

INSPECTION REPORT

Marnel Junior School

Basingstoke

LEA area: Hampshire

Unique Reference Number: 116017

Headteacher: Ms S Blakeway

Reporting inspector: Sheila Browning 1510

Dates of inspection: 13 -16 September 1999

Under OFSTED contract number: 707369

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

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INFORMATION ABOUT THE SCHOOL

Type of school	Junior
Type of control	County
Age range of pupils	7 to 11
Gender of pupils	Mixed
School address	Shetland Road Popley Way Basingstoke Hampshire RG24 9PT
Telephone number:	01256 328670
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Appropriate authority:	Governing body
Name of chair of governors: (where appropriate)	Mrs C Griffiths
Date of the previous inspection:	25 April 1996

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The teaching is at least satisfactory in all lessons; in over half it is good or very good. It is having a positive impact on both the attainment and progress of pupils.
- Pupils are making good progress.
- The school provides well for pupils with special educational needs; they are very well supported and they make good progress.
- The school's strategies for literacy and numeracy are good.
- Pupils have good attitudes towards learning and the behaviour of pupils and relationships are very good.
- The personal development of pupils is very good.
- The curriculum is balanced and broadly based. There are many clubs and activities.
- Assessment is well organised
- Pupils' spiritual, moral, social and cultural development is very good.
- Teachers provide good support and guidance for pupils.
- Leadership and management of the school are very good. The leadership of the headteacher is exceptionally effective.
- Staffing, accommodation and resources are good overall.
- Financial planning is very good.
- The school provides good value for money.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Teachers do not use information and communication technology consistently in all subjects to support teaching and learning.
- II. Control technology is under-developed in the design and technology curriculum.

This is a good school and there are no major weaknesses. The minor weaknesses above should form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has fully addressed all the weaknesses pointed out in its last inspection in 1996, and it is considerably better than it was. The quality of education provided is good. A clear sense of direction has been established. Leadership and management are clearly focused on improving the quality of the curriculum and overall standards. Standards have improved overall and particularly in English and mathematics. Standards in reading are much improved and the implementation of the national literacy strategy has helped to raise standards overall. The numeracy strategy has also had a positive impact and standards in numeracy continue to improve. Information gained through assessment is better used to help pupils learn and make progress. Registers now have a formal closure time. The quality of leadership and strong management, the effective planning of development and the considerable improvement since the last inspection all mean that the school is very well placed to improve further.

STANDARDS IN SUBJECTS

The following table shows standards achieved by eleven-year-olds in 1998 based on the National Curriculum tests.

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

The information shows, for example, that standards in English and mathematics are average, and in comparison with similar schools they are above average. Standards in science are below average.

There is significant evidence of improvement in the English, mathematics and science achievements of pupils now in Year 6. The work seen in information and communication technology is of a high standard. In religious education, standards are in line with the locally agreed syllabus. By eleven years of age, almost all children do well across the range of their work.

QUALITY OF TEACHING

Teaching in:	7 – 11 years
English	Good
Mathematics	Good
Science	Satisfactory
Information and communication technology	Good
Religious education	Satisfactory
Other subjects	Good

Teaching is at least satisfactory in all lessons. In 15 per cent it is very good and in 57 per cent it is good. No unsatisfactory teaching was seen.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Very good throughout.
Attendance	Satisfactory; similar to the national average.
Ethos*	Excellent. This is a strength of the school. Pupils are interested in their work; relationships are very good.
Leadership and management	Very good; governors are actively involved. The headteacher's leadership is exemplary. Teaching and curriculum development are well supported and monitored.
Curriculum	Good; broad and balanced, good extra-curricular opportunities.
Pupils with special educational needs	Good; pupils are very well supported.
Spiritual, moral, social and cultural development	Very good.
Staffing, resources and accommodation	Good overall. Teachers are well qualified and learning support assistants very good. Satisfactory accommodation and outside facilities are spacious. Both inside and outside are attractive and well maintained. Resources are satisfactory.
Value for money	The school provides good value for money.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the School	What some parents are not happy about
<p>III. The school is approachable.</p> <p>IV. The school keeps parents well informed through letters.</p> <p>V. The school encourages parents to play an active part and gives parents a clear understanding of their children's progress.</p> <p>VI. The school encourages children to get involved in more than just their daily lessons.</p>	<p>VII. Some parents are not satisfied with</p> <p>VIII. Some would like more information on</p>

The inspectors support the parents' positive views of the school. They found that homework was regularly timetabled and set and that it supported learning.

KEY ISSUES FOR ACTION

There are no key issues for the school to address. This is a good school and there are no major weaknesses. The following are minor weaknesses, which should form the basis of an action plan:

- *. teachers do not use information and communication technology consistently in all subjects to support teaching and learning; (paragraphs 34, 91, 97, 116)
- *. control technology is under-developed in the curriculum. (paragraphs 35, 113)

* **INTRODUCTION**

Characteristics of the school

1. Marnel Junior School is about the same size as other junior schools nationally. There are 250 pupils on roll, 125 boys and 125 girls. The school serves an area of Basingstoke, particularly Popley. The majority of children come from the nearby council estate. The school is popular with parents and most children transfer from Marnel Infant School. There is considerable movement between nearby schools and Marnel suffers from a high turnover of pupils. The school is in a mixed but socially improving area. The proportion of pupils receiving free school meals, 24 per cent, is broadly average. The percentage of children speaking English as an additional language, 0.5 per cent, is low. The number of pupils identified as having special needs is 30.4 per cent; this is above the national average. There are currently no pupils with Statements of Special Educational Need. Over the past few years, attainment on entry has improved and it is now broadly in line with national expectations. Recent results show standards are particularly improved in reading and numeracy; this is a major focus of the school.
1. The school's aims are 'to enable the children to achieve the highest possible standard of education'.

Key Indicators

Attainment at Key Stage 2

Number of registered pupils in final year of Key

Year	Boys	Girls	Total
1998	23	16	39

National curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	13	12	14
	Girls	12	8	9
	Total	25	20	23
Percentage at NC Level 4 or above	School	64	51	59
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils At NC Level 4 or above	Boys	13	12	14
	Girls	11	8	8
	Total	24	20	22
Percentage at NC Level 4 or above	School	62	51	56
	National	65	65	72

Attendance

Percentage of half days

		%
Authorised	School	6.0
Absence	National comparative	5.7
Unauthorised	School	0.1
Absence	National comparative	0.5

Exclusions

Number of exclusions of pupils (of statutory

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	15
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. The previous inspection report found that standards of attainment in relation to pupils' ages were overall in line with national averages. Skills in speaking, listening and writing were average but reading skills were below national averages. In mathematics, standards were generally below average and numeracy skills were not well developed, although the work of the oldest was generally average. Standards in science and other subjects were average. Standards were found to be good in information and communication technology (ICT) and in aspects of history, geography, music and art. Only limited information about national standards in some subjects was available at the time of the last inspection.
2. The attainment of pupils on entry to the school has improved since 1995 and it is now broadly in line with national averages. Over the past three years, results of National Curriculum tests at the end of Key Stage 2 and standardised tests administered by the school indicate that the school has been successful in raising the standards of the pupils' attainment particularly in literacy and numeracy. Attainment in all subjects and in all year groups has also improved. The targets for raising attainment set by the school and county have been met and in some instances exceeded; this indicates the value added by the school.
3. When compared with other schools nationally, the 1998 Key Stage 2 National Curriculum tests and assessment results show that overall most eleven-year-olds reach standards of attainment which are broadly in line with those expected for their ages in the core subjects. Results are average overall when compared with those gained by pupils from similar schools. For English and mathematics they were above the average for similar schools and for science they were below. In the 1998 National Curriculum tests, in English and mathematics the proportion of pupils exceeding the expected levels was close to the national average; in science it was well below national averages.
4. The difference in performance between boys and girls has not been significant at the end of Key Stage 2. Taking the three years 1996 to 1998 together, the achievement of the girls was slightly better in English; otherwise achievement was similar. In 1998 the achievement of girls was higher than that of boys, but not significantly, reflecting the national trend.
5. The recent trend is one of improvement, with the performance of pupils in the 1999 national tests at Marnel being significantly better than the previous year. The school's scores also confirm that the gap between them and the national average is decreasing. This has been achieved by a combination of factors, which include improved teaching strategies, the introduction of the national literacy scheme, piloting of the numeracy strategy, and careful monitoring and target setting. For example, there is now a better match of work to pupils' prior attainment. Curriculum planning has improved, and it now ensures continuity and progression, accurate monitoring and evaluation of these and of pupils' assessment, and parental support has also increased. There are improvements in standards as pupils move through the school.
6. Inspection evidence confirmed that these recent test results were a reasonable and

accurate reflection of levels of attainment in the school in all three core subjects at the end of the key stage. Work scrutiny and lessons observed revealed substantially improved levels of attainment in English, mathematics and science. In information and communication technology (ICT), standards remain above the national average. In religious education, standards achieved are in line with the expectations of the locally agreed syllabus. In other subjects attainment is in line with national averages and expectations.

Literacy

7. The school has adopted the national literacy strategy. The literacy targets that it has set are having a positive effect on the level of attainment at the end of the key stage. By the end of Key Stage 2, pupils' literacy skills are good and for a majority of pupils they are above the national average in speaking, listening, reading and writing. This is a significant improvement since the last inspection. Across the curriculum pupils become confident speakers and listening is good. There are many good examples of creative and extended writing, particularly in topic work about the Egyptians, Ancient Greeks and World War Two. Standards in spelling are average, and pupils are extending their subject specialist vocabulary well. Handwriting, which is overtly and consistently taught, is at least average and there are many examples of good quality work. As pupils progress through the school, they make good use of their literacy skills across the curriculum, for example writing reports in science, recording information about different artists and art movements, and researching and recording facts in history, geography and religious education. Pupils use word processing skills in ICT and in English, but these skills are not generally transferred in other subjects.

