

INSPECTION REPORT

ELLOUGHTON PRIMARY SCHOOL

Brough

LEA area: East Riding of Yorkshire

Unique reference number: 117891

Headteacher: Mr. D. Mattinson

Reporting inspector: Mrs. M. Britton
17678

Dates of inspection: 2nd-5th May 2000

Inspection number: 187057

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Stockbridge Road Elloughton Brough East Riding of Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. K. Lunn
Date of previous inspection:	November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Margaret Britton	Registered inspector	Art; religious education.	The school's results and pupils' achievements How well the pupils are taught How well the school is led and managed
Stuart Vincent	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
Angela Smithers	Team inspector	Mathematics; physical education; special educational needs	
John Manning	Team inspector	English; information technology; history	
John Thorpe	Team inspector	Science; design technology; Equality of opportunity;	The quality of the curricular and other opportunities offered to pupils
Margaret Mann	Team Inspector	Under fives; music	
Stuart Dobson	Team inspector	Geography; modern foreign language (French); English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average sized primary school with 250 pupils on roll. The village of Elloughton has seen recent extensive housing development and the school has grown from five classes to nine since the last inspection in November 1995. The school is almost at capacity. The mobility rate of pupils is high. The percentage of pupils who did not start at Elloughton Primary School in the reception class ranges from 24 percent in Year 3 to 46 percent in Year 6. The average across the key stage is 39 percent. The pupils come from owner-occupied housing and parents generally work in Hull or for a large national company in the area. Approximately 45 percent of children live in high social class households (national average 31%). The percentage of adults with higher education qualifications is above the national average. Five pupils (2 percent) from Icelandic and Asian backgrounds have English as an additional language. Three pupils (1.2 percent) are eligible for free school meals. This is very well below the national average. 21 pupils (8.4 percent) are on the school's register of special educational needs and of these pupils four (1.6 percent) have a statement. When children are assessed on entry to the reception class the majority achieve typical levels for four-year-olds in all areas of their development. .

HOW GOOD THE SCHOOL IS

This is an effective school which makes good provision for all its pupils. Pupils achieve high standards in English, mathematics and science and achieve the expected levels for their age in the remaining subjects of the National Curriculum and religious education. The quality of teaching is good and pupils have positive attitudes to learning. The headteacher, staff and governors work well together to improve the school and to maintain the high standards. The school provides good value for money.

What the school does well

- The provision and outcomes for children under five.
- Standards of achievement in speaking, listening and reading, mathematics (particularly number) and science.
- The quality of teaching across the school.
- Pupils' attitudes to school and their enthusiasm.
- Positive relationships.
- Procedures for monitoring and supporting pupils' welfare and personal development.
- Levels of attendance.
- The partnership with parents and their support and contribution to pupils' learning.

What could be improved

- Standards of writing especially at Key Stage 2 and including spelling and handwriting.
- The quality of marking and the setting of targets for improvement.
- The consistency of the application of the school's aims, policies and procedures.
- The role of subject leaders in identifying strengths and weaknesses through monitoring, evaluating and developing the curriculum.
- School development planning.
- Provision for the social development of older pupils.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected in November 1995, Elloughton was found to be an effective school. Since then the school has dealt effectively with the very significant increase in numbers, the integration of new families and staff and a building extension. The results achieved by its pupils in national tests at the age of eleven have risen each year in line with the rate of improvement nationally. The school has successfully introduced the national strategies for literacy and numeracy. All the action points from the last inspection have been dealt with satisfactorily.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	A*	A	C
mathematics	C	A	A	B
science	C	B	B	C

Key	
Highest 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The standards attained by eleven-year-olds have improved over the last two years. They achieve well above average standards in English and mathematics and above average standards in science. Results in English and science are in line with those achieved by pupils in similar schools. In mathematics, pupils achieve above the average for pupils in similar schools. The school has maintained standards above the national average at Key Stage 1 in reading, writing and mathematics. However, standards in writing at both key stages have declined over the last two years and are now closer to the national average. The school has appropriately identified writing as a target for improvement and is involved in a local project.

Although pupils in both key stages achieve high standards in English, mathematics and science, standards in the other subjects of the National Curriculum and religious education are broadly in line with the levels expected for the age groups. This is because an emphasis has been placed on English and mathematics particularly over the last two years when the national strategies for literacy and numeracy have been introduced. There is no evidence that pupils underachieve.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are very enthusiastic, happy to explain about their work and confident to ask questions and speak in front of the class.
Behaviour, in and out of classrooms	Good. The majority of pupils behave very well and are courteous and show respect to adults and their surroundings.
Personal development and relationships	Good. Pupils increasingly work co-operatively with their peers in pairs and small groups. They willingly share and take turns.
Attendance	Very good. Levels of attendance are well above the national average

A significant minority of older pupils are too casual in their approach to school work and they give less than they might. A few of the older pupils occasionally show a lack of respect for their teachers and other pupils and the standard of manners lapses. When they are given the opportunity, pupils willingly carry out a range of duties in the classrooms, library and in the playground. However there are too few opportunities for older pupils to take on more significant responsibilities. Older pupils are increasingly involved in agreeing their own personal targets for development. The school prepares them well for secondary education.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Good

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

Inspectors evaluated 60 lessons or parts of lessons. The quality of teaching ranged from satisfactory to excellent. The quality of teaching is good overall. In five percent of lessons the quality of teaching is excellent. It is very good in 32 percent and good in 33 percent. In the remaining 30 percent of lessons the quality of teaching is satisfactory. The excellent teaching was in English at Key Stage 2 and the areas of learning for children under five. The quality of teaching in the literacy hour and other English lessons is good at both key stages. In the numeracy hour and other mathematics lessons, the quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. The quality of teaching meets the needs of all pupils including those with special educational needs and those who have English as an additional language. Particular strengths of the teaching are the high expectations and the planning, organisation and management of teaching. However, when teachers do not have sufficiently high expectations for the quality and quantity of pupils' work the pace of lessons is slow and pupils make less progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The good curriculum provided for children under five is broad, balanced and relevant. The curriculum for pupils in Key Stages 1 and 2 is broad and meets statutory requirements.
Provision for pupils with special educational needs	Good. Pupils' individual educational plans are detailed and targets are manageable. The plans contribute directly to the good progress pupils make in lessons, especially when they are helped by one of the school's support assistants.
Provision for pupils with English as an additional language	Good. Support for all these pupils is well organised and makes a significant contribution to their good progress as they move through the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is good provision for personal and social education. The provision for spiritual, moral and cultural development is good. The provision for pupils' social development is satisfactory.
How well the school cares for its pupils	Very well. Responsibilities are defined and procedures are in place to ensure health and safety and child protection are dealt with very thoroughly. The school's behaviour policy is promoted consistently by all staff. The procedures for assessing pupils' attainment and progress are good but they are not always used consistently by all teachers to inform curriculum planning. The marking policy is not applied consistently at Key Stage 2.

The curriculum is not as well balanced as it was at the last inspection. A generous amount of time is spent on English and mathematics and the school also includes the teaching of French. Consequently, some of the other subjects have a restricted amount of time. This makes it more difficult to build on pupils' knowledge, skills and concepts systematically in these subjects. The national strategies for literacy and numeracy have been implemented effectively. The school works very well in partnership with parents and has very good links with them. The school provides very good quality information for parents. Parents make an excellent contribution to their children's learning at school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership overall. There is an appropriate and effective management structure where the roles of the governors, headteacher and senior staff are clearly established and understood. The headteacher provides committed leadership for the school and is well supported by the deputy headteacher and staff with responsibilities.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory roles and responsibilities well and provides good leadership.
The school's evaluation of its performance	Satisfactory. Good systems are in place to check the quality of teaching and learning and teachers make good use of self-evaluation. Strategies for evaluating the impact of change brought about by the school improvement plan are not sufficiently well developed.
The strategic use of resources	Good. The governing body fulfils its financial planning role effectively. Educational priorities are satisfactorily supported through the school's financial planning.

There is an appropriate number of teachers who are suitably qualified and effectively deployed. The above average number of support staff is appropriately deployed. The accommodation is good and well maintained. The quality and quantity of learning resources are good for all subjects and they are easily accessible. The governors have a good understanding of best value principles and apply these to all financial decisions. The staff with responsibilities carry out their roles conscientiously. However, they are not involved in systematic monitoring and evaluation of teaching and learning in order to identify priorities for development in their area of responsibility.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children make good progress. • Standards of behaviour in school are good. • The quality of teaching is good. • The staff are approachable. • Children are expected to work hard and achieve their best. • The way the school works with parents. • The leadership and management of the school. • The way in which the school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work children are given to do at home. • The range of activities provided for children outside their lessons.

The inspectors agree with all but one of the parents' positive views of the school. The opportunities for pupils to take increasing responsibilities as they become older are not well developed. Children are given an appropriate amount of homework but the pattern is not well established. The school provides a good range of after school clubs and many children are involved and benefit from the opportunities. Parents at the meeting prior to the inspection expressed concern about the traffic hazards to children and adults caused by parents parking thoughtlessly outside the school at the start and end of the school day. They recognise that the school does everything it can to discourage parents from creating this danger. The inspectors agree that this is a potentially dangerous situation and support the school in their efforts to eliminate the danger.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children start school in the reception class, the results of assessments carried out in the first half term show that 60 percent achieve the levels typical of the age group and 20 percent reach higher levels in all six areas of learning. The remaining 20 percent of children do not achieve typical levels. By the time they are five years old, almost all the children reach the levels described by the national desirable learning outcomes for children of that age. Many children achieve levels within the National Curriculum programmes of study for pupils in Key Stage 1.
2. The results of the national end of Key Stage 1 tests for 1999 show that the number of pupils achieving the expected level (Level 2) was well above the national average in reading and mathematics and above average in writing. The percentage of pupils reaching the higher level (Level 3) was well above average in reading and above average in writing and mathematics. When pupils' achievements are compared to those achieved by pupils in similar schools, the results in writing are similar but results in reading and mathematics are above average. The school has appropriately identified writing as a target for improvement and is involved in a local project.
3. The results of teacher assessments show that the number of pupils who reached the level expected nationally for seven-year-olds in speaking and listening was very high in comparison with the national average. An average number of pupils achieved the higher level (Level 3). Teacher assessments of pupils' achievements in science show that standards were well above the national average at the expected level but that a below average percentage of pupils reached the higher level.
4. The school has maintained standards above the national average in reading, writing and mathematics between 1996 and 1999. However, standards in writing have declined over the last two years and are now closer to the improved national average. Results in mathematics improved dramatically between 1996 and 1998 but the very high standards were not maintained in 1999. Over the same three years and in comparison to the national averages there is no significant difference between the performance of boys and girls in reading and writing but boys do better than girls in mathematics.
5. The results of the national end of Key Stage 2 tests for 1999 show that in English and mathematics the number of pupils attaining the expected level (Level 4) was well above the national average. Standards in science were above average. The number of pupils attaining the higher level (Level 5) in these subjects was above the national average in English and mathematics and similar to the national average in science.
6. When the achievements of pupils at the end of Key Stage 2 are compared to the achievements of pupils in similar schools, the results in English and science are average and standards in mathematics are above average. The results of teacher assessments match the test results closely except in assessing pupils'

achievement at the higher levels in science. This indicates the generally accurate use of assessment. In comparison with the national average the boys out-perform the girls in mathematics and science. They achieve similar standards in English.

7. Over the period 1996 to 1999, the school has maintained standards above the national average in English. Standards in mathematics dipped to average levels in 1997 but improved in the next year. This improvement was maintained in 1999. In science, standards were similar to the national average in 1996 and 1997 but good improvement to above average levels has been sustained in 1998 and 1999.
8. Inspection evidence shows that pupils in Year 2 and Year 6 attain levels above those expected nationally for their age in English and mathematics. Levels of achievement are particularly high in reading and in number (Attainment Target 2). In science, pupils in Year 2 achieve levels above those expected for seven-year-olds and pupils in Year 6 achieve the levels expected for eleven-year-olds. There is a higher percentage of pupils with special educational needs in Year 6 than is typical for the school. The school has identified a decline in pupils' standards of writing at both key stages and has appropriately targeted this for improvement.
9. The majority of pupils with English as an additional language come into school with good spoken English. They make satisfactory progress and generally achieve the levels expected for their age by the end of each key stage.
10. Pupils with special educational needs are identified early and make good progress towards the targets set for them in their individual education plans. They achieve standards in line with their ability.
11. The headteacher, teachers and governors have made good use of the results of tests and other teacher assessments to set realistically ambitious targets for the results of the end of key stage tests in 2000. A homework club and support with homework from parents are used effectively to boost standards.
12. The implementation of the national literacy strategy has had a positive impact on standards in speaking, listening and reading throughout the school. Opportunities to promote writing have been adversely affected by the strategy and consequently, standards are relatively weaker than standards in reading. The school has begun to adapt the use of curriculum time and the emphasis of the literacy strategy in order to improve standards in writing.
13. In information technology pupils achieve the levels expected nationally for their age at the end of each key stage. Standards in religious education are in line with those expected by the locally agreed syllabus. In art, design technology, geography, history, music and physical education pupils achieve the levels expected nationally at the end of each key stage. Pupils in Year 5 achieve satisfactory standards in oral French and Year 6 pupils achieve good standards.

