photographs and samples of work testifies to the continuing good quality of provision in the subject. The topics that are planned are carried out fully. The annual assessments guide teachers to set appropriate starting points, and to matching work to the known attainment of the pupils. These are improvements since the last inspection. Numeracy is planned into activities to give older pupils opportunities for precise measurement, awareness of shapes and to appreciate the need for accurate angles and in this way work in design and technology adds to pupils' progress in other subjects.

128.

Geography

- 117. At the end of Key Stage 1, and when the pupils leave the school, attainment in geography matches that which would be expected for their age. Pupils in both key stages make sound progress, across a broad range of geographical topics. Pupils with special educational needs receive appropriate support and this enables them to make satisfactory gains.
- 118. A good feature in Key Stage 1 is pupils acquiring the skills of geographical enquiry. As a result, they gain good knowledge and understanding about their local environment. For instance, younger pupils compare and survey their different ways of coming to school, noting features of their journey. Early map work skills are also sound. The pupils draw ground plans of their classroom and their school, and their route from school to the local monument and the local market-square. This leads to work on maps of real locations, and pupils suggest appropriate symbols to convey information. They discuss their own locality in greater depth as they get older, moving from their own street to consider the differences between villages and towns. They think about things that affect their lives, such as traffic and pollution, and the quality of the environment. They study other areas of the British Isles including the seaside, to make comparisons with their own environment. These skills develop further in Key Stage 2. Pupils begin to understand and use directions, keys, points of the

compass and co-ordinates. Older pupils carry out a major river study finding out about the key features of rivers. The pupils know that some of the places they learn about are very distant, and different from their own environment. For instance, a link with a school in Liverpool provides pupils with valuable insights into a contrasting location and they benefit from meeting with a parent who has been to Belarus. This links nicely with their reading. Pupils make good use of their literacy skills to record their work, as well as their computer skills to produce bar graphs and pie charts.

119. Pupils' attitudes to geography are good. They enjoy finding about different places, and enjoy the links with a school in Liverpool. The visits and the extended field trip to the river Kent are a source of great interest, excitement and enjoyment and so have a positive impact on pupils' learning.
120. There is insufficient evidence against which to make sound overall judgements about the quality of teaching in geography as timetable arrangements for the week of the inspection meant that no geography was being taught in Key Stage 2. Evidence from the scrutiny of pupils' completed work and from teachers' planning suggest that the teaching of geography is generally satisfactory. It was only possible to see one lesson in Key Stage 1 and in that lesson, teaching was satisfactory.
132. **History**
133. Both at the end of Key Stage 1 and when the pupils leave the school, pupils' attainment in history matches that which would be expected for their age. Most pupils make sound progress in gaining historical knowledge and skills, both during lessons and over the time they are at the school. However, some tasks are insufficiently challenging for higher attaining pupils in Key Stage 1 and this has a negative impact on their attainment and progress. This was also a finding of the last inspection and has not yet been properly addressed. Pupils with special educational needs make satisfactory progress.
121. Younger pupils in Key Stage 1 develop a sense of chronology, understanding that things and people change over time. Teachers are careful to build up the correct historical vocabulary in different year groups. This enables pupils to talk about when and how things happen, using the correct historical terms. Their work at the end of the key stage shows that they are able to compare events from past and present, such as life at harvest time in the 1950's and today. They begin to use various kinds of historical evidence, including artefacts from Victorian times. They examine postcards of Kendal from the past, comparing it with how it is now, and this links well with their knowledge of places in geography. Pupils learn about famous people such as Samuel Pepys and Florence Nightingale. They record their work in a variety of ways, sometimes on worksheets or by drawing, and sometimes by writing down their own experiences or accounts of what they have learnt. In Key Stage 2, pupils have sound knowledge of historical events over a longer time scale. Pupils acquire a sound level of factual information about the daily lives of people in the past. They investigate visual evidence to find out about daily life in Ancient Greece. They carry out research and write imaginatively about mummification in Ancient Egypt. They identify primary and secondary sources and consider what they tell us about the past, selecting and combining information from different sources.
122. Pupils enjoy history. This is particularly evident in the upper Key Stage 2 classes. They make good use of opportunities for examining old objects, for looking at pictures of places and old photographs of people, for the information they provide, such as the town's Monument. They often present their work well, especially when they are stimulated by a visit, such as to the Abbot Hall. The classroom walls and the displays around the school reflect their interest, and the enthusiasm of the staff.
123. The teaching of history is sound overall. Lesson activities are usually carefully planned. This ensures that resources are ready for pupils use and helps pupils make progress in the various aspects of the