9. *Numeracy*

8. Pupils' have satisfactory numeracy skills and this is a significant improvement since the last inspection. For example, pupils apply their numeracy skills and knowledge to solve a variety of real-life problems, such as estimating the amounts of materials required to carpet a room. They can collect and record data for attendance at a football match; in a history topic involving invaders' boats, they investigate the permeability of materials. In science, they collect data in the form of graphs. In design and technology, pupils used precise measurements in plans and designs for a shelter and measure and refine templates for hand puppets.
9. In English, pupils respond to and ask questions in several situations with increased confidence. They listen and discuss issues in group discussion. Pupils read aloud with increasing confidence and read silently with sustained concentration. Writing is increasingly independent and structured and in a cursive style. Pupils recognise patterns in spelling and generally spell correctly. In mathematics, pupils know their multiplication tables and use their knowledge to solve a variety of problems. Their ability to carry out mental calculations is good and they have a sound grasp of the four number operations. In science, investigative skills are developing well and pupils' understanding of key scientific principles is improving. In religious education, standards achieved by pupils are in line with the expectations of the locally agreed syllabus. These standards have been maintained since the last inspection. Throughout the school there is sound knowledge of the stories and symbols of the Christian faith. Progress is also sound in the study of other world religions, such as Hinduism and Judaism. The attainment of pupils in ICT remains above the national expectation. Pupils 'log on' and access various programs. They select and use different sized fonts and backgrounds. They organise and communicate their ideas in different ways. Most pupils throughout the school use a computer with

confidence.

10. In art, pupils' attainment is maintained, is in line with expectations and, on occasions, exceeds them. Pupils modify sketches successfully and work confidently with watercolours. Their knowledge of different artists and movements is developing well. In design and technology, attainment remains in line with national expectations. Year 5 pupils can consider materials appropriate for a shelter in the rainforest and produce annotated plans, and older pupils design and make hand puppets for 'The Mad Hatter's Tea Party', looking at existing puppets and developing their own mock-up. In music, attainment is in line with national expectations, with singing remaining a particularly good feature. Pupils sing tunefully and from memory, compose and perform to audiences, using different instruments and voice with increasing confidence.
11. In geography, evidence was insufficient to make a judgement about attainment. Progress in geographical knowledge and understanding is satisfactory overall and sometimes good. Pupils' knowledge and skills are particularly well developed in relation to their local environment and to mapping. In history, attainment remains in line with national expectations. Pupils demonstrate factual knowledge about aspects of British history and that of other countries. They are skilled at using historical resources such as memorabilia and photographs. Only gymnastic lessons were observed during the inspection so no judgement could be made about pupils' overall attainment in physical education.
- 13.
12. Pupils are making good progress overall. This judgement is based on analysis of a sample of pupils' work through the key stage and the quality of their learning in lessons and over time. In almost all lessons pupils make at least satisfactory progress and in over four out of ten lessons they make good progress. Pupils in Years 3 and 6 are making particularly good progress. Performance is much improved from the time of the last inspection.
13. Pupils make good progress in English, mathematics and ICT. Pupils make satisfactory and sometimes good progress in science, for example when developing scientific skills and knowledge and particularly in Year 3. They make satisfactory and sometimes good progress in geography and music. They make satisfactory progress in art, design and technology, history, physical education and religious education.
14. In English, good clear progression is evident; pupils develop their language skills well. Books are neat and well presented. Pupils are helped to consolidate their reading, spelling and handwriting. Progress is made in phonic skills across all classes and this is reinforced appropriately. This is an improvement since the last inspection. Some younger pupils make less progress when they are inactive for periods of time, due to teacher talk and pace of lessons. In speaking and listening, pupils generally make good progress. Pupils enter the school with below-average reading skills and they leave with reading standards that are close to and sometimes above the national average. By the time they leave, many pupils achieve at the expected levels in writing. In mathematics, all pupils make good progress, particularly in numeracy and in their skills of investigation. This is a significant improvement since the last inspection. In science, throughout the school pupils make satisfactory progress in the development of scientific skills and knowledge. Progress is sometimes good in Year 3. There is insufficient use of ICT skills to store, retrieve and represent data to enhance pupils' progress. This is true of most subjects with the exception of English and history.

15. Overall, in art, progress is satisfactory. In some lessons it is good, as, for example, when exploring line and tone for observational drawing. This is similar to the findings of the last inspection. In design and technology, progress is satisfactory. Pupils explore, research and identify the requirements and materials needed for different kinds of shelters and glove puppets. In geography, progress in geographical knowledge and understanding is satisfactory overall and some pupils make good progress. Their knowledge and skills are particularly well developed in relation to their local environment and to mapping. In history, topic work shows that pupils are given a wide range of opportunities to develop their skills in understanding and interpreting the past. In ICT, as at the time of the last inspection, progress is good. Pupils increase their knowledge of the computer and their keyboard skills and confidently apply them to new situations, including word processing and data handling; however, control is limited. In music, progress is satisfactory and it is particularly good in singing, as at the time of the last inspection. In physical education, pupils make satisfactory progress in body management skills. Progress in refining the quality of performance is under-developed. In gymnastics, they explore and co-ordinate their body movements and show confidence in using apparatus. There is evidence that pupils make good progress in swimming. At the time of the last inspection, pupils made satisfactory or better progress. In religious education, pupils make appropriate gains in knowledge and understand aspects of Christian and different beliefs. This judgement is the same as at the time of the last inspection.
16. In all subjects, pupils with special educational needs make good progress against the targets in their individual educational plans (IEPs) and in relation to prior attainment and within their developing capabilities, particularly in reading, writing and numeracy skills. Higher-attaining pupils are suitably challenged and achieve well at Marnel. This is directly due to the quality of teaching and support, which is good and in some instances very good. This is an improvement since the last inspection.

Attitudes, behaviour and personal development

17. Pupils show good attitudes towards their work. They are keen to do well, and strive to achieve the high standards which teachers present to them as attainable. They respond well to being trained in good working practices: to listen carefully and quietly, to get on with their work without a fuss, to be aware of other people and to work together. In most lessons they are able to concentrate fully to the end; their concentration only lapses when the teacher talks too much, the lesson lacks variety or sparkle, or goes on for too long. As they progress through the school, pupils take pride in producing pieces of work to a high standard in both content and presentation.
18. Throughout the day pupils behave very well, responding to the high expectations of their teachers. Pupils are thoughtful and courteous, opening doors and picking up things for visitors. The building is neat and tidy, and pupils enthusiastically volunteer for litter-picking duties in the playground at lunchtime. There have been no recent exclusions and no evidence of anti-social behaviour of any kind in the recent past. Pupils mix across the ages at the lunchtime 'Gold card club' and co-operate together in clubs and other activities.
19. Relationships between pupils and with all the adults in the school are very good. Pupils trust the adults, and want to do their best for them. At school pupils learn to work well together: some of the Year 3 pupils, only in their second week in the school, found it hard to share a set of shading pencils and wanted to hold a complete

set in their hands. Year 6 pupils co-operated very well, sharing a set of photographs within a group. The pupils waited very patiently for a late class to arrive in assembly, with a sense of respect that the latecomers were probably doing something important.

20. Pupils regularly demonstrate their willingness to take responsibility and use their own initiative. They make suggestions to the headteacher with confidence. There are many opportunities within school for pupils to take responsibility, and they perform regular duties or undertake tasks reliably. Whether these are organised, such as the pond monitors, or volunteers, such as the pupils who help stack away the dining tables after lunch, they do so each day with a commitment which comes from understanding that they and their effort are valued. Sometimes pupils write to parents to explain their fund-raising activities. A recent initiative to write to parents about the dangers of parking on the zigzag lines outside the school had a very positive response from parents.

22. Attendance

21. Attendance at the school is very close to the average of similar schools nationally. The level of unauthorised absence is low, but the school has concerns about the amount of authorised absence caused by holidays being taken in term time. Pupils are encouraged to arrive punctually to school, and most are very good at this.
22. The absence rates are being correctly reported to parents as required.

QUALITY OF EDUCATION PROVIDED

Teaching

23. The overall quality of teaching is good and in all lessons it is satisfactory and better. Teaching is a key factor in the good progress made by pupils. In just over half of lessons seen, teaching is good and better; in nearly one in six, it is very good or even excellent. No unsatisfactory lessons were seen. There are more instances of very good teaching in Years 3 and 6 than in other years. These figures are a significant improvement on the quality of teaching as detailed in the last inspection report, when the quality of teaching was very variable and ranged from good to unsatisfactory.
24. This improvement is a result of the effective way in which the school has responded to the key issues identified by the previous inspection. Main factors contributing to the quality of teaching are improved teaching strategies, the introduction of the national literacy scheme, the piloting of numeracy, careful monitoring and target setting. A better match of work to pupils' prior attainment and improved curriculum planning and accurate monitoring and evaluation of these and of pupils' assessment have been achieved. Pupils' attainment and progress are directly linked to the quality of teaching, which ensures continuity and progression.
25. Teachers know their subjects well, with the exception of physical education in some lessons when there is a lack of specialist knowledge. Expectations of work and behaviour are good and continue throughout the school. Work is very well matched and targeted for individuals, and pupils are challenged appropriately. Higher-attaining pupils have extra support to ensure that they are extended fully. The quality of teaching and support for pupils with special educational needs is good and in some instances very good. Learning support assistants give effective help to individuals and small groups of pupils. The good quality teaching ensures the

progress of lower-attaining pupils. The use of praise supports pupils: they are made to feel secure and their confidence and self-esteem improve. These are improvements since the last inspection.