Pupils' attitudes, values and personal development

14. The previous report was positive about pupils' attitudes and behaviour and this continues to be the case.

15. Children in the reception class, are very well behaved and have very positive attitudes to learning. Overall, pupils in both key stages have good attitudes to their work as well as extra-curricular activities and clubs, including the homework club. During lessons and in discussions the majority are very enthusiastic, are happy to explain about their work and are confident to ask questions and speak in front of the class. They listen well to instructions from teachers and are keen to succeed. However, there is a significant minority of older pupils who are too casual in their approach to school work and they give less than they might.
16. The majority of pupils behave very well in the classroom, as well as around the school and the playground. They are courteous and show respect to adults and their surroundings. Just a few of the older pupils occasionally show a lack of respect for their teachers and the standard of manners lapses. There are very few instances of unacceptable behaviour or bullying and when this occasionally happens it is dealt with effectively. The pupils themselves say that the school is a friendly place to be and relationships at all levels are very good.
17. Pupils' personal development is good. They enter the reception class with social skills that are in line with national expectations and they speak and listen well. As they progress through the school they are increasingly able to work co-operatively with their peers. They work in pairs and groups, learning to share and take their turn and enjoy showing their work in front of the class. Pupils willingly carry out a range of duties in the classrooms, library and in the playground, when they are given the opportunity. The school frequently engages in fund-raising and this is both for the pupils' own benefit as well as for many charities. Older pupils are increasingly involved in agreeing their own personal targets for development and by the time they leave the school; they are suitably prepared for secondary education.
18. Parents confirm that their children enjoy coming to school. There have been no recent exclusions, there is no unauthorised absence and attendance is well above the national average.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall. In 5 percent of lessons the quality of teaching is excellent. It is very good in 32 percent and good in 33 percent. In the remaining 30 percent of lessons the quality of teaching is satisfactory. The excellent teaching was in English at Key Stage 2 and the areas of learning for children under five. The quality of teaching has improved since the last inspection as there is now a much higher proportion of good and better teaching. At the time of the last inspection, the quality of teaching was judged to be good overall with some examples of very good teaching.
20. The quality of teaching for children under five is never less than very good and there are examples of excellent teaching. A particular strength is the teacher's very good knowledge and understanding of the needs of the age group and the resulting high expectations for children's learning and progress. The management and organisation of learning for these children is very effective. The curriculum is very well planned and taught through well structured, exciting and relevant activities. The teacher and the nursery nurse work very well together as a mutually supportive team. They deploy other support staff well and enable them to make positive contributions to pupils' progress. Appropriate

emphasis is placed on the development of children's speaking and listening skills which enables them to develop confidence, extend their vocabulary and express their ideas clearly. A well structured approach to teaching reading enables pupils to make a good start and to achieve standards above those expected by the age of five.

21. The quality of teaching at Key Stage 1 is very good. The quality of teaching is very good in 50 percent of lessons, good in 22 percent and satisfactory in the remaining 28 percent. The quality of teaching in the literacy hour is good and pupils make good progress. All teachers plan well and many maintain a brisk pace. In mathematics, the quality of teaching is satisfactory. The quality of teaching in science, art, and physical education is good and in religious education it is very good. In design technology, geography and music the quality of teaching is never less than satisfactory. There are examples of very good teaching in music.
22. A small sample of lessons were seen in information technology and history but lesson plans, samples of pupils' work and observations of individual pupils using computers indicate that the quality of teaching is likely to be at least satisfactory throughout the school.
23. At Key Stage 2, the quality of teaching is good overall. The quality of teaching is very good and better in 23 percent of lessons, good in 44 percent and satisfactory in the remaining 32 percent. In literacy, the quality of teaching is good and pupils make good progress in speaking and listening and reading. Teachers plan well and make good use of stimulating resources. However, weaknesses occur when teachers do not expect enough of pupils especially in developing their individual skills in writing. In mathematics, the quality of teaching is good and there are examples of very good teaching. The overall quality of teaching in science, art and physical education is good. The quality of teaching in design technology, geography, French and music is satisfactory with good features.
24. Where the quality of teaching is very good and better, lessons are well planned, organised and managed. The teachers make strong links with the pupils' earlier learning and focus on the learning objective for the lesson. The learning objective is shared with the pupils and it is made very clear what is expected of them. Expectations are high. For example, in a science lesson at Key Stage 1 where pupils are introduced to ideas about movement and force, the teacher reminds pupils of earlier work and helps them to make relevant links with prior learning. At the start of lessons, teachers engage the pupils' interest through lively and enthusiastic explanations and discussions and the use of well prepared and very interesting resources. In a geography lesson at Key Stage 2, pupils are provided with large aerial photographs when they compare the local area with the city of Hull. In all the lessons teachers make very good use of questions to probe and extend pupils' understanding, to involve individual pupils and to check for misconceptions. Teachers use a good range of strategies for teaching and learning including discussion, intensive reading with small groups and individuals, paired work and evaluation at the end of the lesson. This creates a good pace and provides pupils with an interesting variety of tasks and opportunities to contribute. As a result, the pupils sustain their concentration and make good gains in learning. The teachers value pupils' ideas and welcome their questions, and as a result, pupils are confident and willing participants in

the learning. They make good use of support staff and empower them to make good contributions to the lessons by sharing the planning and valuing their feedback.

25. In most lessons teachers make good use of their knowledge of pupils' prior attainment and plan work which is relevant and challenging. Marking is regular and the best is very good. Occasionally, however, pupils are given praise for average work and insufficient direction on how to get better results.
26. The most significant shortcomings in teaching occur when teachers' expectations are not sufficiently high and pupils are not challenged to do their best. For example, opportunities are missed to involve pupils in predicting and suggesting ideas in a design technology lesson or to evaluate and improve their work in a physical education lesson. Occasionally, the tasks do not challenge the pupils. This is one of the factors that slows the pace of learning and limits the progress pupils make. The pace of learning is also slowed when the resources for the lesson are not prepared or when too many pupils are allowed to offer answers to a question when the teaching point has already been made. When the pace slows, a minority of pupils become restless and distracted. In some lessons, the teachers do not immediately insist that pupils behave appropriately by showing respect for others by listening to them or by allowing them to get on with their work.
27. The provision for pupils with special educational needs is good and all pupils make progress towards their identified targets. The good procedures for assessment enable the school to intervene to help pupils at an early stage. The school has chosen to invest in a part-time teacher and support staff, who assist class teachers effectively in meeting identified pupils' individual needs. Pupils' entitlement to the curriculum is organised through both in-class support and a variety of withdrawal arrangements including one to one and small group sessions. Through these sessions pupils' access the curriculum at both the level required within their individual education plans and the requirements of the school curriculum, and there is an effective balance to ensure pupils' entitlement. The provision specified within pupils' statements of educational need is being implemented effectively and individual education plans are implemented well. Class teachers know individual pupils with special educational needs well and are fully aware of their needs and respond effectively to them.
28. The quality of learning is good throughout the school. Teachers have very positive relationships with the pupils and support and encourage them in their learning. Children in the reception class make very good progress. They are willing learners and benefit from the very good quality of teaching provided. For example, in a literacy lesson, they respond enthusiastically and confidently to the teacher's challenging questions about the shared text and are quickly able to recognise rhyming words and interrogative sentences. As a result of their increasing confidence and eager participation in all the activities, children reach levels above those expected for the age group by the time they are five years old. Pupils in Key Stage 1 make good gains in knowledge, skills and understanding. They show great interest in the lessons and concentrate and apply themselves to the tasks. For example, in a religious education lesson, pupils listen attentively and respond to questions eagerly. They ask questions which indicate that they are active listeners and are fully involved in the learning. Later, they examine artefacts with great concentration and explain their use and

importance to believers. This good progress is generally a direct result of good and very good teaching and the teachers' high expectations. At Key Stage 2, the quality of learning is satisfactory. Most pupils are highly motivated and work hard. Their positive attitudes to learning and very good behaviour make a significant contribution to the rate of learning. However, a few pupils do not consistently behave appropriately in lessons, particularly in discussions, question and answer times or in practical activities. They lack self-discipline and show a lack of respect for the teacher and for their peers. When the teacher checks them they respond immediately. However this detracts from the pace of their learning and that of others in the class.

29. The quality of teaching is good overall in English, science, art, physical education and religious education. In mathematics, design technology, geography and music, the quality of teaching is satisfactory overall and there are examples of good and better teaching in all. Based on the evidence of teachers' planning and pupils work, the quality of teaching in information technology and history is judged to be at least satisfactory.
30. The headteacher and deputy headteacher are aware of the areas for development in the quality of teaching and learning and have devised and are about to implement a very comprehensive and useful policy entitled "Teaching for Learning". This makes very clear the key philosophies and practices promoted by the school and the expectations for teaching and learning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

31. The curriculum planned for children under five is broad, well balanced and firmly based on the desirable learning outcomes for children of this age. Planning is thorough and ensures that young children have opportunities to learn through a range of stimulating and exciting experiences, including an appropriate range of play and practical activities. Assessment information is used very well to match the curriculum to the needs of the children and to make strong links with the curriculum for Key Stage 1. There are good links between the Reception and Year 1 classes, which ensures that there is appropriate continuity in children's learning.
32. The curriculum provided for pupils in Key Stages 1 and 2 meets statutory requirements. It is broad and includes all the subjects of the National Curriculum and religious education. However, the curriculum is not as well balanced as it was at the last inspection because a generous amount of time is spent on English and mathematics and the school also includes the teaching of French. This results in some of the other subjects having a restricted amount of time despite the half termly blocks allocated on the timetable for some subjects, like design and technology, history and geography. This makes it more difficult to build on pupils' knowledge, skills and concepts systematically in these subjects. There is good provision for personal and social education, which includes health education and drugs awareness.
33. The National Literacy Strategy is implemented effectively in both key stages. In places the national guidelines have been appropriately modified, and pupils are consistently provided with good opportunities to extend their skills in literacy.

This contributes to the good standards pupils achieve in their reading. In writing however, progress is less marked as a result of the restricted opportunities for pupils to write at length. Opportunities for pupils to develop their handwriting skills are also underdeveloped.

34. The National Numeracy Strategy is also implemented effectively. Teachers' planning for numeracy is comprehensive and relates directly to the strategy. This contributes effectively to the maintenance of high standards in mathematics. Teachers have good organisational skills. For example, they establish groupings that provide appropriate learning activities for pupils and enable them to focus their questions at the particular level of individual pupils.
35. Some curriculum policies have been reviewed and updated since the last inspection, others have not. In geography, satisfactory progress has been made in developing the curriculum since the last inspection.
36. Long-term curriculum based on a two-year planning cycle provides an indication of what will be taught in subjects other than literacy and numeracy over the school year. Since each term's plans include the curriculum for two year groups, it is not clear how continuity and progression in pupils' learning is to be managed in these subjects. Neither is there, in teachers' medium term planning, sufficient indication of how learning activities will meet the learning needs of each of the different groups in the class. Planning in teams does ensure consistency across the classes with pupils of the same age. The planning includes what is to be learned by pupils but this is not sufficiently detailed nor does the planning indicate how skills and concepts are to be built upon in the different subjects, or over the length of time pupils are in school. In subjects where they are available, the school has adopted national schemes and in most subjects these are positively influencing practice. While teachers' medium term planning is heavily based on these schemes, it is most effective where the school's own summary sheet indicates how proposed activities are to be managed in the class. This is particularly effective at Key Stage 1. In their short-term plans for teaching, teachers vary in their ability to identify specific learning objectives for their lessons.
37. Pupils have equal access to the school curriculum. The education pupils receive is free from bias and discrimination and the school generally promotes fairness and equality effectively. Most boys and girls have full access to the complete range of activities within the school. Where pupils with special educational needs are withdrawn from classes for individual work at the same time each week, for example in practical science activities, they sometimes miss vital aspects of the lesson. However, the school does ensure that the pupils are not missing the same part of the lesson every week.
38. The school's provision for pupils with special educational needs is good. Pupils' individual educational plans contain detailed but manageable targets that are reviewed on a regular basis. The plans contribute directly to the good progress pupils make in lessons, especially when they are helped by one of the school's support assistants. Some pupils receive extra help when they are withdrawn to work with a specialist teacher either on a one-to-one basis or as members of a small group. The provision for those pupils who speak English as an additional language is good. Support for all these pupils is well organised and makes a significant contribution to their good progress as they move through the school.