subject, especially in looking at evidence. Pupils' historical learning is enlivened by several visits, including to the British Museum and local sites of historical interest, such as Kendal castle. Good use is made of time, as when lower juniors spent one full afternoon on the sole activity of replicating the work of an archaeologist. This meant that they, and the teacher, could relax and take their time. Pupils were able to really get down to some serious investigative work and the teacher was able to pay attention to detail. The quality of visual materials and some novel displays, such as the 'Egyptian Tomb style entrance' to one class, is high, and stimulates pupils' interest. In upper Key Stage 2 classes, pupils particularly enjoy looking at old photographs carefully prepared by their teachers. This stimulates their curiosity and helps them develop a feel for the past. Another good feature of the subject is the way in which it is taught so as to link in with other subjects of the National Curriculum, especially English, drama and geography. This adds to the coherence of the work, adds to pupils' understanding and sustains their interest. Sometimes however, otherwise sound teaching is spoiled when the work set for the higher attaining pupils is not challenging enough, and when the timing of the lesson goes awry.

136. **Music**

124. By the end of Key Stage 1, and by the time they leave the school, pupils' attainments in music reflect nationally expected standards. Most pupils, including those with special educational needs, make satisfactory progress overall, and many benefit from the regular singing in assembly, the extra curricular choir, participation in local musical events and, for some, individual tuition on musical instruments. Music makes a satisfactory contribution to pupils' spiritual and cultural development.
125. By the end of Key Stage 1, pupils sing tunefully and can play along to the pulse of a piece of music. They recognise, and repeat, a variety of clapped rhythms. When they sing, often from memory, pupils follow the changes in tempo of the music, for example, when singing 'heads, shoulders, knees and toes'. They use their listening skills to detect the repetition in music, and clap their names in syllables. By the end of Key Stage 2, they sing in phases and in the round. They listen carefully to music, such as Wagner's 'Das Rheingold', identifying changes and moods. They understand the concept of 'pitch', both high and low. They become increasingly confident with musical vocabulary, and aware of others' performance.
126. Pupils have good attitudes to their work. They enjoy music and respond well to advice. They behave well in lessons and sustain concentration. They handle instruments sensitively.
127. The quality of teaching is satisfactory overall, with some good, but also, some poor teaching. Many teachers have secure personal knowledge using musical terms well. They plan their lessons well so that the pupils are kept active and involved. Where teaching is poor, control is insecure, resources are not well prepared, and the timing of the lesson means that the teacher is under pressure to cover the planned activities within the time available. This has a negative impact on pupils' progress. There is scope for the school to further strengthen the teaching of music by using the musical expertise of its staff more effectively.

140. **Physical education**

140.