26. The quality of teachers' planning is generally good. However, appropriate references to the National Curriculum levels of attainment are not always noted in all subjects; this occasionally results in a mismatch of work to pupils' abilities, as for example in science. Throughout the school, teachers prepare their lessons thoroughly by identifying precise learning objectives and grouping pupils carefully. Lessons are well planned and show a logical progression of activities. The strategies in place for teaching literacy and numeracy are very good, and teachers use them effectively to raise attainment. Practical activities are particularly well planned; despite this, accommodation in art lessons is cramped at times, but this is not a constraint to delivering the curriculum. Joint planning by year-group teachers is a strength of the teaching. Lessons are well structured and there are some good cross-curricular links, for example, in ICT and geography in Year 3 and ICT and science and health education in Year 4. The pupils respond to this with enthusiasm and their determination to work hard is evident in all lessons in all classes.
1. Relationships are very positive. Knowledge is consolidated through the effective use of question and answer sessions and by assigning tasks that are appropriate. Teachers encourage speaking and listening through discussion and the use of technical terminology, particularly in English and science. The management of behaviour and class management skills are very good: teachers work consistently hard to maintain a calm, settled working atmosphere in their classes. This is a significant improvement since the last inspection. Teachers generate a good response from their pupils.
2. The pace of most lessons is steady, but it ranges from steady to occasionally rather slow. Generally, teachers use a good variety of methods and organisational strategies. Where this is combined with good pace and management of pupils, positive effects are achieved. Occasionally, younger children are inactive for long periods of time listening to the teacher. Resources are used appropriately and particularly well in English, science, ICT, art, music and physical education. ICT skills are less well transferred to other subjects, with the exception of English and history. The use of classroom space and access to material are well organised in practical subjects. The environmental area in the school grounds and particularly the pond are well exploited by teachers. Visits out as well as visitors to the school make a significant contribution to pupils' knowledge and understanding in history.
3. The quality and use of day-to-day assessment are satisfactory. Informative records are kept and are used to group pupils. For example, in mathematics the early identification and support of pupils in Years 3 and 4 means that problems are speedily addressed, ensuring the best possible progress for these pupils. Marking generally confirms pupils' achievements with some reference to their next learning goals. Much of the pupils' work is annotated with useful comments and suggestions to indicate the way in which pupils can improve their work.
4. Marking is less effective when it does not clearly identify what pupils need to do to improve their work. Teachers mark regularly. Oral evaluations are good and they are used successfully in all subjects.
5. Homework contributes satisfactorily to pupils' attainment and progress.

The curriculum and assessment

1. The curriculum is broad, balanced and relevant and effectively promotes pupils' intellectual, personal and physical development. The school meets the statutory requirements to teach the subjects of the National Curriculum and the Locally Agreed Syllabus in religious education. There is a sound equal opportunities policy and the school provides all pupils with good and equal access to its curriculum and other activities, regardless of their gender, background or level of attainment. There are particular curricular strengths in information and communication technology (ICT) and in the provision for pupils with special educational needs (SEN). The planned curriculum for ICT is well delivered during timetabled class sessions in the specialist suite. However, ICT skills are not transferred in other curriculum areas. The curriculum appropriately prepares pupils for their next stage of education.
2. The time allocated for each subject is appropriate, bearing in mind the current national emphasis on literacy and numeracy. The teaching time allocated for the core subjects is above the national average. ICT is taught as a discrete subject with a specialist suite well used for the direct class teaching of relevant skills. Use of ICT to support teaching and learning in other curriculum subjects is limited. The allocation of teaching time to subjects is well monitored by the headteacher. The time allocation for teaching physical education is just below average but teachers are very efficient and maximise well the time given for lessons. History and geography, along with art and design and technology, are taught effectively in blocks of time, often within topics. Control technology is under-developed in the design and technology curriculum; this is recognised by the school.
1. The curriculum co-ordinators have explicit roles; they effectively plan within teams and liaise well with the school's governing body. Teachers monitor their subjects satisfactorily, although the time available for this is limited.
2. Provision for pupils' personal, social and health education and sex education is good. It is taught informally and formally through class discussion, specific lessons and during 'circle time'. Many aspects of personal, social and health education are appropriately handled through various subjects. For example, dental hygiene is taught within the science topic on teeth in Year 4.
3. Provision for pupils with SEN is good. The Code of Practice for special educational needs is effectively implemented. Pupils with special needs are fully integrated into classes and have the same curriculum entitlement as all other pupils. They are sometimes withdrawn from classes to receive specific support in small groups or individually. Their individual education plans are well structured to contain specific and relevant targets. These are reviewed regularly by teachers and pupils in order to ensure that progress is made. Parents are given the opportunity to be involved in these reviews. New targets are set as appropriate. Teachers and learning support assistants work together well to ensure that relevant work is provided. Information from assessments is used effectively to plan future programmes of work for pupils with special needs.
4. The planning of the curriculum is good. It is becoming further refined through regular meetings between the co-ordinator and the headteacher to establish subject development plans. The literacy hour has been very successfully introduced and the good planning and preparation for the numeracy framework have resulted in its effective implementation at the start of the current academic year. The effective

implementation of the National Numeracy Strategy in the school successfully addresses the key issue from the last inspection relating to the provision of an appropriately balanced mathematics curriculum.

5. The school has a comprehensive range of good subject policies. Policies state clearly the aims and objectives for each subject, how it will be taught and the relevant assessment arrangements. Schemes of work are closely linked and referenced to the National Curriculum Programmes of Study. Some are based on the recently published Qualifications and Curriculum Authority frameworks. Short-term planning is generally good and the procedures for monitoring teachers' planning and lesson content are good.
6. A wide range of activities outside school hours enhances the curriculum and reflects a high level of commitment by the staff who run them. There are a number of clubs for pupils and these are generally well attended. School teams successfully participate in local sporting competitions. Activities cover a variety of sporting, recreational, environmental and musical pursuits and appear much enjoyed and well supported by the pupils. French is also offered as a club activity. The school also provides a range of educational visits and visitors in order to enhance overall curriculum provision. These include a Year 5/6 residential trip to a study centre in Devon and a visiting speaker to talk about life in an Indian village.
7. The school has a very effective assessment policy, which clearly defines procedures and identifies targets for further development. Assessment is included in the schemes of work for all subjects. It is sometimes carried out during or at the end of units of work and the results are well recorded. The school carries out regular testing of pupils throughout and at the end of the key stage. Good use is made of the outcomes of analysis of National Curriculum and other standardised test data. Teachers are aware of assessment data and generally use it to make closer links between planned learning targets and teaching. This effectively meets the key issue arising from the last inspection. Teachers' records of individual pupils are used effectively to provide a sound basis for discussion with parents and to inform the annual reports to parents. Some moderation of pupils' work is developing but this does not currently apply to science. The quality of marking is consistently positive and in line with the school policy.
8. Homework is timetabled regularly for each year group and the emphasis is on numeracy and literacy. The impact of the arrangements on pupils' attainment and progress is due to be monitored by the school in the near future.

Pupils' spiritual, moral, social and cultural development.

9. Provision for pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. This is an improvement upon the last report. A very positive ethos has been established and the school's aims are carried out very well in practice. The importance which the school attaches to this aspect of its work is seen in the clear commitment to the personal development of each individual within a secure and caring environment.
10. Provision to meet the spiritual development of pupils is very good. Assemblies play a significant part in promoting spiritual and moral awareness. They are given a high priority in the life of the school and are thoughtfully planned, covering a wide range of themes. They offer many good opportunities for pupils to reflect on their own feelings and to think about the world beyond. For example, simple dramatisations,

involving feelings known to all pupils, are successfully related to the larger issues of racism and democracy. Pupils throughout the school have appropriate opportunities to talk about their feelings and ideas. Religious education lessons make a satisfactory contribution to pupils' spiritual development: opportunities are regularly provided for pupils to think about the relevance of Biblical stories to their own experiences. Pupils are regularly given the opportunity to express their personal responses to the work of artists and to the natural world. For instance, in a science lesson pupils were spellbound by the detail of plant formation observed through a magnifying glass.