39. The school's provision for extra-curricular activities is good. This has not changed since the previous inspection. Pupils have opportunities to play a range of sports, engage in music, drama and information technology activities after school. Teachers and parents help provide this range of activities. Pupils also enjoy a variety of relevant educational visits that enhance the curriculum, including a biannual residential visit for the older pupils, which contributes well to their social development. The school has a clear policy on homework, which it has developed consistently with other schools in the local partnership and with parents. Pupils receive homework weekly in Key Stage 2. The weekly homework club provides very good opportunities for pupils to access the school's resources and help with their homework. It is well attended, enjoyed by pupils and much valued by parents.
40. The school's provision for pupils' personal development is good overall. There is a well thought out approach to health education, which is frequently linked to pupils' work in science. A good range of opportunities is provided for pupils to extend their knowledge. For example, the Community Health Bus visited the school recently, providing excellent opportunities for pupils and their parents to further their understanding during work in science on the human body. A speaker has been into school to talk about drugs to parents. The school nurse contributes effectively to the school's approach to sex education and parents are kept fully aware of the content of this programme.
41. The provision for spiritual, moral, social and cultural development is good. The standard of provision has been sustained since the last inspection.
42. The provision for the pupils' spiritual development is good overall. In most areas of the curriculum opportunities are provided for pupils to consider their own beliefs and to respect the feelings of others. They celebrate the major festivals of other faiths as well as Christian ones. For example, in religious education lessons, pupils learn to consider the traditions and values embraced in Judaism and Hinduism. In circle times and through stories, younger children empathise with people and situations. For example, when discussing their "special places", pupils listened silently and with delight as their friends described their special places such as "under a tree listening to the birds". Pupils are given opportunities to express their thoughts through the writing of prayers and letters. Year 3 pupils wrote letters to children in Kosovo, expressing their feelings with sincerity. For example, one pupil wrote, *"I would send you a huge parcel with peace in it, if only I could"*. Art and music make a good contribution to pupils' spiritual awareness, for example in imaginative drawing, when listening to the sounds of instruments and in learning to play in harmony. In assemblies, some opportunities to enhance pupils' spiritual awareness through quiet reflection are missed. However, quietly sung prayers at the end of the day make a significant contribution to pupils' spiritual development.
43. The provision for pupils' moral development is also good. Pupils learn from the outset the distinction between right and wrong and teachers take regular opportunities to ensure that they understand that their actions can affect others. For example, in circle time, pupils discussed the treatment of animals and birds and were able to understand how they might feel if they were chased or frightened. In a Key Stage 2 history lesson, pupils discuss the rights and wrongs of the treatment of prisoners and, in another, the moral issues raised in their study of the rich and poor in Victorian times. The school fosters honesty and

trustworthiness. For example, pupils use real money in mathematics including notes of large denomination. The school rules are consistently promoted and pupils are well aware of them and, in the main, co-operate well. Staff provide good role models for pupils' in establishing ideas of fairness and justice. Opportunities are given for pupils to express their thoughts and personal understanding of accepted values. For example, in a Key Stage 2 book of resolutions for 2000, pupils wrote *"I'll try and share my things"*, *"I will respect my mum and dad"*, *"I promise I will be helpful whenever I have the choice"*. The school cultivates pupils' moral development well.

44. A good range of opportunities is provided to promote pupils' social development including educational visits, a Key Stage 2 residential course and participation in dramatic and musical productions in school and for the community. For example, pupils entertain the senior citizens at Christmas. All these activities promote teamwork and encourage pupils to take responsibility. Younger pupils take turns in delivering the register and lunch money to the office and are given responsibilities for choosing activities and tidying and collecting equipment. Older pupils are library monitors and care for the younger ones in the playground and all pupils work and play happily together. Pupils are involved in raising funds for local and international charities which raises their awareness of the needs of others. However, there are few specific responsibilities for the oldest pupils. Opportunities are missed to promote self-esteem through the delegation of more significant responsibilities and duties. The good organisation of group work in literacy and numeracy lessons enables pupils to work collaboratively and develop self-discipline. Overall, the school promotes pupils' social development satisfactorily.
45. The provision for pupils' cultural development is good and is fostered well in many areas of the curriculum. Through their study of major religions, pupils are able to appreciate their own and other cultures and this is enhanced by visits to places of worship, including the parish church and a temple. In Years 5 and 6, French is taught and pupils show a good understanding of the French way of life including their food, recreations and choice of holidays. In assembly, creation stories from round the world help pupils to appreciate other people's ideas. Art and music give pupils the opportunity to explore paintings and music from other cultures and traditions. For example, Key Stage 2 pupils compose African music and make African masks to link with their work in geography. Pupils in Key Stage 1 presented a play celebrating Hannukkah and created a booklet of the production. The library gives pupils access to a good range of multi-cultural books. In history, pupils compare the differences between life in this country in the 1920s and now. The Roman culture is explained through the study of artefacts. Pupils' communication skills and concepts of different cultures are broadened through the use of information and communications technology.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school continues to take good care of pupils and provides good standards of welfare and guidance based upon the very positive relationships which exist at all levels.
47. Responsibilities are defined and procedures are in place to ensure health and safety and child protection are dealt with very thoroughly. The school's policies on behaviour and the procedures for dealing with any incidents are set out in the

document 'Responding to Children'. The policy is promoted and effectively carried out by all teachers and support staff and consequently the school is a very pleasant community. Pupils are well supervised at all times throughout the day. In discussion, pupils say the school is an enjoyable place to be and they feel confidence in the adults around them. High standards of attendance and punctuality are particular features and in the pre-inspection questionnaires, parents confirmed that their children enjoyed coming to school.

48. The procedures for assessing pupils' attainment and progress are good. Pre-school visits, parents' meetings and a booklet, "Recording Achievement Together", started well before the child arrives at school, begin the assessment process. Once children start in the reception class, teachers assess them consistently and continually. Observation, assessment and discussion help staff to plan each child's future programme. This happens daily and is an integral part of the teaching and learning in the reception class. Children are assessed during the first half term in school and their progress is measured against these results at the end of the year. Teachers in the reception class regularly record and analyse their assessments in all the areas of the curriculum.
49. A good quality whole school assessment, recording and reporting policy has recently been introduced and is working effectively overall. The information from assessments is not systematically used to inform the school's development plan. Day to day assessment is positive and pupils receive good, oral feedback. However, the marking policy is not applied consistently at Key Stage 2 and there is little evidence of written feedback for pupils.
50. The school uses a good range of local and standardised tests to assess pupils' progress. Pupils are assessed twice a year in reading and mathematics. Good use is made of national optional assessment materials in Years 3, 4 and 5. The national end of key stage tests are carried out as required. The results are analysed and recorded and pupils who are a "cause for concern" are monitored
51. Pupils with special educational needs are identified early within this effective system and are placed on the appropriate stages of the Code of Practice. They are identified in the teacher's short-term plans with details of differentiated work linked to their individual education plans. Comprehensive records are built up so that detail of their progress is available for review meetings and further target setting.
52. The school monitors all pupils' performance and makes every effort to meet their individual learning needs. The school has effective arrangements for assessing pupils' attainment and progress, and where the quality of teaching is very good, the assessment information is used well to match work to pupils' needs. The school recognises the need to begin to use assessment information to guide adaptations to some of the recently adopted curriculum guidance in order to maintain and raise standards
53. Every child has an individual record file showing test results, work samples and previous reports. Records show clearly where pupils are having difficulties academically, socially or in their attendance. This allows the school to respond quickly. Should any teacher have concerns, there is a well-established procedure to record the problem and agree a course of action. This may simply mean additional attention from a teacher, but may involve additional classroom

support, homework and parental involvement. The monitoring of attendance is carried out thoroughly and the educational welfare officer and other specialist support services are promptly consulted wherever it is needed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Parents and carers are very supportive of the work of the school. Through the questionnaires and at the parents' meeting they have confirmed their very high levels of satisfaction with standards achieved; they feel the school is open and values the contribution which parents make; they feel the school promotes the right values and encourages their children to work hard.
55. The school has very effective links with parents. Before their children enter the reception class parents have home visits and induction meetings where the routines are explained. The parents' handbook is very thorough and is updated annually to include staff changes, important dates and the forthcoming topics to be studied. The annual report of the governing body to parents is very clear; parents are invited to explain major developments in the curriculum; there are regular and frequent letters about all aspects of the school's work; all parents have a consultation meeting each term to discuss their child's progress. The pupils' annual report has recently been changed in consultation with parents and is very good. Parents are satisfied with the clarity and depth of information and the format and frequency (now every term). Informal contact with teachers is encouraged and parents, particularly of pupils in the lower school, use these opportunities every day. Parents say they feel able to approach the school with problems and are confident there will be a proper response. In the questionnaires parents say the school works closely with them and they feel well informed about progress.
56. Parents of children with special educational needs are well informed about progress. They are involved in their children's learning through specific homework. Parents are invited into school very regularly to discuss progress and to contribute to periodic reviews. The school has produced booklets giving guidance on special educational needs and for specific needs, for example dyslexia.
57. Parents make an exemplary contribution to their children's education and play their part fully in supporting the home school agreement, recently introduced. The Reading Assistants, drawn from parent volunteers, are well trained and effectively deployed. A good number of other volunteers work alongside teachers in the classroom, helping with a variety of activities and visits. Parents give good support to their children's work at home and in the questionnaires and at the parents' meeting there was wide support for the homework policy. Consultation evenings are always very well attended by parents. They are keen to share information about their child's progress and targets for development. School events are very popular and often repeated to give all parents access. There is a very active school association and the substantial funds raised go directly into resources for use in the classroom. Equally as important, the association also organises many social activities, bringing together the staff, pupils and parents as a community with shared goals and values.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The headteacher, governing body and staff with responsibilities provide good leadership for the school. There is an appropriate and effective management structure where the roles of the governors, headteacher and senior staff are clearly established and understood. The school has undergone a period of rapid growth during which roles and responsibilities of teaching staff have changed and the team has grown in size. This has been managed effectively by the headteacher, governors and senior staff. The school is now in a good position to enhance the educational provision by fully implementing the useful policies and procedures that have been developed for subjects and aspects of the school.
59. The headteacher provides committed leadership for the school. He has a well expressed determination to maintain the family atmosphere of the school which the pupils, parents and staff value. He demonstrates strong commitment to promoting good communications and positive relationships with pupils, parents and staff. The success of his leadership is evident in the very good links with parents and the professional support he provides for staff. For example, formal appraisal of teachers is not in place, but the headteacher carries out annual professional development interviews with each teacher at which their performance is reviewed and targets are set. As the school has grown, the constant change has had to be managed and many decisions have had to be made. Over this period of change when many additional staff have been appointed, pupils have continued to reach high standards. The headteacher knows that, in order to realise the agreed aims and values of the school, time now needs to be taken to ensure that they are consistently promoted by every member of the team. The headteacher has delegated appropriate responsibilities to the deputy headteacher and staff with responsibilities. However, some staff are over-loaded and some readjustment is planned now that new staff have taken up their posts. What is planned is an appropriate division of responsibilities which will provide teachers with opportunities for individual professional development.
60. There is an appropriate set of aims and values that are satisfactorily reflected in the work of the school. These include aims to enable children to achieve their potential across all areas of the curriculum and to promote pupils' spiritual, moral social and cultural development. A further aim is to ensure that pupils learn to treat other people with respect, consideration, tolerance, compassion, sensitivity and acquire the social skills they need for society. The school is particularly successful in promoting pupil' achievement. The school's aims for pupils' social development and personal qualities are promoted more consistently in Key Stage 1 than in Key Stage 2. A significant number of staff are new to the school and have not fully understood the school's aims in these areas of pupils' development. For example, not all policies and procedures are implemented consistently. Similarly, opportunities are missed to provide older pupils with more significant responsibilities and to develop a sense of belonging to the school. The school's philosophies about the promotion of equal opportunities are fully implemented and evident in all aspects of the school's work. The school complies fully with relevant legislation.
61. The deputy headteacher and senior staff share the headteacher's philosophy and commitment. They provide strong support for the headteacher and lead by example, particularly in the quality of their teaching. The deputy headteacher

provides good professional support for the headteacher and colleagues and has made effective contributions to school improvement and the induction of new staff. The headteacher and deputy headteacher provide coherent leadership and management and have been effective in forming a positive and hardworking team in a short period.