128. The majority of pupils throughout the school make satisfactory progress in physical education. Planning for physical education indicates that all elements of the National Curriculum programmes of study receive appropriate attention. In Key Stage 1, pupils learn to move in a variety of ways, and this leads to the successful development of gymnastic and expressive movement in Key Stage 2. By the end of Key Stage 1, most pupils develop satisfactory co-ordination of hand and eye, so that they throw and catch with a reasonable degree of accuracy. They use gymnastic apparatus safely and purposefully. They use space well and show appropriate control of movement and balance. This is particularly apparent in games lessons, where pupils benefit from a very good standard of teaching, both from class teachers and area coaching staff.
129. Pupils in Key Stage 2 have the opportunity to take part in a programme of outdoor and adventurous activities. They do this as part of a residential visit and through activities that take place on or around the school site. They also take part in swimming and many exceed the nationally expected standard. Pupils in Years 3 and 4 perform gymnastic movements with increased control and link their movements into simple sequences that they practise and improve. By the end of Key Stage 2, pupils' games skills develop appropriately. They successfully acquire the skills and techniques needed for sending, receiving and travelling with the ball in games such as soccer, netball and rugby. Pupils sustain more vigorous activities and are aware of the effects of exercise on their bodies. Overall, standards of attainment in physical education are in line with national expectations by the end of both key stages. There is a good range of extra-curricular and competitive sporting activities. These enable a significant number of pupils to extend their sporting interests and to attain higher personal standards in their chosen activities.
130. The majority of pupils in both key stages respond well to the teaching of physical education. They listen carefully and respond well to suggestions given by the teachers. They participate enthusiastically but work with discipline and control. Older pupils are confident and show increasing precision in their work. They are attentive to coaching points, repeat activities carefully and concentrate on improving their performance. They work hard and sustain their effort and concentration throughout the lesson. In a very small number of lessons, a minority of pupils is restless and inattentive. They pay insufficient attention to improving the quality of their work and consequently, their attainment is low and progress is slow.
131. The teaching of physical education is generally sound in both key stages. Pupils with special educational needs, including those with physical disabilities, receive satisfactory support. This enables them to join in most activities and to make sound progress. Teachers' explanations are clear and they monitor pupils' response carefully. This ensures that all pupils are able to work confidently and to make appropriate progress. Teaching is particularly effective when the teacher uses personal skill and expertise to set high standards, to present high quality demonstrations and to give well focused coaching. This helps pupils Year 2 to improve their ball handling skills and techniques in games. Where teaching is less successful, the teacher does not use the available time effectively. The pace of the lesson is slow and learning objectives are not achieved. On another occasion, the teacher is unable to manage pupils' inappropriate behaviour effectively. This is unsatisfactory as it has a negative impact on the quality of other pupils' response and adversely affects overall attainment and progress.

144. **PART C: INSPECTION DATA**

144. **SUMMARY OF INSPECTION EVIDENCE**

132. The inspection of Ghyllside County Primary School took place between 13th and 16th September 1999 and was carried out by a team of five inspectors.

The evidence includes:

- the scrutiny of policies, planning, schemes of work and other documents relating to aspects of the school's work;
- the inspection of 86 lessons in part or full;
- the inspection of five assemblies;
- listening to the reading of a 13 per cent sample of pupils, selected by the school from each age group to represent the range of attainment within the school;
- the inspection of a 13 per cent sample of pupils' completed work, selected by teachers to represent the full range of attainment within the school;
- discussions with pupils in each year group about aspects of their work;
- discussions with the headteacher, governors and staff with management responsibilities;
- discussions with 38 parents prior to the inspection about arrangements made for the education of their children.
- The comments made by 67 parents in response to the written questionnaire.

- **146. 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	323	16	84	54
Nursery Unit	36.5	0	0	0

- **Teachers and classes**

-

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	13.4
Number of pupils per qualified teacher:	24.1

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

Total number of education support staff:	10
Total aggregate hours worked each week:	170.25

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

Total number of qualified teachers (full-time equivalent):	1.1
Number of pupils per qualified teacher:	36.5

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

Total number of education support staff:	3
Total aggregate hours worked each week:	105.5

Average class size:	27
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• **Financial data**

Financial year:	1998 / 99
	£
Total Income	591517.00
Total Expenditure	594632.00
Expenditure per pupil	1785.68
Balance brought forward from previous year	20503.00
Balance carried forward to next year	17388.00

• **PARENTAL SURVEY**

Number of questionnaires sent out:	360
Number of questionnaires returned:	67

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	28.4	64.2	3.0	4.4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	41.8	50.7	3.0	3.0	1.5
The school handles complaints from parents well	11.3	56.5	16.1	14.5	1.6
The school gives me a clear understanding of what is taught	19.4	64.2	13.4	3.0	0
The school keeps me well informed about my child(ren)'s progress	21.5	53.9	12.3	12.3	0
The school enables my child(ren) to achieve a good standard of work	28.4	61.1	6.0	4.5	0
The school encourages children to get involved in more than just their daily lessons	18.2	56.1	16.6	6.1	3.0
I am satisfied with the work that my child(ren) is/are expected to do at home	20.9	52.3	10.4	13.4	3.0
The school's values and attitudes have a positive effect on my child(ren)	22.4	53.7	16.4	6.0	1.5
The school achieves high standards of good behaviour	13.6	51.5	16.7	15.2	3.0
My child(ren) like(s) school	39.4	51.5	4.5	3.0	1.5

• **Other issues raised by parents**

Some parents expressed concerns about the on-going illness and consequent absence of the former headteacher. They felt that interim arrangements had sometimes had a negative impact on their children's education.