11. The provision to develop moral values is very good. The majority of pupils enter the school with an understanding of what is right and what is wrong. The school builds very well on this sound start. The positive approach to behaviour in the school, where each pupil is valued for his or her own worth, successfully promotes very good moral values. All adults have the same high expectations of behaviour. They provide a structured and caring environment in which pupils develop sound moral principles. The school is aware that pupil mobility means that there is a need to emphasise constantly the standards expected. Older pupils are sufficiently confident about their moral position to be able to point out to younger pupils in the playground basic principles of caring and sharing. Good work and behaviour are rewarded in a weekly sharing assembly. Parents are appreciative of the values that the school seeks to teach.
12. The provision to promote the social development of pupils is very good. Teachers set a good example in their relationships with one another and with pupils. The headteacher's leadership is particularly significant in this aspect of pupils' personal development. Her firm but fair treatment of the pupils gives them confidence and a strong sense of self-worth. Pupils are encouraged to value each other's talents and abilities. In lessons they are expected to take turns and to listen to each other with interest and respect. Teachers provide many good opportunities for pupils to work together collaboratively, for example, in group dramatisations of Victorian life in Year 6. Pupils benefit from a wide range of adult support. This good provision enables them to relate confidently to adults both in small groups and as individuals. The school makes good provision for pupils to accept responsibility for a range of classroom and whole-school duties. Year 6 pupils take their responsibilities very seriously and provide good role models for younger pupils. The school also provides well-targeted support for pupils with identified special needs.
13. The provision for pupils' cultural development is very good. Teachers use the opportunities across the curriculum, particularly in art and music, to point out to pupils aspects of their own heritage and of the cultural traditions of others. Pupils visit local areas of cultural interest, including museums and galleries. They take an active part in regular musical performances, as part of good curriculum provision to develop both musical skills and understanding. They study the work of recognised artists and craftspeople and are provided with opportunities to take part in both dance and drama lessons. Good opportunities are provided in religious education to learn about beliefs and values held in esteem by other cultures and to know that their own culture is mainly Christian.
14. The school is very outward looking and many of the activities in which pupils become involved provide good opportunities for development across all four areas. For example, the school is regularly involved in fund-raising for a wide range of causes. Pupils reflect on the problems faced in their own and different social cultures and they are provided with opportunities to make moral decisions about their own actions.

Support, guidance and pupils' welfare

15. Teachers place great importance on understanding their pupils and on giving them the confidence to achieve high standards in the areas of academic achievement, behaviour and personal development. They encourage the pupils to work industriously, to take responsibility and to set their own targets. The monitoring of academic work, behaviour and lateness are satisfactory. All the adults in the school work together as a team, providing the necessary support and guidance. Parents feel that all staff show a genuine interest in the children as individuals.
16. The school endeavours to meet the needs of individual pupils; for example, a group of Years 5 and 6 slower readers meet in the headteacher's office each lunchtime to challenge each other to improve their reading speeds. This contributes to their progress. As a result of this and other strategies, most achieved the average level in English. The quality of support for special educational needs is good. Pupils are well known by the small team of non-teaching support staff. Office staff who send out reminder letters to parents about absence and punctuality closely monitor their attendance. Since the last inspection, the school has introduced a time for closing the register and a separate means of indicating pupils arriving after this time. Over the last academic year, routine monitoring failed to pick up registers which were not fully completed. Registers are now being returned to the office in the afternoons, for health and safety reasons.
17. The school behaviour policy is relevant, sensible, and consistently applied in a positive manner, which leaves the pupil feeling valued and wanting to deal with the identified less than perfect behaviour. Teachers set high standards of behaviour for moving quietly, listening well and being aware of others, and these help to promote pupils' personal development. The good systems in place are being constantly refined, and have led to a reduction in exclusions: there were none in the last school year. The 'Gold card club' was started for children who found playground relationships difficult at lunchtime, and they were provided with supervised alternative craft activities. Its popularity with all children has led to an effective integration; the scheme is now open to all, and numbers have to be limited to two per class each day.
18. Child protection issues are well understood. The headteacher takes overall responsibility and all procedures comply with local protocols. Pupils who are injured or unwell at school receive a satisfactory level of care. There is an adequate level of supervision at lunchtime. Some play equipment is provided, and the playground has room for a game of football alongside other activities.
19. A few minor matters of health and safety were brought to the attention of the headteacher during the inspection, and put right immediately. A termly health and safety check by the caretaker and headteacher is acted upon, but nil returns are not fully reported to governors, in order that they may have confidence in the safety of the school environment.

54. Partnership with parents and the community

20. The school is friendly and open in its communication with parents, inviting them to a range of events as well as providing regular opportunities for them to see their children's work and meet their teachers. Information evenings for parents of Year 6

pupils are very well attended, and the school routinely holds meetings for parents on national initiatives such as the Literacy Hour. The school writes frequently to parents about forthcoming events, but there is as yet no regular newsletter. The school celebrates its successes, and values everyday work with parents and, through a weekly sharing assembly, enables pupils to be confident speakers to a wider audience. A number of parents felt that they did not have enough information, beyond the topic title, of work being done in school. A criticism of this aspect was made in the last report. The provision of such information would give parents further scope to support their children at home. Many parents already supervise reading and other homework.

21. Reports to parents are of good quality: the best give parents valuable information about the progress their children are making in different parts of the curriculum. Areas which need improvement flow logically from the statements into targets for the child, with which the parents can offer their support. Each report concludes with a summary of specific targets. The children and teachers are already beginning to work on these targets.
22. Teachers make good use of visitors, the local area, events and competitions to support the curriculum. The range of additional activities is extensive; for example, a local policeman organises tag rugby after school, and the choir are rehearsing as part of a whole-school entry in JC200, a national millennium celebration. Pupils are aware of local needs, and gave their harvest gifts, in an appropriate form, for homeless teenagers in the town. The school has maintained its good links with local schools and representatives of the local community.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

57. Leadership and management

23. The school is strongly led by a committed and innovative headteacher. She is well supported by the developing senior management team whose skills complement hers. They serve the school successfully and together provide a very clear educational direction for the school. Management is effectively shared among them, small management teams and subject leaders. The management teams relate to different aspects of school development and ensure that each project is appropriately kept on track. The headteacher and deputy headteacher oversee the pastoral needs of pupils and communications with classes and teachers, and support newly-qualified teachers and new teachers to the school. The overall monitoring, support and evaluation of teaching and curriculum development are good. The headteacher and deputy headteacher with the governors have played a crucial role in leading the school through the considerable improvements achieved since the last inspection.
24. The governing body acts well as a critical friend to the school. It brings to the task experience, good expertise and commitment. For example, governors on the curriculum committee bring considerable knowledge and experience of education. They are attached to different year groups, and take a special interest in those years. The chair of governors maintains close and regular personal contact with the headteacher and other governors. Appropriate and effective sub-committees are in place; these operate as efficient and flexible management teams for effectiveness. Contacts with the governing body of the adjacent infant school are good. Governors are involved and informed in all aspects of school life. They take an active part in whole-school development planning and monitor curriculum development.

25. Subject co-ordinators are encouraged to develop their roles fully and they exercise responsibility effectively for the content of their subjects, for associated resources, for monitoring and for advice to their colleagues. The management systems and structures in place are strong and promote the attainment and progress of pupils well.
26. The school has based its development planning upon the action plan drawn up after the last inspection. The school improvement plan for 1999-2000 reflects new priorities and initiatives and, with whole-school policies and curriculum plans, provides a good, structured and flexible framework. All members of staff and governors have been involved in its development. It provides a good focus and ensures a firm basis for implementing change in a planned and efficient way.
27. The school's aims and values underpin the work of the school and are shared. The ethos in the school is very positive and one which values individuals. The ethos is a strength of Marnel. The school has created a strongly supportive, caring and happy ethos, committed to the achievement of high standards. Pupils are interested in their work and relationships are very good. The very good management of the provision for pupils with special educational needs ensures that they have equal access to the opportunities which the school provides.
28. All statutory requirements are met.
29. The school has made considerable improvements and has addressed all of the weaknesses pointed out in its last inspection in 1996. The quality of education provided is good. Leadership and management are clearly focused on improving the quality of the curriculum and raising standards. Standards have improved overall and particularly in the core subjects of English and mathematics. The school has adopted a more rigorous system of monitoring pupils' acquisition of reading skills and all class teachers are involved in teaching reading. Standards in reading are much improved and the implementation of the National Literacy Strategy has helped to raise standards overall. The early implementation of the numeracy strategy has also had a positive impact and standards in numeracy continue to improve. The teaching of numeracy is consistent and all pupils are provided with a mathematics curriculum which is appropriately balanced and matched to their individual needs. Information gained through assessment procedures now makes a greater impact upon the quality of learning and standards of pupils' achievement. All teachers are informed about and use assessment data to link teaching and planned learning targets. Registers now have a formal closure time. The quality of leadership and strong management, the effective planning of development, and the considerable improvement since the last inspection all lead to the judgement that the school's capacity for further improvement is very good.

64. Staffing, accommodation and learning resources

30. Staffing, accommodation and learning resources are good overall. All pupils benefit from a coherent programme of planned work across each year group and through the key stage as a result of the careful allocation of staff, resources and accommodation. There has been some slight increase in staffing since the last inspection to match a rise in the pupil population. The number, qualifications and experience of the teaching staff currently provide a good balance to meet the demands of the National Curriculum and religious education. They are well deployed to maximise their strengths throughout the school. Good arrangements are in place

for the induction of staff. Currently, there are two newly qualified teachers (NQTs) who receive very good support from their mentors and the school in line with the school's well-structured mentoring policy. Internal and local education authority induction arrangements for NQTs and teachers new to the school are very supportive and helpful. The arrangements for the appraisal of staff are well established and implemented. The provision for staff training is good. Training for the implementation of the National Literacy Strategy has been successfully completed, resulting in the school's full and effective introduction of the literacy hour. Preparations for the introduction of the National Numeracy Strategy have been completed effectively, allowing for the full implementation of the required daily numeracy sessions. Learning support assistants who work with pupils with special educational needs are well qualified and effective.