62. The teachers with responsibility for the leadership of a subject or aspect have a clear understanding of their role. The coordinators of English, mathematics and science have had useful opportunities to observe the quality of teaching and learning. All subject coordinators examine their colleagues' plans for teaching, provide support and advice and manage resources effectively. Some coordinators have had useful opportunities to work with a group of pupils alongside their colleagues and this has provided useful information about the impact of the curriculum and pupils' standards of achievement. However, other strategies such as classroom observation, scrutiny of work samples or discussions with groups of pupils to an agreed focus have not been used extensively in subjects other than English, mathematics and science. Except for their role in monitoring the quality of teaching and learning, the coordinators provide at least satisfactory leadership and several provide good leadership.
63. The governing body fulfils all its statutory roles and responsibilities and provides good leadership for the school. Governors have a clear understanding of their role and how it complements that of the headteacher. They gain a good sense of the strengths and weaknesses of the school through the detailed reports they receive from the headteacher and staff. This information helps them to support the staff in establishing a sense of direction for the school. They are aware that the school's performance compares very well with national standards and with other schools in the area and are eager to maintain the school's high standards and good reputation. Governors are involved in setting targets in terms of pupils' performance in national tests for the end of key stage tests. Individual governors provide valuable expertise in their work on the committees for curriculum, finance and personnel. Governors satisfactorily set and monitor performance targets for the headteacher and deputy headteacher.
64. Although appraisal is not in place, the headteacher provides professional development interview for each member of staff annually. Evidence from classroom observations and teacher's self-evaluation is used as the basis for discussion, targets are agreed and relevant support through training is identified. This is well received by staff and is effective.
65. Governors and all staff are involved in reviewing and agreeing school improvement initiatives in the annual development plan meetings. This is valued by all those involved. This is a valuable opportunity for all staff and governors to put their point of view and work together for the good of the school. It promotes good relationships and a better understanding of the interdependency of the roles and responsibilities. Although the headteacher provides a strong lead, the resulting development plan includes too many targets for improvement and is over-ambitious within the time available. The hard evidence gathered from monitoring and evaluation activities is not used to guide the staff towards the most important issues for school improvement. Clear priorities are not agreed and all the ideas appear to be of equal importance.

66. The initiatives included in the school development plan are relevant. The tasks needed to bring about the improvements are listed, time targets are set and funding implications are indicated. However, success criteria are not consistently specific or measurable and this makes it difficult for the school to identify the extent and impact of the development on standards and provision. Although governors use 'best value' principles when making decisions about spending, there is insufficient use of success criteria to evaluate the impact of the spending on standards and provision.
67. The monitoring and evaluation of teaching and learning is good. The headteacher and the literacy and numeracy coordinators have carried out a systematic programme of classroom observations over the last two years. A strong emphasis is placed on the teachers' self-evaluation of lessons and this is used as part of the feedback discussion with the monitor. This is having a positive impact on the quality of teaching. The headteacher has managed the process sensitively in order to persuade everyone of its value. There are appropriate plans in place to develop this further to involve more subject coordinators. The coordinators check teachers planning and the headteacher examines samples of pupils' work. This information is used well to identify targets for teachers' personal professional development. As a result of monitoring, the headteacher has identified the need to establish an agreed approach to the key elements of teaching and learning. A policy entitled "Teaching for Learning" has been devised and agreed and is about to be implemented. However, the school does not use the results of monitoring and evaluation consistently to inform the school development planning process. This impacts on the development of the school. Similarly, because well-focused criteria are not used as an agenda for monitoring and evaluation, there is no systematic way of checking the extent to which individual teachers promote the school's agreed aims, policies and practices. The headteacher and staff make good use of the targets for improvement in English, mathematics and science. For example, weaknesses identified in pupils' writing have been targeted as a priority for improvement
68. The school's capacity for improvement is judged to be good because of the good communications between the headteacher, staff and governors and their clear understanding of what needs to be done in order to bring about improvement. They have secured the commitment of all staff, pupils and parents.
69. Governors are fully informed of the provision for pupils with special educational needs. The governors' annual report to parents fulfils the requirements. The coordinator is effective in maintaining the school's register of special educational needs. Class teachers and support staff generally work together well. Many support staff are directly included in the planning and assessment meetings, however the school has no policy giving guidance on the good practice that is evident within some arrangements, nor are procedures rigorously monitored to ensure the best practice is consistently applied. Currently there is a lack of sufficient accommodation to allow pupils to be taught in small groups in surroundings which are conducive to sustained concentration, but the school has plans to make changes to the accommodation to rectify this.
70. The governing body fulfils its financial planning role effectively. Educational priorities are satisfactorily supported through the school's financial planning. The finance committee makes good use of all available forecast information during its

annual cycle of budget planning and takes a long-term view. For example, they have considered the impact on the budget of the school having reached its full capacity and have planned to use contingency funds to make further alterations to the building. They judge that it is unlikely that such funds will be available for some time now that the number on roll will not rise any further. The governors have a good understanding of best value principles and apply these to all financial decisions. The budget is monitored regularly using the local education authority's system. Specific funds and grants, for example standards funds, are used for their designated purpose. The expenditure per pupil is close to the national average for primary schools.

71. The systems for financial control are secure. The accounting systems and checks are used efficiently and effectively. School administration is very good and administrative tasks are carried out efficiently. The day-to-day organisation of the school is unobtrusive and the school runs smoothly. The administrative staff provide very good support for the headteacher and staff enabling them to focus on their work with the children. Satisfactory use is made of information and communications technology to support the management of finances and administration.
72. There is effective induction of staff new to the school. Newly qualified teachers are allocated a mentor, and where appropriate a 'critical friend', to support their transition into school. Their career profiles are supported through professional development, as are the outcomes of the school monitoring their performance. The school spends an above average amount on all professional development and the staff have good expertise between them. The current emphasis on improving teaching and its impact on learning will enable the school to harness teachers strength's if these are rigorously monitored and the outcomes of the monitoring addressed in a firm and systematic way.
73. There is an appropriate number of teachers who are suitably qualified and effectively deployed. There is an above average number of support staff who are appropriately deployed. The whole staff work as an effective team and understand their roles. All staff receive an appropriate level of training although for some support staff some training is dependent on their interest and ability to give additional time on a voluntary basis.
74. The accommodation is good and well maintained. The school presents as a stimulating environment with a good standard of display. The quality and quantity of learning resources are good for all subjects and they are easily accessible. The library supports pupils in their research skills and is used as a resource for personal study by older pupils.
75. Improvements have been made since the last inspection. An approach to monitoring and evaluating the quality of teaching and learning has been successfully developed; the school building has been extended and the library is now accessible throughout the day; learning resources available for art have been improved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. The headteacher, governors and staff should work together to:

1. Raise the standards of pupils' achievement in writing, including spelling and pupils' pride in presentation.

Paragraphs: 2, 8, 12, 33, 67, 93, 94, 97

2. Ensure that the quality of teachers' marking is consistent and gives pupils clear targets for improvement.

Paragraphs: 49, 96, 104, 137

3. Ensure that the school's aims, policies and procedures are well understood and consistently implemented by all staff.

Paragraphs: 25, 26, 30, 36, 52, 60, 65, 72

4. Develop the role of all subject co-ordinators to include:

- Structured opportunities to monitor and evaluate the quality of teaching and learning through classroom observation and the analysis of samples of pupils' work;
- Opportunities to implement, monitor, evaluate and review the school's key policy "Teaching for Learning".
- Responsibility for the leadership and management of subject (or aspect) development plans including the management of funds.

Paragraphs: 62, 67, 106, 115, 124, 131

5. Improve the quality and manageability of the school improvement plan by:

- Agreeing fewer well focused targets for improvement;
- Ensuring that each target has a set of specific and measurable success criteria;
- Planning and carrying out measures to judge the impact of the improvement on standards and provision.

Paragraphs: 49, 65, 66

Minor issue

Provide more opportunities for older pupils to take responsibilities.

Paragraphs: 44

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	32	33	30	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	R-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		250
Number of full-time pupils eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs	Nursery	R-Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		21

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	3.3
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	18	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	19
	Girls	18	18	17
	Total	34	35	36
Percentage of pupils at NC level 2 or above	School	92	95	97
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	19
	Girls	18	17	18
	Total	35	36	37
Percentage of pupils at NC level 2 or above	School	95	97	100
	National	82	86	87

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	20	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	18
	Girls	20	20	20
	Total	34	36	38
Percentage of pupils at NC level 4 or above	School	89	95	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	16
	Girls	20	20	20
	Total	34	36	36
Percentage of pupils at NC level 4 or above	School	89	95	95
	National	68	69	75

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y R – Y 6

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	27.8
Average class size	24.6

FTE means full-time equivalent

Education support staff: Y R– Y6

Total number of education support staff	10
Total aggregate hours worked per week	167

Financial information

Financial year	1998-1999
	£
Total income	341,096
Total expenditure	355,422
Expenditure per pupil	1,532
Balance brought forward from previous year	22,104
Balance carried forward to next year	7,778

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	121

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	2	0	0
My child is making good progress in school.	64	36	1	0	0
Behaviour in the school is good.	60	34	6	0	0
My child gets the right amount of work to do at home.	45	37	14	2	2
The teaching is good.	67	31	1	0	1
I am kept well informed about how my child is getting on.	61	33	3	3	0
I would feel comfortable about approaching the school with questions or a problem.	71	23	2	4	0
The school expects my child to work hard and achieve his or her best.	74	24	2	0	0
The school works closely with parents.	56	34	6	2	2
The school is well led and managed.	68	26	4	2	0
The school is helping my child become mature and responsible.	68	27	3	2	0
The school provides an interesting range of activities outside lessons.	52	33	11	0	4

Summary of parents' and carers' responses

The inspectors agree with all but one of the parents' positive views of the school. The opportunities for pupils to take increasing responsibilities as they become older are not well developed. Children are given an appropriate amount of homework but the pattern is not well established. The school provides a good range of after school clubs and many children are involved and benefit from the opportunities.

Other issues raised by parents

Parents at the meeting prior to the inspection expressed concern about the traffic hazards to children and adults caused by parents parking thoughtlessly outside the school at the start and end of the school day. They recognise that the school does everything it can to discourage parents from creating this danger. The inspectors agree that this is a potentially dangerous situation and support the school in their efforts to improve the situation.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

77. The educational provision for children under five is very good. There are twenty-nine children in the reception class. At the time of the inspection, sixteen children were under five. Children enter the reception class in the September after their fourth birthday. There is an appropriate induction process which includes home visits, a meeting in school with parents, two half day visits by the children to the nursery, a school booklet and a book emphasising the links between home, school and the child. This book is started before the child begins school and includes a substantial input from the parents and the child. Children are assessed during the first half term in the reception class. These assessments, plus the teachers' comprehensive and effective day to day assessment and end of unit assessments, provide information against which pupils' future progress can be measured. Children who are a cause for concern in any aspect of their development are monitored and given good support. On entry to the reception class most children achieve typical levels for their age in all areas of learning. On entry to Key Stage 1, the majority achieve levels above those described by the national Desirable Learning Outcomes for five-year-olds.

Personal and Social Development

78. Teachers have high expectations and foster children's personal and social development at every opportunity. The teacher and the nursery nurse interact frequently and positively in the children's learning. Staff consistently encourage good attitudes and ensure that the children know what is acceptable and unacceptable behaviour. They provide very good role models and the children quickly learn to work as part of a group, becoming increasingly aware that their actions can affect others. For example, in music, they quickly realised that if one group played too loudly, it would spoil the sound they made together. They show increasing sensitivity in relationships and share and take turns well. They handle resources with care, for example the delicate swing and slide they were using in science and the musical instruments. The children are keen to participate in activities and co-operate well in group work. They are encouraged to take responsibility and enjoy being helpers, for example taking the lunch money to the office or collecting and tidying equipment. Independence and self-discipline are encouraged and this helps to promote children's self-esteem and confidence. Pupils are very well behaved and there is a very good rapport between staff and children. They make very good progress in this area of development.

Language and Literacy

79. Pupils are articulate and by the end of the reception year their speaking and listening skills are above the expected level. They enjoy songs, rhymes and stories and are encouraged at all times to use good language and answer confidently and clearly. They express their thoughts well. For example, in a discussion about the story, "The Train Ride", the children volunteered sentences such as, "I can see her reflection" and on another occasion ask, "Did she have a little nap under the tree?"

80. Progress in reading is very good. Above average attainers read fluently and with expression, using a number of strategies to read the words. Average attainers read confidently and can predict and relate stories. Almost all the children are reading at least at National Curriculum Level 1, the majority being above that level. The very good structured teaching of reading enables pupils to participate well when reading the class big books together. Throughout these class sessions, the children's vocabulary is extended, the use of correct grammar introduced and staff consistently emphasise letter-sound relationships, word building and rhyming words. The children are taught appropriate spelling strategies and are encouraged to write and spell their own rhyming words. Children's writing is good. A good grasp of phonics helps them to attempt to write their own sentences and stories. They make very good progress during the reception year. They plan a story with increasing skill and use adventurous vocabulary. For example, higher attainers write:

"Ozzie showted its an imagse (emergency) Tayck me to the jugl"

Average attainers can write short readable sentences, for example,

"Ozzie is lasey"

Below average attainers progress from continuous emergent writing to writing separate "words" with some recognisable letters. All pupils are able to write their own names and hold their pencils correctly. The writing desk and listening corner, plus their own well-stocked library and a very good area for role-play, provide further opportunities for pupils to develop language and literacy skills. Teaching in this area of development and the opportunities for learning are very good.

Mathematics

81. Children make very good progress in this area of learning and achieve levels above the national desirable learning outcomes by the time they are five years old. The teacher has an excellent knowledge and understanding of the children's needs in this area and the work is very well-planned and taught systematically. There is a good range of opportunities for practical work. Pupils are able to count to 100, order numbers within 20 and describe their position in the number line. Children understand and record simple addition to 10, having first experienced a range of planned, practical activities. The use of mathematical language is encouraged. For example, in a lesson about number order, the teacher's questioning included "Which one is less than this particular number?" "Where does this special number go?" The children answer "just before", "between those numbers", "in front of" and "exactly there". Listening and speaking skills are encouraged at every opportunity and children are able to explain clearly what they are doing. For example, "A bicycle has two wheels and a wheelbarrow has one. If you put two bicycles and a wheelbarrow together, you will have five wheels." Focused activities in sand, dough, water, puzzles and construction toys give pupils further opportunities to develop mathematical skills. The quality of teaching is very good. The tasks and questions are well matched to challenge children and promote progress.

Knowledge and Understanding of the World

82. When pupils enter school, attainment in knowledge and understanding of the world is in line with the levels expected for children of their age. They make very good progress in this area of learning through the many opportunities given to them to help and increase their knowledge and understanding. Pupils use the

computer confidently to locate, drag and drop objects on the screen. They use programmes such as "Animated Numbers" in mathematics, working in pairs co-operatively. Children use construction toys to make models of playground equipment and understand why and how things move through pushing, pulling and falling. They explain clearly what they are doing. For example, "When I want it to go fast I push harder" and using expressions such as "we push away from us", "we pull towards us". When experimenting in the sand, children understand how to make sand fall slowly or quickly along a length of guttering by holding it at different angles. Children make birthday cards with moving parts in which a teddy climbs a tree. The results are very good. When pupils work in the water area, they learn about movement in water and use vocabulary such as "deep", "shallow", "quickly", "slowly" and "gently" when describing the movement of plastic fish and real plants in the water. They are developing concepts of the past and how people lived through stories about "granny" and pictures and photographs of times past. Pupils use appropriate language and expressions. For example, they use statements such as "that picture was taken before my mummy was born" and know the terms "after" and "long ago". They are developing a sense of chronology. Following the reading of the story "The Train Ride", children built a train route, putting on the objects and buildings the train might pass and making a plan of the route. They show a good understanding of plans and maps. In all areas of knowledge and understanding the world pupils are achieving very well. The teaching in this area of learning is very good.

Creative Development

83. Children's attainment on entering the reception class is in line with the expected standards for children of this age. Many opportunities are given for the children to develop their creative skills and imagination. For example, in the role-play area they have used a wide range of materials to make animals' homes and a large tree for sheltering birds, animals and people. They play imaginatively and creatively. Children's observe closely when they draw flowers and wheels following the story of "The Train Ride". Pupils reach standards of listening, appraising, playing and composing music, which are above the levels expected of this age group. For example, pupils play their instruments first in turn, then together, maintaining their own rhythm pattern and keeping the pulse steady whilst saying the words for their group at the same time! They listen to one another and try to keep the sound at an appropriate level in order to make it harmonious. The classroom has many examples of very good creative work in it, for instance the beautiful house pupils make using a wide range of materials which illustrates their high level of cutting, sticking, joining and use of paint and paste. Music contributes significantly to the pupils' creative development and the quality of teaching in this area of learning is excellent.

Physical Development

84. When children start school, they achieve standards in physical development which are typical for children of their age. A secure outdoor area gives opportunities for climbing and sliding and there are mobile toys for pushing and pulling. Children have created their own trees and move around them using twisting and turning movements. Children are encouraged to use various parts of their bodies to twist and turn when working indoors in the hall and respond very well to the teacher's requests. They are always very obedient. Children are familiar with size and positional vocabulary and can suggest and carry out three

instructions consecutively, for example, "a high, big, slow turn of the leg". Links are made with creative development by encouraging pupils to listen to well chosen music and then think about how it can be used when describing the movement of a bicycle or a windmill. Children use streamers on sticks turning the ribbons in different directions to develop their own dance. Children's control is developing very well. The quality of teaching is very good.

85. Resources are good and the planning ensures good links with the curriculum for Key Stage 1. The nursery nurse gives very good support. The accommodation, including the outdoor area, is used efficiently to provide attractive and lively opportunities for all the areas of learning. Pupils are given every opportunity to make progress in all areas of development. The provision for the education of children under five, especially the quality of teaching, is very good. This is a strength of the school.
86. In the last report, teaching and standards of achievement in almost all areas of the curriculum were judged good. Standards of achievement are now judged to be very good in all areas of the curriculum and the quality of teaching is very good. There is some excellent teaching in mathematics and music.

ENGLISH

87. Pupils at seven years old attained standards well above average in reading, and above average in writing in the national tests in 1999. Nearly half the pupils attained the higher level 3 in reading. Fewer gained the higher level 3 in writing and the proportion at this level was in line with the national average. These results maintained the trend of good achievement by pupils over the last three years. Compared with similar schools, standards were above average in reading and in line with the average for writing.
88. By the age of eleven, pupils attained well above average standards in English in 1999 and this reflected the achievements of previous years. The proportion that gained the higher level 5 was close to the national average. Compared with similar schools standards were in line with the average.
89. Most pupils come to the school with average attainment levels and leave at the age of eleven having made at least satisfactory progress. A significant proportion makes good progress in English, especially in reading and speaking and listening. Pupils with special educational needs make good progress in lessons and during their time in school. The same is true of the small numbers who have English as an additional language. Support for them is good, work is carefully matched to their needs and this enables them to achieve well. There is no significant difference between the performance of boys and girls at either key stage. Girls tend to concentrate better in class and to write more extensively.
90. Standards seen in lessons largely reflect the levels attained in end of key stage tests. Pupils in Key Stage 1 are articulate and thoughtful in their spoken contributions in lessons. They are confident and can speak at length when answering questions about the books they are reading. Teachers are good at using pupils' natural curiosity about stories and characters to build on their ideas and to develop the discussion. They draw in pupils of different abilities and extend their vocabulary well. Pupils use technical language to talk about the story and know about authors and illustrators and how they co-operate in making

a book. Pupils are able to listen to the ideas of each other in the whole class session and compose a lively poem to develop their understanding of rhyme and rhythm in poetry.

91. Pupils maintain the same standards in Key Stage 2. Most boys and girls take a full part in oral discussions. Their skills in debate and logical argument are quite well developed by the time they reach the age of eleven. Teachers continue to expect a lot of them in their spoken answers. Some boys in the younger classes tend to dominate and are sometimes keen to speak without listening carefully unless they are firmly corrected by teachers.
92. Reading is very good in both key stages. The school has given a high priority to reading and most pupils benefit from the wide selection of attractive and suitable books, the good support from reading volunteers and the structured programme of teaching from the early years. Most pupils read with expression and show their enjoyment when given the chance to read aloud. Records of reading and the progress made by pupils are regularly maintained and shared with parents. Homework gives extra opportunities for pupils to practise reading. Pupils are good at research and are familiar with how reference books are set out. They are confident users of information technology to help them plan their projects in a range of subjects such as history and geography. This sharp focus on reading leads to high standards in the school.
93. Writing is satisfactory overall. Standards are at least equal to those expected nationally. The developing writing of pupils in Key Stage 1 is often good. They use vocabulary to good effect. Some of their imaginative descriptions of a "Haunted House" are quite effective, drawing on a good knowledge of adjectives and figures of speech such as similes. Pupils often write at length. Handwriting varies from very good to careless but spelling is usually phonetically accurate and pupils can punctuate sentences well.
94. In Key Stage 2, although teachers set an interesting range of work, pupils are sometimes untidy and inaccurate in their presentation. They do not take enough pride in their written work. Teachers' supportive marking is often taken as approval for what pupils do even when it is less than their best. Not enough sharp and clearly focused targets are set for pupils to help them improve their style and presentation. There are some examples of good written work, however. Higher attaining pupils show awareness of the audience they are aiming at and enrich their work with clever asides and powerful, varied vocabulary, especially in some of their journalistic writing. The achievements of pupils with special educational needs are good in both key stages and they make the greatest advance in their oral work and reading.
95. Response is good in most classes. Younger pupils listen well and take an active part in the whole class sessions in the literacy time. Many use computers independently to support their work in English and they go to look up words in dictionaries without prompting. In Key Stage 2 pupils respond well to good teaching such as when they are challenged to think hard of new ways to analyse stories; for example, in story board format. Some older pupils are not always supportive of their teachers, however, and occasionally are inattentive and careless in their presentation of work.
96. The quality of teaching is good overall. Teachers have many all round strengths

but there are some weaknesses. Not all teachers expect enough of pupils in their standards and quantity of writing during the literacy sessions. They sometimes allow pupils to spend too long on word and sentence level work in groups without demanding that pupils develop their own individual skills. Marking is regular and the best is very good. Occasionally, however, pupils are given praise for average work and not enough direction on how to get better results. All teachers plan well and many have brisk pace in their lessons. The use of resources, such as visual aids prepared by teachers, to help pupils understand difficult ideas is often very good. Teachers give pupils lots of relevant opportunities to use information technology appropriately as part of their English work. Work set for pupils with special educational needs is well suited to their levels of attainment and teachers and assistants support this with good questions. They involve these pupils in whole class work very subtly.

97. The literacy hour has been introduced successfully and has positively affected the results in speaking and listening and in reading. Staff are consistent in their teaching across the school and the co-ordination and monitoring of the subject are good. A particular strength is the way that foundation subjects are often effectively taught through the literacy hour, such as, history, geography and design and technology. Subjects are sensibly linked by topic and skills are reinforced when appropriate. Teachers use the information from tests to set new targets for pupils but there is still some way to go to ensure that the school's assessment procedures are used to modify curriculum planning so that these targets can be achieved. For instance, the school has identified writing as an area of relative under-achievement but has still to adapt the literacy scheme to put this right.
98. The school received a good report for English in the last inspection. Teachers have maintained the good standards overall, and in reading and speaking and listening pupils' achievements are sometimes better than before.

MATHEMATICS

99. The results of the national end of Key Stage 1 tests in 1999 show that pupils achieved standards well above the national average and attainment was above average when compared to schools with a similar socio-economic background. The percentage of pupils reaching the higher level, Level 3, was above the national average. At Key Stage 2, standards were well above the national average and above average when compared to similar schools. The number of higher attaining pupils reaching Level 5 was above the national average.
100. The current Year 6 cohort contains more pupils with special educational needs than the previous year and the inspection evidence indicates that attainment at both key stages is above the national average overall and is particularly strong in number. In comparison with national averages boys outperform the girls in mathematics. Over the last three years the school has maintained results above the national average.
101. By the end of Key Stage 1 pupils are confident and competent at working with numbers up to 100. Higher attaining pupils are able to manipulate numbers over 100. For example, they are able to make and read numbers such as four hundred and twenty three by correctly placing four hundreds two tens and three

units in order. They can order numbers containing hundreds. The majority of pupils can count on and back in tens and all pupils have a good recall of number bonds to ten. By the end of Key Stage 2, pupils are manipulating much larger numbers and know and understand the value of 6-8 digit numbers. They are able to use a variety of strategies to add and subtract units, tens and hundreds from these large numbers. They can draw lines of symmetry and rotate shapes around their axis. They are familiar with acute and obtuse angles and present data in graph format.

102. The school's strategies for teaching numeracy are good. There are good links across the curriculum, comparing temperatures in different places around the world in geography, and measuring in science. Pupils produce graphs of data and link this with information and communication technology by using appropriate programmes. They make use of time lines in history and shape while engaged in art and physical education.