31. Since the last inspection, all available space in the school continues to be well used. The school is housed in a flat-roofed building situated on an attractive and extensive site. This includes a large field, a conservation area with a pond, an adequately sized playground and a wildlife area with trees and shrubs. All these facilities are well used to promote teaching and learning, in science and physical education, for example, and for social interaction at playtimes. The specialist information communication technology (ICT) room observed during the last inspection has now been developed into an exceptionally well-equipped and well-used ICT suite. Pupils with special educational needs continue to be taught effectively on an individual or small group basis, often in the room designated for the purpose. The school library is located on the ground floor and is easily accessible to all pupils. All the specialist areas are appropriately timetabled for maximum use. The hall is of adequate size and is well used for assemblies, school dinners and physical education and drama lessons. The school's internal accommodation is of a good standard. The present standards of cleanliness and hygiene are very good, thanks to the efforts of the caretaker and his staff. Recent re-decoration in some parts of the school, the stairwells for example, adds to the clean and pleasant appearance of the inside of the school. Some good quality displays of pupils' work are appropriately balanced with commercial and photographic material. During the time of the inspection, early in the academic year, some displays were not completed or in place. Those seen adorned the classroom and corridor walls and helped enhance the appearance of the building.
32. During the last inspection, resources for learning were variable in amount and quality. There were deficiencies in mathematics, physical education, geography and music and there were too few non-fiction books in the school library. This situation is now remedied and the library has a satisfactory range of fiction and non-fiction books. However, books in some curriculum areas such as geography and science tend to be too difficult for the less able readers. Learning resources overall now meet the needs of all pupils and of the curriculum. There is a wide range of good quality, readily accessible resources available for English, mathematics, information communication technology and physical education. Resources are adequate in the other subjects except for religious education, where there are insufficient artefacts. Resources for pupils with special educational needs are well organised and sufficient to support effectively the pupils' learning and progress.

67. The efficiency of the school

33. The school makes good use of the funds available to it. Governors are fully involved in discussions concerning the budget with, for example, protected finance for a five-year rolling programme of redecoration. There is very good forward planning for the

budget. The headteacher has a clear idea of the school's needs, and is alert to opportunities to gain additional funds, for example using a government initiative to provide funding for the computer suite.

34. Teaching and learning support assistants are very well deployed, and the headteacher maximises expertise and makes the best use of teachers, for the benefit of the pupils. In this way, classes can receive specialist teaching in a number of subject areas.
35. The accommodation is well used, with specialist areas such as the hall for physical education, the information communication technology suite and the library almost fully utilised in the time available. Because of the current priority being given nationally to literacy and numeracy, the specialist areas are under-used in the mornings.
36. Books and other learning resources are well used throughout the school.
37. The most recent audit occurred after the last inspection, in June 1996. Its recommendations were acted upon. The school operates its finances efficiently, and finances are audited annually. Financial control is satisfactory. The number of hours allocated to administration is high compared with other schools. The two staff work well, supporting teachers and providing a public face for the school. Funding for pupils with special educational needs is appropriately managed and distributed.
38. The school is adding value in the achievement of its pupils: it sets targets and monitors pupils' progress and provides a good standard of education and so gives good value for money.

73. PART B: CURRICULUM AREAS AND SUBJECTS

English

39. The results of the 1998 national tests showed, at the end of Key Stage 3 pupils' attainments, by the time they are eleven, to be broadly in line with the national averages for all schools. Scores for pupils attaining higher grades are also close to average. Teacher assessments generally reflected test results but are lower for higher-attaining pupils. Results in English were above those of similar schools. Taking an average of the last three years, performance in English has been well below the national average. However, the school's scores have improved considerably and the gap between them and the national average is decreasing. There are no significant differences between the performance of boys and girls; this is reflected in inspection evidence. Results for 1999 indicate that this upward trend is being maintained and show further improvement.
40. In the school's previous inspection, standards in English were judged to be satisfactory overall in speaking and listening, and in writing pupils achieved in line with the national average. In reading, achievement was below what was expected, with a significant minority who could achieve more. Evidence from the present shows that standards are at least in line with those expected nationally and that attainment, particularly in speaking and listening and reading by the end of the key stage, is occasionally above expectations. Standards in literacy are at least average and are often above. All pupils, including those with special educational needs, make satisfactory, and often good, progress, particularly in speaking and listening and reading. Standards in writing have also improved. There are some good examples of cursive script and extended writing, and spelling is improving.
41. During lessons, pupils generally make at least satisfactory and more often good progress. Progress is good when teaching is lively and sharply focused and when pupils build effectively on prior learning. Progress in speaking and listening is evident from Year 3 upwards. On entry to the school, pupils' oral skills are relatively weaker and these are worked on and addressed quickly; for example, all pupils are encouraged to answer in complete sentences and to use correct grammatical terms at every opportunity. Pupils become confident speakers and use Standard English in appropriate situations. Most express themselves well and clearly. They use subject-specific terms with increasing understanding. Pupils continue to improve and build on their reading skills and, by the time they leave the school, standards in reading are close to the national average and in many cases above. Progress in reading and writing is good. There are many good examples of retelling stories, facts and events, and personal accounts and book reviews. Pupils produce good extended writing and use ICT effectively to communicate their ideas in, for example, 'The Marnel Mag', and children have written to parents about their concerns. There are good examples of research and investigations undertaken for topic work. By the time they leave, many more pupils are achieving the expected levels in writing. Clear progress in the development of cursive script is evident as pupils move through the school; it is taught consistently, with a sharp focus on presentation. Most pupils explore basic sentence structure and simple monosyllabic words to good effect to support their developing literacy. There are some good examples of progress being promoted well during group time, when teachers target individuals and small groups for extra support, making effective use of information gained from assessments. Pupils with special educational needs make good progress, with focused support in small groups and clear targets for improvement. In the literacy hour, pupils practise

phonic skills and improve their understanding.

42. The quality of teaching in English, including the literacy hour, is good overall. Over half the lessons seen in English were good, with nearly one in ten very good. The best teaching is lively, motivating, and challenging. Learning objectives are sharply focused, shared with pupils and consistently reinforced. Good questioning extends and consolidates pupils' knowledge and understanding well. Pupils' ideas are valued. Teachers have a secure understanding of the subject. Good planning is supported effectively by a detailed curriculum framework. Explanations and instructions are well focused. Pupils' tasks are matched effectively to their abilities. Higher-attaining pupils are challenged appropriately. Class management skills are very good and teachers work consistently hard to maintain a calm, settled working atmosphere in their classes. Teachers have high expectations for work and behaviour and the pupils respond well. They have positive relationships with their pupils. The pace of lessons is generally brisk. On occasion in the lower part of the school there is a tendency for too much teacher talk and pupils are inactive for long periods of time. Assessment procedures are good, and usefully inform teachers' planning. Marking confirms pupils' achievements and sometimes targets their next learning. Homework supports pupils' learning in school well. Parents generally support their children well with reading and in maintaining the reading records.
43. As a result of the good teaching, pupils' attitudes to English are good overall. Pupils work purposefully, and try very hard. They contribute well to discussions and are interested and attentive. They generally listen carefully to each other, although younger pupils still find this difficult, but they are establishing routines.
44. The curriculum for English is good, supported extremely well by the national literacy strategy. Other aspects are taught well outside the literacy hour, for example extended and cursive writing and drama. The impact of the strategy on the curriculum outside English is positive. Examples of the shared-text approach in subjects were seen. Literacy as a focus in other subjects is developing well. Good emphasis is given to subject-specific vocabulary in most subjects. There are many opportunities for discussion in all subjects. Individual talks and presentations are a good feature in other subjects. The management of English and the literacy strategy is excellent. The co-ordinator has a very clear view of the development of the subject, and analyses assessment results rigorously to inform future practice. The co-ordinator works hard to support colleagues through monitoring teaching and learning, planning and pupils' work. Learning support assistants are highly valued and contribute substantially to the progress that pupils make.
45. All of the weaknesses identified during the previous inspection have been successfully addressed, and in many instances these have become strengths, reflecting the high priority given to raising standards in literacy in the school. Standards in speaking and listening and in reading have improved considerably. Standards in writing have also improved; pupils are enabled to develop their personal study skills. Resources are good, accessible and well used. The library is timetabled for use by each class and there is evidence that it is well utilised and its stocks are being increased suitably. These are supplemented by the local authority loan scheme. There have been visits by authors and a book week is held annually.

80.