103. Learning is effective for all pupils including those with special educational needs. Younger Key Stage 1 pupils learn to count in tens up to one hundred and higher attainers are confident. Most pupils are able to carry out this task but many find it difficult to remember the teens. That is they know 23,33,43 but find it more difficult to go from 3 to 13. At Key Stage 2, Year 3 pupils learn to read and write 4 digit numbers and recognise place value. They practise ordering money and investigate real problems using money. Year 4 pupils learn to add amounts of money to twenty pounds and can round numbers to ten and one hundred. They use mathematical vocabulary relating to number correctly and can handle numbers up to millions with confidence and accuracy. Year 5 pupils learn about negative numbers and can identify larger and smaller numbers and can add on to, and subtract from, negative numbers.

104. The quality of teaching is sound overall, while ranging from very good to sound. Where teaching is very good expectations are consistently high throughout the session and the teacher moves pupils quickly through the mental agility activity. For example 4 doubled, doubled again, halved and multiplied by 10. The pace is lively but the teacher gives pupils sufficient time to think and pupils respond promptly and accurately because of these good expectations. Most teachers use questioning effectively and, within good lessons, it is clearly differentiated so that pupils are asked questions which relate to their current level of understanding. Where the quality of teaching is good, questions are used effectively to probe and develop learning and to set challenging tasks. All teachers explain concepts clearly and use correct vocabulary and notation. By doing so they provide pupils with the language to explain their thinking and help them to interpret and make accurate use of words and symbols. Shortcomings occur where expectations are variable. Where teachers have high and consistent expectations, pupils present work to the highest standard of which they are capable but in other classes work is often carelessly presented. Marking at Key Stage 2 is unsatisfactory because it gives insufficient guidance to pupils. Assessment information is not consistently used to match work appropriately so that the needs of the wide spread of ability within the class are met. For example, upper Key Stage 2 higher attaining pupils all undertake work sheets which gradually increase in difficulty rather than starting at the level which is appropriate to their understanding. Teachers' organisational strategies do not always enable young pupils to remain on task throughout the session.

105. Pupils' response to their learning is good. They are interested and enjoy lessons, particularly when they are challenging. They settle quickly to the tasks set and apply themselves using a good variety of strategies to calculate answers. For example, they understand that 13 plus 1 plus 9 is the same as 13 plus 10 and are confident when answering questions and explaining the strategy they have used. Younger pupils are enthusiastic when they identify a pattern in three digit numbers where the numeral is repeated, for example five hundred and fifty five. Relationships are good and pupils respond co-operatively to requests, particularly from other class members. In a minority of classes they show less respect for other members of the group. They can be trusted to handle real money including notes of large denominations. Behaviour is mostly good, but where teaching is either insufficiently organised or the tasks do not fully meet the pupils needs, a minority of pupils do not always behave appropriately.
106. The school is using the national guidance as a reference to identify objectives and a published scheme to support the delivery of the curriculum. This is mostly effective. However, where insufficient attention is given to covering a good range of the suggestions from the published scheme material, or the wide age and ability range within the class makes coverage more difficult, it is less effective. Currently, although the curriculum is monitored both through looking at the planning and observation of lessons it is insufficiently rigorous to affect the inconsistencies in practice. Assessment procedures are good and the school has a good knowledge of the abilities of its pupils. Data is kept on pupils' progress. Insufficient use is made of this data to match work more appropriately so that the needs of the wide spread of ability within the class are met. Resources are good.
107. The school has maintained its provision since the last inspection.

SCIENCE

108. The results of the 1999 National Curriculum teacher assessment in science indicate that at the end of Key Stage 1 pupils attained standards which were very high in comparison with the national average, although fewer than average numbers of pupils achieved the higher level 3. Discussions with pupils, observations of science lessons and a careful study of pupils' previous work all show that standards are now above the levels expected nationally for seven-year-olds at the end of this key stage. At the time of the previous inspection, there was insufficient evidence to support judgements about the standards of attainment in science at the end of Key Stage 1.
109. The results of the statutory assessment at the end of Key Stage 2 in 1999 indicate that the standards of pupils' attainments were above the national average, and in line with the results achieved by pupils in similar schools. The results of the end of key stage tests over the past four years show a steady improvement in standards in science at the end of this key stage. The current cohort is not expected to achieve such high standards in the national tests for 2000 because there is a higher proportion of pupils with special educational needs and almost half the pupils have joined the school in the last two years. Discussions with pupils, observations of science lessons and a careful study of pupils' previous work all show that pupils achieve the levels expected nationally

for eleven-year-olds at the end of Key Stage 2. At the time of the last inspection, pupils at the end of Key Stage 2 achieved levels well above those expected nationally. This significant reduction in the standards of pupils' attainment at the end of Key Stage 2 is due to the differences between the particular cohorts of pupils.

110. Pupils with special educational needs and those with English as a second language are well supported and make good progress in Key Stage 1 and satisfactory progress in Key Stage 2 in developing their knowledge, understanding and skills in science.
111. Pupils' learning in science is good in Key Stage 1 and satisfactory overall in Key Stage 2. Inspection evidence indicates that there is a good match between the tasks set and pupils' abilities, particularly in Key Stage 1, and including those with special educational needs. All aspects of science are well covered. In Key Stage 1 pupils have recently completed work on materials. They are able to identify some of the properties of different materials and sort them according to different criteria; they understand the difference between natural and man-made materials. Pupils understand that heat changes some materials and that some changes cannot be reversed. At this stage pupils are introduced to scientific investigations and they have tested some materials to see how waterproof they are. They also begin to consider the idea of a fair test at this stage, with teachers providing a clear structure to assist pupils in their response to their investigation with ice.
112. In Key Stage 2, in their work on life processes and living things, pupils have studied features of human diet and health; they understand the relationship between a balanced diet and health. Younger pupils at this key stage have also studied materials, indicating that they can use appropriate terms to describe some of their properties, like opaque and transparent. At this stage pupils have tested the hardness of some materials and they can make sensible suggestions about which materials would be best suited to a particular purpose. The previous inspection report commented on the quality of pupils' investigative skills in Key Stage 2 and their ability to work record their observations systematically. The development of these skills has been continued and the standards noted in pupils' work sustained. Older pupils at this key stage, for example, have investigated how to improve the soundproofing of a box using a variety of materials. By the end of the key stage they can write up a full account of what they have done, showing how they have used their scientific knowledge of the materials to plan for their investigation and they appropriately predict what might be the effect of using particular materials. They are able to conduct a fair test and evaluate what they have done effectively.
113. The pupils generally show a positive response to their work in science at all stages. In their science lessons throughout the school pupils appear interested and enthusiastic, participating fully in the range of planned activities and concentrating well on the tasks set. Younger pupils in particular were highly motivated and sustained their concentration well through their science lessons. This contributes positively to the progress they make in developing their knowledge, understanding and skills in science. By the end of Key Stage 2, when pupils leave the school, they have developed a good understanding of scientific processes and are able to use appropriate scientific vocabulary. Working relationships, both between teachers and pupils, and amongst the pupils themselves are good and

this contributes significantly to the quality of learning. Behaviour is good, with pupils showing sensible, co-operative and caring attitudes as they work through their tasks. Practical activities contribute positively to pupils' social development, teaching them to share, take turns and listen to the ideas and opinions of others.

114. Good and sometimes very good teaching at both key stages plays a notable part in the quality of pupils' learning and their achievement. Teachers generally plan thoroughly and carefully guide their pupils through the range of planned activities. In one very good lesson observed with pupils in Year 1, the teacher effectively introduced her pupils to forces by considering the ways in which materials could be changed by either pushing or pulling. Her pupils were immediately interested and attentive as she provided a very clear explanation of what they were going to do and how they were going to record what they had done. Throughout the lesson there was very good use of vocabulary to describe particular actions, like *squashing*, *rolling*, *pressing* and *stretching*, which the teacher recorded on a chart. In the discussion about what they had done the teacher effectively led the pupils into thinking about all these movements as either a push or a pull. Such skilful teaching had a most positive effect on the progress pupils were able to make in the lesson. In another particularly good lesson with pupils in Year 3 and 4, the teacher had planned carefully, identifying clearly what pupils were going to learn and identifying a sequence of learning activities to enable them to do so. In her introductory discussion with her pupils she summarised prior learning effectively; most pupils understood what magnets do and could use *attract* and *repel* appropriately. Throughout the lesson the teacher ensured that pupils had the appropriate scientific vocabulary, like *poles* and *compass*. Having discussed various kinds of magnets, different groups of pupils were given appropriate aspects to investigate with them, the teacher ensuring they had ample opportunity to investigate their properties. Pupils were interested and fully engaged by these activities and showed genuine excitement in what they discovered, with comments like *Its got a twizzle* and *The magnet's got another force* as they tried to explain the repulsion of like poles. The teacher made very effective use of such comments as she managed their learning. She ensured that pupils had opportunities to describe their observations and to communicate their findings and built on their responses to her questions, like *We found that the magnets still repelled each other through thirty rulers* as she successfully moved all her pupils learning on.

115. The subject is well managed by an experienced and knowledgeable co-ordinator. She monitors teachers' planning to ensure that she has a view of what is being taught across the school and discusses ways of improving it with individuals. Although development in science has not been a priority recently, such monitoring also enables the co-ordinator to identify aspects for further professional development. The co-ordinator also teaches science to other classes when opportunities arise, and along with her monitoring of individual pupils' files; this enables her to review standards of attainment and pupils' progress. However she has little opportunity for monitoring teaching and learning in the classroom. Resources for science are good and of reasonable quality. Due consideration is given to safety issues.

ART

116. Judgements are based on one lesson in each key stage, a sample of work

from across the school, the work displayed in classrooms and shared areas and discussion with the co-ordinator.

117. In Key Stage 1 pupils make satisfactory progress and by the end of the key stage they achieve the levels expected nationally. By the end of Key Stage 2, pupils have made satisfactory progress in investigating and making works of art and in their knowledge and understanding of the subject. They achieve the levels expected nationally for eleven-year-olds. Standards have been maintained since the last inspection. Less time is now given to the subject but it is used well to support pupils' learning in other subjects.
118. At Key Stage 1, pupils record ideas and experiences with care and good attention to detail. For example, Year 1 pupils worked imaginatively to create drawings of trees as a preparation for a large picture. They refer to the work of an illustrator and use his ideas of using line to create texture on branches. The pupils observe artefacts accurately and represent shape, texture and tone very effectively. For example, Year 1 pupils in a religious education draw the artefacts very well to show the detail of embroidery and the tones of blue, grey and yellow in a stoneware chalice. Pupils are learning to discuss the effects they create and the ideas they use when they evaluate their work. They select appropriate tools and materials from a given range of resources.
119. At Key Stage 2, pupils use sketch books appropriately to record their ideas and observations and to experiment with the effects of line, tone and colour when using pencil, pastels and collage. For example pupils in Year 4 experiment with a variety of techniques and then plan, prior to completing their pictures of trees. Pupils use clay and other materials to make containers and masks of good quality influenced by artists from the African tradition. They also consider the work of artists from the western European tradition. For example, pupils in Year 4 have written questions they would like to ask L. S. Lowry about his work. These indicate that the pupils have looked carefully and noticed the details of the artist's particular style and method. Pupils in Year 3 and Year 4 make good use of shading and tone when they use pencils to make powerful drawings of African masks. Wax 'etchings' of buildings have an architectural style and demonstrate the Year 5 pupils' growing understanding of selecting the approach to suit the task. Pupils in Year 3 and Year 4 evaluate their own and other pupils' work and this leads to improvements.
120. Pupils respond well in lessons and work with concentration and care. The work displayed around the school indicates that pupils are interested and capable of work to a good standard. However, the work included in the sample is very variable and some from Key Stage 2 indicates that some pupils take little pride in their work.
121. The quality of teaching is good. In the lesson at Key Stage 1 the quality of teaching is very good and at Key Stage 2 it is good. The strengths of the teaching are in the clear explanations of lesson objectives and tasks. The teachers intervene very effectively in the pupils learning to clarify the task, question and teach individual pupils. They have high expectations for pupils' response. The resources and activities are carefully selected to build on pupils' skills and enable them to be successful. Good use is made of evaluation at the end of lessons to help pupils judge the strengths and weaknesses of their own work and to give focused praise.

122. The quality of learning is good. For example, pupils in Year 3 and Year 4 gain confidence in the lesson and become more imaginative in their use of collage materials to interpret a photograph. Pupils' in Year 1 make good progress because they respond well to the example and intervention provided by the teacher.
123. There is an appropriate scheme of work that provides a useful framework for teaching the subject skills. The school is about to adopt national guidance for art and adapt it to include the strengths of the current policy. The systems for assessing, recording and reporting pupils' achievements are appropriate and manageable but are not used consistently by all staff.
124. The co-ordinator provides good, enthusiastic and knowledgeable leadership. Resources are well managed. The co-ordinator has a clear vision for the development of the subject and a determination to raise standards. She checks teachers' plans for art lessons and samples the pupils' work but no opportunities have been provided to monitor the quality of teaching and learning through classroom observation.

DESIGN AND TECHNOLOGY

125. Standards of attainment in Key Stage 1 are typical of those of pupils at the age of seven and progress is satisfactory. By the time pupils are eleven, they have made good progress in developing their designing skills; the standard of their skills of making are similar to those usually found among pupils at the end of Key Stage 2.
126. It was possible to observe only one lesson in Key Stage 1, but a scrutiny of their completed work and that on display indicates that standards have been maintained since the previous inspection. Three lessons were observed in Key Stage 2 which, along with pupils' completed work, indicate that while above average standards of planning and design have been sustained since the previous inspection, pupils' skills of making are not as good as they were. One reason for this is that less time is now devoted to teaching and learning in this subject so pupils have fewer opportunities to develop and practise these skills. Older pupils in this key stage, for example, have completed very little work in design and technology so far this year. The school's long term planning indicates that all aspects of the programmes of study will be taught over each key stage, although it is insufficiently clear how pupils' knowledge, skills and understanding are to be built upon systematically.
127. Pupils are introduced to the design and make process right from the start in Key Stage 1, well illustrated in the whole class work on designing and making a model house. Individual pupils have successfully designed the layout of each room, identified items of furniture and the materials they could use to make them. Photographs are used effectively to indicate how pupils made their models and, along with pupils' comments, to indicate how they evaluated their model. By the end of Key Stage 1 pupils show that they understand the design and make process, in their work on models of hot air balloons for example. They have had good opportunities to practise specific skills, completing some good work in

evaluating the design of hinges for example. In the lesson seen at this key stage, pupils were effectively engaged in discussion of the different features of a range of vehicles. They were able to identify differences in the design of the wheels and tyres and discuss them in relation to the different purposes for which the vehicles were used.

128. Pupils' skills in planning and design are well developed in Key Stage 2. Younger pupils in this key stage use their knowledge of different foods to design a healthy sandwich. They provide good reasons for the choice of different fillings. Having made the sandwich they evaluate the methods, and ingredients used and the appearance of the completed sandwich. In their work on packaging, pupils identify different purposes and a target group for the product to inform their design of an appropriate package. Older pupils in this key stage understand how disassembly can inform their designs. In their work on musical instruments, for example, pupils have disassembled instruments, sketched their different parts and analysed the ways in which they made sound before designing and making their own instruments. In lessons pupils demonstrate their ability to draw annotated sketches of their evaluations of working models to inform their own designs.

129. Pupils enjoy their work in design and technology and concentrate well during their lessons. In both key stages pupils present their ideas sensibly to the rest of the class, who listen with interest. Most pupils are able to negotiate well when discussing aspects of their work amongst their group.

130. The quality of teaching in Key Stage 1 is satisfactory and in Key Stage 2 it ranges from satisfactory to good. Teachers have good subject knowledge and this enables them to give clear instructions and to ask focused questions to elicit what pupils know. They provide good opportunities for pupils to discuss their ideas and plan their work. In their work on moving toys, for example, the teacher reinforces pupils' understanding of the full design process before introducing the task of evaluating the key features of wheels and axles. By setting targets for the various components to be completed within a given time, the teacher manages the pace of the lesson well, keeps pupils interested and focused on their tasks. In all the lessons there was a good use of appropriate vocabulary, such as *pneumatic*, *compression* and *syringe* which teachers reinforced well. Where teaching is less successful, the pace of the lesson is slow because materials are not prepared and ready. As a result pupils' interest wanes and they become distracted by the delay. Teachers make good opportunities to link work in design and technology with other subjects, as with the dreidels that Key Stage 1 pupils designed and made in relation to their work on Hannukah in religious education.

131. Curriculum leadership of design and technology is good. The co-ordinator teaches pupils throughout Key Stage 2 and this enables him to monitor pupils' progress and their standard of attainment. At present there is insufficient time available for him to fulfil a monitoring role in Key Stage 1. There are satisfactory resources for teaching and learning in design and technology.

GEOGRAPHY

132. Very little work was available for scrutiny in Key Stage 1 and only one lesson was seen at this stage. A broader range of was available at Key Stage 2 and more lessons were seen.

133. Pupils achieve the levels expected nationally at the end of both key stages. In Key Stage 1, pupils are developing a sound understanding of their own environment by drawing maps of the school and looking at the immediate area. They describe movement around the school and the location of key points with some accuracy. Many pupils are able to look at a bird's eye view of the school and pick out certain key features. They have some knowledge of the use of a key on a map and can follow these simple symbols.
134. In Key Stage 2 pupils develop a broader understanding of the world they live in. They compare different countries and their lifestyle and investigate reasons for the differences. Particularly effective is a study of Africa and Kenya in particular undertaken by pupils in lower Key Stage 2. These pupils develop both a realistic view of a contrasting environment and knowledge of the conditions needed for human occupation. This was clear in an introductory lesson on settlement when the pupils were able to refer to areas they had already studied. By the end of the key stage they have a good grasp of how to locate places on a globe and in an atlas.
135. Many of the pupils in upper Key Stage 2 can talk quite knowledgeably about many aspects of geography. They are able to discuss sensibly, the problems caused by traffic in towns and suburban areas and can suggest ways of gathering information to make a case for traffic calming measures. Higher attaining pupils showed a detailed knowledge of the water cycle and about rivers. Lower attaining pupils know which way rivers flow but show some confusion when discussing other features of rivers such as meanders and estuaries. The main weakness in geography at Key Stage 2 is in the presentation of work. Although pupils make good use of information and communications technology to record their work, their other skills of recording are poor. Pupils' map drawing skills are weak and their finished products are both careless and untidy. Many of the maps and diagrams that they draw are inaccurate.
136. Pupils talked with enthusiasm about their geography studies. They had enjoyed working on the computer and enjoyed visits.
137. Teachers have planned good coverage of the curriculum following the schemes of work which now include the full statutory requirement at Key Stage 1. This is an improvement since the last inspection. The teachers have sufficient knowledge of the subject but in upper Key Stage 2, their expectations of the pupils are too low. Marking in its current form is not helpful in getting pupils to improve.
138. The teachers have adequate resources to ensure that the topics can be studied effectively. In the teaching that was observed some very good features occurred such as ensuring pupils had a clear understanding of the conditions required for settlements to be successful.
139. There has been satisfactory improvement since the last inspection in that the issue about the full curriculum at Key Stage 1 has been addressed. However, standards at the end of Key Stage 2 are not as good as they were reported at the time of the last inspection.

HISTORY

140. Judgements about standards and quality in history are based on a thorough scrutiny of work in both key stages and on discussions with teachers and pupils. The course is well planned and uses guidelines from the Schools' Qualifications and Curriculum Authority to ensure a full coverage of essential elements of historical topics and key concepts.
141. At the end of Key Stage 1 pupils of all abilities achieve the levels expected nationally for seven-year-olds. They study history from a personal standpoint. They look at their own time lines and track key events in their own lives. Pupils can describe their first day at school and write at some length. They discuss the changes that occur in family life and look at how their own lives alter over time. They compare the toys and machines of today with those of their parents and grandparents. For instance, they make statements about an old oil lamp such as, "It gets very hot and you can hang it up for heat and light". Teachers link the work in design and technology, where pupils plan and build model houses, with a study of houses from earlier times. Older pupils have an understanding about some aspects of the Victorian era and are able to talk about some of the ways in which the rich and the poor lived totally different lifestyles. Teachers use the resources, such as pictures and artefacts, to give pupils greater clarity of understanding.
142. Pupils at the end of Key Stage 2, achieve the levels expected nationally for eleven-year-olds. Pupils talk about some important figures from history such as Julius Caesar and Boudicca. Their knowledge of Roman history is increased in well managed lessons where teachers encourage them to be detectives. For instance, they look at pictures of weapons, clothing and artefacts and discuss sensibly what the items might have been used for. Teachers set challenging tasks such as asking pupils to look at three different passages which describe a Roman and they then have to draw conclusions and describe the ways in which original sources can distort one's perspective. In their writing pupils show empathy with characters from history. They write a first-hand account of life in a Victorian workhouse and show good understanding of the struggles that some people were faced with. In their study of invaders and settlers they look closely at the vocabulary to see the difference in meaning of historical terminology. Some use information technology to research these differences. Pupils with special educational needs are well integrated into lessons and given work that helps them to understand simple historical facts.
143. Pupils of all ages show a keen response to history. They enjoy talking about their work and tackle the set tasks with enthusiasm.
144. Not enough teaching was observed to make judgements about the quality in the classroom. Teachers use visits to places of local interest to enrich pupils' experiences of history. Visitors come into school and talk about their own lives. For example, a local inhabitant who had been a prisoner of war talked about internment, and this had led to a lively discussion on the issues of personal freedom. The subject makes a good contribution to pupils' cultural and moral education. History is well managed though more could be done to monitor standards in the classroom to supplement the work presently done on comparing lesson plans. Standards are not quite as high as during the last inspection but

this is largely because there has been more concentration on literacy and numeracy. There are good attempts to reinforce key literacy skills through the study of history topics.

INFORMATION TECHNOLOGY

145. Judgements about the standards and quality of information technology are based on pupils seen working in a variety of subjects, the close scrutiny of a range of completed work and on discussions with teachers and pupils.
146. Standards of attainment at the end of both key stages are at least in line with expectations. Pupils' work on communicating ideas and pictures through word processing and desktop publishing is generally good in Key Stage 1. In Key Stage 2 some of the multimedia presentations of work are very good. All pupils cover the topics and skills included in the National Curriculum although their knowledge of controlling devices, and controlling and monitoring in Key Stage 2 is more limited than in other aspects. They have also limited experience in using the internet and e-mail because the school is not yet linked to the systems. They are due to come on line next term.
147. Pupils make sound progress in information technology in Key Stage 1. Most pupils are familiar with the terminology necessary for them to understand their teachers' instructions and to enable them to work alone on computers. Young children can select colours and construct repeated patterns of numbers. They are confident in using the mouse to move around the screen and to "click on" to control required functions when prompted by the teacher. They show genuine interest and no little surprise when bar charts are created from the information they feed in, following simple surveys they have conducted in their classrooms. Pupils have also used computers to help them to plan the building of their model houses in a design and technology project.
148. Teachers use the various opportunities created by information technology to reinforce basic skills, such as number work involving "greater than" and "fewer than". Pupils know about graphs and what they show, including the use of a key and what the co-ordinates are. Good use of support teachers ensures that pupils with special educational needs take part in lessons even though some are quite demanding and find concentration difficult.
149. In Key Stage 2 pupils are quite adept at using the CD ROM in various subjects; for example, to aid their research into weather in Kenya in geography. They can compose simple tunes in music using computers with relevant software. Most have learned to present work effectively in an attractive way using a mixture of formats, colours and different fonts. Many incorporate pictures into their writing such as in history projects.
150. Most pupils are enthusiastic about using information technology and they do not lack confidence in trying new things with the computers. Their research skills improve over time and by the end of Key Stage 2 most pupils know that computers can help them to find out a wide range of information quickly and efficiently.
151. The major weaknesses in information technology that most pupils exhibit at

both key stages are that their keyboard skills are under developed and their work is often very slow. They do not use spell checkers as a matter of course nor do they readily go to the thesaurus to help them with their stories and other compositions. The use of the computer as a drafting aid to writing is not fully exploited and some of the work produced in geography, for example, is not checked carefully. At other times, pupils show that they have used word processors effectively and much of the writing in their class books on "Millennium Thoughts and Hopes" is very carefully thought out and produced.

152. The school has used its resources in a sensible way in order to provide maximum opportunities for pupils to use information technology in the classrooms when the facilities are needed. New resources are planned for next term which will enhance the provision and should help to raise standards. The subject has been well planned and teachers have had the necessary in-service training to help them cover the National Curriculum with their classes. There is a useful portfolio of work to aid the moderation of standards and to provide exemplars of curriculum coverage. There is good integration of information technology in the curriculum as a whole. Teachers have ensured that pupils understand many of the social, cultural and moral implications in a world where information technology is rapidly developing. Standards have been maintained at a satisfactory level since the last inspection.