Mathematics

46. The results of the 1998 national tests show pupils' attainments, by the time they are eleven, to be broadly in line with the national average for all schools. Since 1996, the results of national tests demonstrate the school's continuing improvement in standards year on year. Results for 1999 indicate that this upward trend is being maintained, with a significant increase in pupils attaining at higher levels. Boys and girls attain equally high standards in the national tests. When results of national tests are compared with schools of a similar context, pupils at Marnel attain above the average for such schools.
47. In the school's previous inspection, standards in mathematics were judged to be below national expectations but in line with the abilities of pupils. Standards in numeracy were low. Present inspection judgements are that standards are in line with those expected nationally and that attainment in numeracy is sound. This confirms the results of the most recent national tests. All pupils, including those with special educational needs, make good progress, particularly in numeracy and investigational skills. This is a significant improvement since the last inspection.
48. By the time they are eleven, pupils have well-developed numeracy skills. They know their multiplication tables and use their knowledge to solve a variety of problems. They successfully develop their own strategies for using data, for example, in comparing attendance at football matches. Pupils present their data accurately in graphs and charts and understand the importance of title, correct scale and labels of axes. Their ability to carry out mental calculations is good. Pupils have a sound grasp of the use of the four number operations. By Year 6, they have developed a clear understanding of place value and most pupils work happily with six-digit numbers. They relate their knowledge to real-life situations. For example, pupils work on quantities of materials required in house building and then, for homework, work out how much carpet their bedroom would need.
49. Good or better progress is observed in the majority of lessons. The emphasis placed on numeracy and its application to everyday life has benefited pupils of all levels of attainment. Teachers and their assistants work closely together and this ensures the good progress of all ability groups. Higher and lower-attaining pupils are given work that is well matched to their prior attainment and activities are interesting and relevant. For example, Year 3 gather information about their favourite television programme and analyse the information successfully using bar charts and pictograms. The early identification and support of pupils with particular learning needs in Years 3 and 4 means that problems experienced are speedily dealt with, ensuring the best possible progress for these pupils. Skills in numeracy are used well in other subjects and this aids progress across the curriculum. For example, a history topic involving invaders' boats led to an investigation into the permeability of materials, well recorded both graphically and numerically.
50. Pupils' attitudes to learning are very good and they look forward to their lessons. They respond enthusiastically to mental arithmetic. All pupils are keen to answer questions, and in group activities they co-operate and work well together. Most pupils are able to work independently and persevere with difficult tasks.
51. The quality of teaching is good overall. In seven out of ten lessons, teaching is good or better. Subject knowledge is good, resulting in interesting and challenging lessons. All teachers are confident and clear about what they want pupils to achieve

and have welcomed the early introduction of the numeracy strategy. In the best lessons, teachers plan pupils' activities meticulously and keep up a brisk pace so that no learning time is wasted. Expectations of what pupils can achieve are very high. Tasks are well matched to pupils' ability. Effective lessons are clearly based on the format of the numeracy strategy. For example, in a very good Year 4 lesson, pupils recalled their previous learning about number bonds to 100 and then moved on to individual tasks, stimulated by their teacher's declaration of a 'mystery number day'. The lesson ended with the teacher using good strategies to involve the whole class in solving a mystery number problem, employing a wide range of mathematical symbols. In some lessons pupils are insufficiently involved in the initial teaching session. Day-to-day assessments are well used to inform subsequent lessons but some teachers are not rigorous enough in ensuring that pupils take note of written comments on their work. Learning support assistants are used very effectively to support ability-related groups. Homework is regularly given and complements work in the classroom. Since the last inspection, the quality of teaching has improved, particularly in its emphasis on numeracy skills. This has had a significant positive impact on all pupils' progress across the school. In the last report the quality of teaching was inconsistent and work was not always well matched to pupils' needs. There has been a marked improvement.

52. The mathematics curriculum is broad and balanced, with emphasis given to the teaching of numeracy skills. The coverage of attainment targets is good, with an improved and now strong focus on numeracy. Teachers' planning in the long, medium and short-term is successful in ensuring continuity in pupils' learning and progression from class to class. Planning is carried out in year groups and this helps to ensure consistency of provision for all pupils. End-of-topic and end-of-term assessments are carried out regularly and provide evidence of progress.
53. Mathematics is well managed throughout the school. The subject meets National Curriculum requirements. Monitoring of provision is well planned throughout the year and has ensured a very good start to the implementation of the numeracy strategy. There is consistency of approach used in each year group. Staff and pupils are supported by a good range of mathematical resources that are well organised for ease of access. The school is aware that the use of ICT in the subject is under-developed. Effective use is made of display to support mathematics within the school. Resources are good and used well to support the mathematical curriculum.

88. **Science**

54. Standards in science at the time of the previous inspection in 1996 met national expectations. In 1998, the results of the national tests for the end of Key Stage 2 showed standards to be below the national average. The proportion of eleven-year-olds attaining at higher levels was also well below the national average. The performance of boys and girls in the tests over the three years from 1996 to 1998 has been consistently below the national averages. In 1998, pupils performed below the average for similar schools and well below in respect of pupils exceeding the average level. The recent trend is one of improvement, with the performance of pupils in the 1999 national tests being significantly better. This is a result of a recent focus on raising standards in science through increased staff training in the subject and a review and modification of the scheme of work for the subject.
55. In the lessons observed and from a close scrutiny of pupils' past work, attainment currently is broadly in line with the national average. Investigative skills are developing well and pupils' understanding of key scientific principles is improving.

Building on prior work, they use well-developed numeracy skills to represent collected data in the form of graphs. In a Year 6 class, for instance, pupils used line graphs effectively to record changes in the temperature of water as a result of using different insulators. Most pupils in the upper end of Key Stage 2 have a satisfactory idea of what constitutes a fair test. There are some, however, who have an insecure grasp of this concept. Pupils in Year 3 learn that roots anchor plants to the soil and that they take up moisture and nutrients, which are then passed up the plant. They begin to understand that experimental procedures are recorded in a structured way.

By Year 5, pupils are beginning to devise their own experiments to show that plants need light and react to it. Pupils throughout the key stage are presented with and encouraged to use scientific vocabulary. This they do very well.

56. Pupils throughout the school make satisfactory progress in the development of scientific skills and knowledge. Progress is sometimes good, as in Year 3, for instance. Younger pupils begin to learn and apply appropriate scientific language and this is continued effectively across the year groups. In Year 3, pupils become familiar with the names of the organs of a flower such as 'stamen', 'carpal' and 'stigma'. Towards the end of the key stage, older pupils use terminology such as 'acid', 'alkali', 'nutrient', 'insulator' and 'conductor'. There is satisfactory progress in recognising the stages of experimental work and in developing ways of recording results. Older pupils reach the stage of devising their own experiments and use numeracy and literacy skills to record their findings in graphical form and in writing reports. There is an insufficient use, though, of ICT skills to store, retrieve and represent data to enhance pupils' progress. As a result of effective teaching and good educational support, pupils with special educational needs make satisfactory progress and achieve appropriate levels of attainment.
57. Behaviour in classes is mostly good. Pupils show an interest in the subject and in the associated practical work. They respond readily to teachers' questions and are often supportive of each other when working in small groups. The majority of pupils listens attentively to instructions and generally apply themselves to work.
58. The quality of teaching is good in half of the lessons and satisfactory in half. Most teachers demonstrate good subject knowledge and ensure that lessons draw upon pupils' developing abilities in literacy and numeracy. They encourage speaking and listening through discussion and an extension of vocabulary through regular use of technical terminology. Numeracy skills are well introduced through the use of tables and graphs. Skills in ICT are insufficiently transferred to work in science. The planning for science is satisfactory and is designed to build on pupils' prior knowledge and experience.
59. The environmental area in the school grounds provides good opportunities for investigative work and these are often well exploited by the teachers. In Years 5 and 6, for example, good opportunities are provided for pupils to develop their observational and recording skills through a close examination of pond life. Resources are well used in many lessons and effective cross-curricular links are sometimes made. In Year 4, for example, a strong link is made between science and health education in work related to the structure, function and care of teeth. Pupils with special educational needs are effectively supported by well-trained and appropriately briefed learning support assistants as well as by class teachers. They are beginning, at the early stage of the academic year, to know their pupils well and to support them to ensure satisfactory attainment and progress.
1. The subject is well managed by an experienced and competent co-ordinator. The

co-ordinator and headteacher have a clear understanding of how the science curriculum is to be developed. A good policy is in place and the scheme of work has recently been reviewed and amended to meet the requirements of the National Curriculum Programmes of Study. The recent internal review of the subject and the focus on staff training represent a determined effort to raise standards of attainment and progress in science throughout the school. This effort has been rewarded in the performance in the national tests. Assessment procedures are satisfactory and the data from them are suitably analysed by the headteacher and staff. Knowledge gained by these procedures is not currently being sufficiently used in teachers' planning to make reference to the National Curriculum levels of attainment and thus further enhance pupils' progress. This sometimes results in a mismatch of work to pupils' abilities. This is exemplified in a Year 6 class where the lack of understanding about fair testing inhibited their progress in the science work presented to them. Resources for the subject are satisfactory and well managed to allow for easy access. There is a good range of science books in the school library, although most are beyond the range of less able readers. Accommodation for the subject is satisfactory and the school's wildlife and environmental areas present good opportunities to extend investigative work in science.

95. **Information and communication technology**

2. Standards of attainment in information and communication technology (ICT) are above the national average, as they were at the time of the last inspection. In Year 6, pupils imported pictures and used different-sized fonts, colours and backgrounds to organise, amend and present ideas related to the production of a Victorian-style seaside poster. They know how to 'log on' and access the appropriate program. Many have limited keyboard dexterity but they manipulate the mouse competently. They have a good command of technology terminology and identify, name and explain the use of a range of keys. Younger pupils in Year 3 become familiar with logging on early in the school year. They begin to understand how to select and change fonts. Most can highlight text and know how to use a mouse. Most pupils throughout the school use a computer with confidence.
1. All pupils, including those with special educational needs, make good progress in acquiring the skills to make use of ICT. As pupils move through the school they build systematically on their knowledge and skills from year to year to apply these successfully in their work. For example, skills in word processing build upon the previous year's work. Year 3 pupils are becoming familiar with opening a file, choosing a program and selecting appropriate fonts. In Year 4, pupils base their work on this knowledge to use a program to check spelling, and to centre, save and print work. Pupils in Year 5 consolidate known skills, create new documents and know how to find existing ones. They select and change the spacing of text and become aware of the needs of their audience. By Year 6, pupils are beginning to import pictures and use different colours, frames and backgrounds for their work.
2. Most pupils appear to enjoy using computers and respond well to those who teach them. They sustain concentration and, in the lessons observed, behaviour is good. The majority are enthusiastic and work well individually and in pairs. They usually settle quickly to their work and show interest in their tasks. Pupils treat equipment with respect and are prepared to ask for help when they have problems.
3. Overall, the teaching of ICT is good and never less than satisfactory. Sometimes it is very good. Effective support is often provided by learning support assistants who, together with the class teacher, move about the ICT room to intervene well to ensure

pupils remain correctly on task. Teachers have a good understanding of the subject and demonstrate this in asking and answering questions knowledgeably. They give clear instructions to pupils and most have high expectations of them. Lessons are well planned and show a logical progression of activities, which allows pupils to make good progress. Satisfactory use is made of time to review previous learning and to reinforce current work at the end of lessons. Some good cross-curricular links are made, for example, in work related to geography in Year 3. In Year 4, word processing on teeth is linked to science and health education. An e-mail link has just been set up to establish regular contact with a school in New Zealand. As ICT is taught within the specialist suite as a distinct subject, the skills and knowledge learned become tools for possible use within other subject areas. This transference of skills, although practised to a limited extent, is not yet sufficiently developed consistently across the school in all subjects. It is true to say, though, that the current limitations of some of the hardware inhibit aspects of cross-curricular development.