MODERN FOREIGN LANGUAGES

French

153. Pupils study French in Years 5 and 6. With the agreement of the cluster group of schools, they undertake a completely oral course of lessons and therefore there is no written work and no reading.
154. Overall the standards achieved by the pupils are satisfactory, though the higher attaining pupils in Year 6 achieve good standards. In particular they develop a good range of vocabulary and use simple language constructions correctly in new and unfamiliar situations. These pupils have good recall of the work that they have undertaken over two years. This is seen when pupils are asked to give a general description of themselves and their situation, and some of them can give their name and age, describe their family and the place where they live. They can also tell the time. Some of the other pupils have less good recall of the work and they therefore struggle to create responses to questions. However, most of the pupils follow the teacher's model of language satisfactorily within the lesson and make satisfactory progress. Some lower attaining pupils are limited to repetition of phrases.
155. A number of pupils in both year groups are beginning to develop fluency with known phrases and sentences though for most of the pupils, intonation is not well established and this is an area for development.
156. French was not taught at the time of the last inspection.
157. The pupils have French for 30 minutes per week and because of this, and the lack of opportunity to practise the language incidentally, much of the lesson involves revision. The quality of teaching was satisfactory in one of the lessons seen and good in the other. Lessons are well planned and very active and there

is a good focus on getting the pupils to use and enjoy the language. In the Year 6 class, all of the pupils are involved well in the lesson through good, lively use of songs and rhymes and use of a video programme as a model. The teacher manages the class well and as a result pupils join in with great enthusiasm. In the much larger Year 5 class, the teacher is not able to make such close contact with each pupil and the attention of some pupils' wanders. Some of the pupils do not listen attentively and as a consequence do not have a clear model to follow.

158. The main target of the teaching of French is that pupils will have a positive attitude to the subject by the time they transfer to secondary school. This target is achieved.

MUSIC

159. The co-ordinator, who is the music specialist, was absent during the inspection period, so observations in Key Stage 2 were limited to Years 3 and 4. However, evidence from videos, analysis of work and discussion with teachers and pupils indicates that pupils make good progress. The two key aspects being studied this term are "listening and appraising" and "composition". Consequently, few examples of singing were heard.

160. Pupils' levels of attainment are in line with those expected nationally at the end of both key stages. Pupils in Key Stage 1 clap rhythms and recognise different rhythmic patterns. In one lesson, pupils explore the sounds they can make using their voices and parts of the body to create a composition about woodland creatures, birds, mice and wolves. They are beginning to understand simple dynamics and the difference between pulse and pattern.

161. Pupils in Year 5 and Year 6 sing simple two part songs and have a good sense of pitch and rhythm. Younger pupils in Key Stage 2 listen sensitively and are learning to appraise music very well. For example, pupils describe sounds or differentiate between them by using their voices or descriptive phrases such as, *"soft and shimmering"*, *"rustling and gentle"*. When they use the computer to compose music in an African style, the pupils use symbols to depict pitch and print their own compositions. The singing in assembly lacked vitality and precision, but listening to audio recordings and discussion with staff provided evidence of higher standards. Fourteen pupils who receive tuition from visiting instrumental teachers achieve above average levels.

162. Pupils in both key stages enjoy music and have good attitudes to learning. Behaviour is good and pupils are eager and confident to participate in the activities. They handle resources with care and respect and perform for each other enthusiastically. They listen attentively and respond positively

163. The quality of teaching is always at least satisfactory. All lessons are well planned and in the best lessons, the activities are challenging for all pupils, the pace is appropriate and perceptive questioning extends pupils' knowledge and understanding. For example, in a lesson to help pupils to listen to and identify sounds, pupils were asked, *"How might you distinguish the sounds?" "Are they different from those you expected?"*

164. The co-ordinator has good subject knowledge and provides enthusiastic leadership. There is a comprehensive policy and scheme of work based on a

two-year rolling programme. Plans are in place to adopt national guidance for the subject. Pupils in Year 5 and Year 6 are taught by the co-ordinator and all other classes are taught by their class teachers. The co-ordinator gives good support and advice to colleagues. The work of the peripatetic staff is well integrated by the co-ordinator. No time is allocated for the co-ordinator to monitor the quality of teaching and learning through classroom observation. There are appropriate systems for assessing, recording and reporting pupils' progress and pupils are also given opportunities for self-assessment. The curriculum is enhanced by the provision of two recorder groups, a band and regular concerts. Pupils perform at concerts for parents and in the community. There are sufficient resources of good quality which are easily accessible to staff and pupils. Music makes a good contribution to pupils' spiritual, social and cultural development.

165. In the previous inspection report in 1995, there was insufficient evidence to judge standards being achieved in Key Stage 2. Standards at the end of Key Stage 1 were judged to be in line with the national expectation with some pupils achieving above national expectation. Standards have been maintained with pupils who play musical instruments achieving levels above those expected at both key stages.

PHYSICAL EDUCATION

166. At the end of both Key Stage 1 and Key Stage 2 pupils' attainment is what would be expected nationally. There is evidence that all the aspects of the subject are taught over an appropriate period of time. However, during the period of the inspection only gymnastics and dance sessions were observed.
167. Pupils, including those with special educational needs, make sound progress throughout the school.
168. At Key Stage 1 pupils plan, practise and perform a sequence of movements to music pretending to be litter blown about by the wind. They swirl, turn and move demonstrating good control and co-ordination of their movements. They plan the sequence and link the movements together effectively. They practise their sequence and the majority improve their performance during the lesson. Younger pupils in Year 1 make good progress due to the high expectations of the teacher. They learn the short-term effects of exercise on their bodies by feeling their heart beat before and after exercise. The pupils work imaginatively using their bodies to describe the shapes of buildings, for example, terraced houses and a factory billowing out clouds of steam.
169. At Key Stage 2 during gymnastics, pupils use different means of rolling, they can adapt and refine their actions travelling across the floor. They find solutions, responding imaginatively to the challenges they are set. They work safely in groups repeating a series of movements they have performed previously, with increasing control and accuracy. Pupils make simple judgements about one another's performance. Pupils in Year 3 and Year 4 practise travelling and changing direction without touching one another. They create shapes of various sizes and at different levels while moving safely around the hall and go on to sequence a series of movements to emulate a machine. As individuals and within groups they make judgements about others' performance and use this information effectively to improve the quality and variety of their actions.

170. Pupils in Year 1 enjoy warming up their bodies responding to the beat of the music and increasing the pace of their movements. Pupils work well in groups of four and develop imaginative ideas. They use their initiative and are confident to try out new ideas and make suggestions. Pupils at Key Stage 2 are keen and eager to engage in physical activities, but do not always strive to perform to the very best of their ability. For example, during warm up exercises pupils' posture and performance lack good control and are of unsatisfactory quality. They behave appropriately in lessons and, in one session, the class teacher deals very effectively with a pupil with special educational needs who does not always respond as requested. In small group work pupils co-operate and collaborate well. They form constructive relationships with both particular friends and the allocated group.
171. The quality of teaching ranges from satisfactory to very good but is good overall. Where the quality of teaching is very good, the expectations are high of pupils' response and their concentration on the task. These sessions are challenging and fully engage the pupils' interest. Where the quality of teaching is good, the teacher intervenes effectively to challenge and help pupils to improve their performance. Where teaching is satisfactory, shortcomings occur when the pace of the lesson is insufficiently brisk and when insufficient attention is paid to warming up at the start of the lesson and cooling down at the end. Older pupils are not sufficiently made aware of the learning objectives they are trying to achieve at the beginning of the lesson. Teachers use praise to highlight good performance but overall there is insufficient attention to assessing pupils' performance against the objectives of the session.
172. The curriculum is planned systematically and the subject meets requirements. The school intends to use the new national guidance for the subject to support medium term planning. This is a necessary development as currently insufficient attention is given to the progression of specific skills within each of the elements of the curriculum. The procedures for assessment in both the short and medium term are ineffective and insufficient records are kept which relate directly to pupils' knowledge, skills and performance within each of the elements of the subject. The co-ordinator supports colleagues well and staff attend a range of professional development sessions although these are not always related directly to the schools' main priorities. The school has good resources and accommodation to meet the needs of the curriculum.
173. The school has maintained the quality of its provision since the last inspection report.

RELIGIOUS EDUCATION

174. Judgements about standards and quality in religious education are based on a small sample of lessons, an examination of pupils' work and on discussions with teachers and pupils in Year 6. The course is appropriately planned and meets the requirements of the locally agreed syllabus. A new agreed syllabus is to be introduced at the start of the next academic year.
175. Pupils of all abilities in Key Stage 1 achieve levels in line with those expected by the locally agreed syllabus. They recall the key events of Easter, know that

the Christian communion service is a remembrance of the Last Supper and know the relevance of harvest, Christmas and baptism. Pupils understand the symbolism of bread and the wine in the communion service and know that symbolism is also used in the Jewish faith. They know some of the key stories of the Christian and Jewish faiths. For example, pupils in Year 1 and Year 2 have a very good understanding of the Hannukah story and its relevance to members of the faith group. At the beginning of lessons, few pupils know how artefacts from the Christian faith are used or what they are called. However, by the end of the lesson they have made good progress and can name artefacts such as a chalice, a stole and a “dog collar”, know how they are used and what they represent. For example, a pupil in Year 1 explains that a “dog collar” is worn by a vicar or minister and shows that the person is a servant of God.

176. In Key Stage 2, pupils including those with special educational needs, reach the levels expected. Pupils in Year 3 and Year 4 know the key events leading up to the death of Christ and how these are remembered in Christian worship. One class has produced the ‘Jerusalem Times’ which tells the Easter story in a relevant and lively way. They have compared Christian baptism with ceremonies in Judaism and have a satisfactory understanding of the similarities and differences. Pupils have written their own guidance on resisting temptation in response to the story of Christ’s temptations in the wilderness and understand how key stories provide guidance for a faith group. Higher and average attaining pupils in Year 6 recall their work on Hinduism with reasonable accuracy. For example, they know the items placed on a puja tray and how each of these is used in Hindu worship. They make appropriate comparisons with artefacts and ceremonies used in the Christian faith. Pupils know some of the key stories from the Old and New Testaments of the Bible and something of their significance for believers. Lower attaining pupils have confused some of the key elements of Christianity and Hinduism and have only a hazy recall of the key stories of Christianity. The standards and quality of provision at both key stages have been maintained since the last inspection.

177. Pupils in Key Stage 1 and lower Key Stage 2 generally respond well to the teaching and have positive attitudes to the subject. Behaviour in lessons in Key Stage 1 is very good. Pupils are highly motivated, keen to ask questions and concentrate very well. Pupils’ attitudes in Year 3 and Year 4 are more variable. Most pupils are interested, listen attentively to the teacher and to other pupils and behave well. A significant minority do not have positive attitudes. They do not listen to one another and sometimes laugh inappropriately when other pupils suggest their ideas. In Year 5 and Year 6 pupils’ attitudes are satisfactory. In general, they are not enthusiastic about the subject. This is judged to be because the time available for religious education is short and the subject does not have a high profile. Religious education is taught in parallel to French and because of the organisation, one of the teaching groups is very large. Consequently, some pupils lack interest.

178. The quality of teaching ranges from satisfactory to very good but is good overall. At Key Stage 1 the quality of teaching is very good. The teachers have high expectations and are enthusiastic about the subject. They make good use of carefully selected resources such as pictures and artefacts to gain and hold pupils’ attention. For example, a box of artefacts from a local church is used very effectively and pupils are very interested and highly motivated. Teachers explain clearly, ask challenging questions and value pupils’ answers, questions and

contributions to discussions. They provide very good role models for the pupils by handling the artefacts with respect and reverence. At lower Key Stage 2 the quality of teaching is more variable and is in the range of satisfactory to very good. Lessons are appropriately planned and teachers are generally effective in managing pupils and keeping their attention during discussion. Where the quality of teaching is very good the pace is varied and interesting. Within fifteen minutes the teacher uses a range of strategies including exposition, time for reflection, paired discussion, support for individual pupils and an opportunity for some pupils to report to the class group. This successfully sustains pupils' attention and they make valuable contributions to the lesson. Shortcomings occur when the teacher does not insist that pupils listen to each other and derisory laughter is not appropriately checked.

179. The co-ordinator has recently taken on the responsibility and provides satisfactory leadership. She has a clear understanding of what needs to be done to implement the new agreed syllabus and to raise the profile of the subject. A positive development has been the acquisition of some books which have the potential to strengthen links with literacy hour. The co-ordinator checks colleagues planning but no other monitoring such as sampling pupils' work or classroom observations has been carried out. Visits to the local church and to a Hindu temple are used well to enhance the curriculum. The school has good links with local clergy who provide good subject support for teachers. The subject makes a good contribution to pupils' spiritual, moral, social and cultural education.

180. Standards are not quite as high as during the last inspection but this is largely because there has been more concentration on literacy and numeracy. The key skills of speaking and listening and pupils' personal development are well promoted in lessons. The subject successfully promotes some of the school's aims and good links are made with collective worship.