4. The subject is well led by the co-ordinator, who provides clear direction for the subject. Teachers are given good guidance and support. This has a positive effect on pupils' learning. A good policy and scheme of work based on the Qualifications and Curriculum Authority framework are in place. This ensures full curriculum coverage. Assessment procedures are satisfactory and effectively support the preparation of work and ensure continuity and progression. Each class is timetabled for two sessions a week in the specialist suite. During these lessons there is direct teaching of specific computing skills. The recent introduction of the Internet and the assignment of each pupil to an e-mail address are likely to contribute, when fully exploited, to pupils' further progress in the subject. The school has roamers and scanners and a range of software including some CD ROMs. The ratio of one computer to seven pupils is good. The provision of accommodation and resources for ICT in the school is very good.

98. **Religious education**

5. Standards achieved by pupils at the age of eleven are in line with the expectations of the locally agreed syllabus. These sound standards have been maintained since the last inspection.
6. All pupils, including those with special educational needs, make sound progress. They gain knowledge of world faiths and become more confident in expressing their own ideas and in talking about their own experiences.
7. With the constraints of the inspection, it was not possible to observe a lesson in Year 6. However, it was possible to sample an extensive range of their past work and discuss the subject with pupils. They think deeply about symbols and stories from Christianity and are able to develop, in written form, their emerging beliefs. Pupils relate the messages of biblical stories to their everyday experiences. For example, a Year 6 pupil wrote about how a modern Joseph, still his father's favourite, has to beware of two brothers who 'stroll down the street like foxes'. Throughout the school there is sound progress in knowledge of the stories and symbols of the Christian faith. Progress is also sound in the study of other world religions, such as Hinduism and Judaism. Pupils in Year 4, who are just commencing their study of Hinduism, already know that red and gold are the colours of marriage ceremonies and that shoes are removed when entering places of worship. Plans are in place for good cross-curricular links to be made in geography, pupils study India and, in art, experiment with patterns important to Hinduism. Pupils make sound progress in

understanding how the customs and rules of a religion can influence everyday living. They are constantly challenged to reflect upon their ideas and are encouraged to express their opinions. For example, Year 3 thought about how they would feel if they were in danger, after hearing the story of the rescue of baby Moses. Year 5 pupils successfully discussed the relevance of the parable of the rich fool to real life. One pupil concluded that life is not about money but about whom you care for.

8. Pupils have respect for one another and are interested in the subject. These positive attitudes make it possible for meaningful group discussions to take place when appropriate. Pupils of all ages are able to express their feelings and ideas and know that others will listen sensibly.
9. The quality of teaching was sound in all three lessons seen. During the second week of the school year, teachers are still getting to know their pupils. Already planned for pupils this term are, for example, a visit to a synagogue and participation in Divali celebrations. Teachers have a secure knowledge and understanding of the subject and are well supported by schemes of work securely linked to the locally agreed syllabus. They have very good relationships with their pupils, which enable them to conduct discussions positively. The ethos in which the subject is delivered is good.
10. The subject is well led by the co-ordinator. The school has an outward looking and open view, welcoming the involvement of leaders from the Christian, Hindu and Jewish faiths. Book resources for the subject are adequate but there are insufficient artefacts available within the school to support learning and teaching. This has a limiting effect on standards.
11. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development as a result of the opportunities offered for reflection and the active involvement with a variety of faiths and cultures.

105. **Art**

12. The sound standards attained in the previous inspection have been maintained. Pupils' attainment in lessons is in line with expectations and, on occasions, exceeds them. Scrutiny of pupil's' work, displays, photographs and teachers' plans shows a balanced coverage of the curriculum. Progress in knowledge and skills is sound for all pupils, including those with special educational needs.
13. By the time they are in Year 6, pupils produce some skilful pencil portraits and observational drawings and refine their work to make it more expressive. They modify sketches successfully, to form the basis of a developing watercolour scene. Pupils are very confident and knowledgeable when working with watercolours. Attainment in a Year 6 lesson was above average. Progress throughout the school is sound; in some lessons it is good. For example, Year 3 pupils worked with a range of drawing pencils, observing carefully the line and tone of a trainer shoe. By the end of the lesson, they explained clearly why they had chosen a 4B pencil for the dark areas but a 2H to represent shiny parts. In another lesson pupils became increasingly confident in pattern making, making individual choices from a range of opportunities. Displays of work show sound progress in all the required areas of the National Curriculum. Pupils paint imaginatively in the style of Seurat and tiles are decorated most effectively in the style of Van Gogh. Three-dimensional modelling based on the work of Rodin forms a very interesting display in Year 4. Sketchbooks demonstrate sound development of observational drawing skills and the ability of

pupils to experiment with line and tone. Good cross-curricular links are made with history and geography. Topic books show good standards in illustrations to support studies in both subjects.

14. Pupils thoroughly enjoy their art lessons. They show good levels of concentration as they seek to refine and improve their first efforts. They take pride in their finished work and, in particular, that which is displayed imaginatively around the school. They handle materials and tools with care. They listen carefully to instructions and try hard to comply. Both in lessons and when discussing work, pupils are pleasantly confident. When given the opportunity to display imagination and creativity they respond very positively.
15. The quality of teaching is good, with some good examples of very good teaching. In the best lessons, instructions are clearly given, work is regularly assessed and pupils are encouraged to use knowledge gained in other subjects. Tasks are very well matched to the age and interest of pupils. For example, a water colour task linked to their Victorian topic provided a considerable challenge to Year 6 pupils. Skills are well developed by the many tasks set in support of other curriculum areas. Teachers' knowledge of individual pupil attainment is supported by sketchbooks. Relationships with pupils are good and enable satisfactory progress to be made even in classes where accommodation is somewhat cramped.
16. The subject is very effectively led by a knowledgeable and able co-ordinator. The co-ordinator is enabled to use her considerable expertise to influence curriculum development in the school positively. Resources are of good quality, are well organised and available to all staff.

110. **Design and technology**

17. It was possible to observe only two design and technology lessons, one in Year 5 and one in Year 6, during the inspection, because of the termly rotation of foundation subjects. Examples of pupils' work, teachers' planning, displays and conversations with pupils and teachers indicate that standards are in line with those expected for this age range. Progress by pupils in Year 5 is satisfactory and by the end of the key stage it is good. The school has maintained these satisfactory standards since the last inspection.
18. Pupils make appropriate gains when identifying needs and generating a design as, for example, when Year 5 pupils designed a shelter in a rainforest. Plans are annotated and pupils consider through discussion the most suitable and likely available materials found in a rainforest. Year 6 pupils looked at existing glove puppets to develop their own mock-up. Some good examples of working small-scale models of shadufs and puppet theatres are seen on display, and some excellent large-scale textile appliqué wall hangings depicting life at Marnel School. All are made to a good quality finish.
19. By the end of Key Stage 2, pupils have built on previously acquired skills and knowledge. These are applied to good effect using a range of materials such as textiles, food and reclaimed materials. Pupils acquire skills and techniques and refine these as they move up through the school. Pupils explore simple levers and moving parts. They use different joining techniques and design and consider the materials and resources most suitable to complete their chosen product. The school recognises that a greater range of refined skills and techniques, for example, precision sawing, use of joints, and control technology require further development.

Older pupils used patterns and templates well when making puppets for 'The Mad Hatter's Tea Party'. Annotated designs and modified models are evident. Pupils evaluate their own and each others work sympathetically and start to make realistic proposals as to how their finished product could be improved.

20. Pupils have very good attitudes to learning. They enjoy the subject and talk with great interest about their work. They enjoy particularly the practical aspects of the subject.
21. The quality of teaching ranges from satisfactory to very good. Planning is good and provides appropriate guidance, which is supplemented by the use of good quality published support materials. Key skills and key words are reinforced and skills and knowledge are developed in a clear and coherent way. All teachers have had in-service training to improve their knowledge and understanding of design and technology. Assessment is developing and is used to inform future teaching and learning. The requirements of the National Curriculum are fully met. Resources are accessible, are well organised and are stored centrally. Accommodation is good. The co-ordinator is informed and effective and has a clear understanding of the requirements for design and technology. A good action plan is in place, which appropriately identifies future targets for development.

115. **Geography**

22. Examples of pupils' work, teachers' planning, and conversations with pupils and teachers indicate that standards in geography are in line with those expected for this age range.
23. Pupils' progress in geographical knowledge and understanding is satisfactory overall and sometimes good. Their knowledge and skills are particularly well developed in relation to their local environment and to mapping. Pupils in Year 3 recognise and make observations of features in the local area using aerial photographs. They begin to transfer these features onto maps which they draw themselves with the help of grids. By Year 4 they develop knowledge of the wider world and recognise that the equator is an imaginary line; they know about the fate of rainforests and can explain some features of life in an Indian village, such as basket weaving. In Year 5, pupils have a sound knowledge of the structure of rainforests and can explain the different layers. No Year 6 geography lessons were observed during the inspection but a scrutiny of pupils' past work indicates that they present very neat and accurate maps, for example, to locate the position of places in Egypt to support topic work. Work is presented within cross-curricular topics. The subject makes a good contribution to speaking and listening. Pupils answer questions sensibly and sometimes after careful thought. Some limited use is made of ICT in a program related to rainforests, for instance. Pupils with special educational needs make satisfactory progress and are well supported by teachers and learning support assistants.
24. Attitudes to geography are good. Most pupils are curious about places near and far. They work well at given tasks and often have sensible discussions in small groups, for example, in a Year 3 class when identifying local features on aerial maps. Year 4 pupils are very attentive and became involved as the teacher explained the problems faced by Indian villagers as a result of outside intervention. Pupils throughout the school are well behaved in the lessons. Their work is well presented.
25. Teaching is mostly satisfactory and is good in nearly half of lessons. Pupils are well

managed during lessons, which are delivered at a satisfactory pace. Planning is good and the lessons often start with a good review of past work and clear explanations to pupils. The teachers display a good knowledge and understanding of geography.

26. The subject is satisfactorily managed by an experienced and enthusiastic co-ordinator. The co-ordinator has attended a number of in-service courses and has organised several residential visits for pupils. The scheme of work, which was criticised in the last report, now has more clarity about geographical skills. Resources have also improved since the last inspection. They are now satisfactory for delivery of the curriculum and include world globes in each classroom. The new atlases have text which is too difficult for lower-attaining pupils. The school recognises this and provides extra support when the atlases are being used.

120. **History**

27. It was only possible to observe two history lessons, both in Year 6, during the inspection, because of the termly rotation of the foundation subjects. Examples of pupils' work, teachers' planning, photographs and conversations with pupils and teachers indicate that standards in history are in line with those expected for this age range.
28. Progress is satisfactory throughout the school. The school has maintained these satisfactory standards since the last inspection.
29. Pupils build successfully on their knowledge of the past and apply it, for example, to topics on Ancient Greece in Year 3, invaders and settlers in Year 4 and Tudor life in Year 5. They are skilled at using historical resources such as photographs, memorabilia and paintings. For example, Year 6 used their imagination to draw conclusions about the way people in the past approached leisure time, from a close study of photographs of Victorians at the seaside. Pupils behaved as historians and asked pertinent questions about the purpose and authenticity of the photographs viewed. They make good links across the curriculum. For instance, pupils wrote well-constructed letters from a dressmaker to Queen Elizabeth I detailing the design for her latest gown. Support for literacy is satisfactory. Good links with design and technology and mathematics are made, as when pupils constructed a sarcophagus when studying Ancient Egypt. Topic work shows that pupils are given a wide range of opportunities to develop their skills in interpreting the past. For example, they studied artefacts such as an Anglo-Saxon axe and comb to successfully deduce their purpose and the amount of use they had; they write interesting guides to the pyramids, highlighting positive reasons for visiting them.
30. Pupils thoroughly enjoy their opportunities to behave as historians. They work co-operatively to investigate photographs and show real interest in putting forward theories for discussion. They handle materials with appropriate respect and care. Boys and girls collaborate well in pairs and group discussion. Pupils ask searching questions. For example, one wondered where the Victorian photographer stood to obtain a beach scene from out at sea. Pupils take care over and show pride in the presentation of writing, drawings, diagrams, maps and three-dimensional displays.
31. Overall, the quality of teaching is good, with one example of very good teaching. This is an improvement since the last inspection. Teachers demonstrate good subject knowledge and ensure that their lessons are interesting and very challenging. They are skilful in the way they use materials to bring historical facts to

life. Visits out as well as visitors to the school make a significant impact on pupils' knowledge and understanding. Teachers give strong emphasis to continuity and progression in the development of historical skills; the careful planning and assessment that are carried out reflect this. History makes a positive contribution to the spiritual, moral, social and cultural development of pupils. For example, pupils reflected upon the feelings of a newly-arrived evacuee as they wrote an imaginary first letter home.

32. The subject is well managed. Resources are organised for ease of access and are used well to the benefit of pupils' learning.

126. **Music**

33. By the time pupils are eleven they are attaining standards in line with expectations and, on occasions, when singing they exceed these. At the time of the last inspection standards were good, with singing a particularly good feature. A number of pupils receive instrumental tuition, but most at this time of the term are at early stages of music making. There were good examples of performance in singing, recorder and ensemble work.
34. Younger pupils follow the main elements of pre-recorded music and accurately identify the beat. They sing with control and follow directions, when singing 'Blow the man down' tunefully, they recognised correctly where the beat falls on the word. Pupils playing recorders play notes 'B', 'A', 'G' and most repeat the simple melody. They clap and perform simple melodic and rhythmic patterns from ear. Older pupils listen attentively to different musical forms and music from different cultures and periods, for example, folk songs, such as 'Green grow the rushes Oh!', and they use terms such as 'rondo-form' with understanding. In a group they perform independent parts with a secure sense of pitch and rhythm. The school choir is very popular. Pupils sing well in unison, with clear diction and expression. They understand the importance of breathing correctly when singing. They sing in two independent parts with sensitivity. Pupils write their own compositions using graphic and musical notation to play in classroom and school performances. At this early stage of the term pupils engaged in instrumental sessions are familiarising themselves with new instruments.
35. Most pupils make satisfactory and often good progress. Younger pupils are developing skills in refining pitch and controlling volume and rhythm when singing. Older pupils identify individual instruments and recognise the different elements of various musical pieces. Most listen well as an audience and make critical but supportive comments when evaluating each other's work. Those pupils learning to play musical instruments are making good progress in gaining skills associated with string and wind instruments. Pupils with special educational needs are making good progress within their developing capabilities.
36. The attitudes of pupils are very good. They enjoy lessons and take a pride in their work and want to achieve. Pupils are keen to demonstrate their skills on instruments when practising to improve.
37. The quality of teaching is mostly good, never less than satisfactory and is occasionally very good. Several teachers have musical expertise and this is maximised by the school. All class teachers teach music. The teaching seen consolidates pupils' knowledge and understanding and extends their understanding. Learning objectives are clear and appropriate. Secure subject knowledge is used

effectively to generate and sustain interest and allow pupils to make good progress in developing skills. In one lesson, for example, there was a high expectation of pupils to listen carefully and identify instruments. Good attention is paid to the development of correct singing techniques, for example, controlled breathing and management of volume. Subject vocabulary is promoted well. Management of pupils' behaviour is firm and the pace of lessons is brisk.

38. Provision is good in respect of curriculum planning and resources, including a range of multi-cultural instruments. Stocks of instruments are gradually being increased. This is an improvement since the last inspection. The accommodation is adequate. The choir and instrumentalists take part in school concerts and productions and occasionally in events in the wider community. This is having a significant impact on the development of their musical and social skills. The enthusiastic subject co-ordinator has good plans to develop music further throughout the school. Teachers are given good guidance and support. There is a need, recognised by the school, to develop the assessment and recording of pupils' compositions.

132. **Physical education**

39. Because of the nature of the school and inspection timetables, only gymnastics lessons were observed during the inspection. As they move through the school, pupils make satisfactory progress in body management skills. Year 3 pupils explore various ways of moving and develop body control in executing a variety of jumps. In a Year 4 class, pupils built on known skills to explore travelling across mats using different parts of the body. They work safely and sustain physical activity for reasonable lengths of time. By Years 5 and 6, pupils are working on a range of fixed and moveable apparatus. They show confidence in working at different heights and work in pairs doing 'shadow' movements with partners at floor level. Some pupils are beginning to develop their body shapes and movements. Generally speaking, though, there is a lack of quality in pupils' performance. Older pupils in upper Key Stage 2 classes begin to make perceptive and constructively critical evaluation of the performance of other pupils. There is evidence to suggest that swimming is well addressed in the school. Year 4 pupils attend off-site sessions during the summer term and the progress they make is good. The majority swim at least the minimum required distance of 25 metres by the end of the block of lessons.

40. Attitudes to physical education are good. All pupils change properly into the appropriate clothing and work in bare feet for gymnastics. Most react positively to instructions and work on apparatus safely. They often work well in pairs and small groups to co-operate in the given tasks.

1. The teaching of physical education as observed is mostly satisfactory and at times good. Teachers present good role models to the pupils by changing into proper clothing and footwear and sometimes participating with the pupils in warm-up activities. Resources are well used and there is due attention to the safety issues. In good lessons, there is an emphasis on the quality of pupil performance and a good use of pupil demonstration to highlight the essential teaching points. Teachers are generally confident, but some lack command of the subject. Most teach with an authoritative yet supportive manner and make clear to pupils exactly what they have to do. Pupils with special educational needs are well integrated into class lessons and make satisfactory progress.

2. The subject curriculum is broad and balanced and is supported by good guidance and schemes of work. Since the last inspection there has been due attention to

dance in the subject curriculum and there is now a scheme of work specifically designed for this element. Resources for the subject are now of better quality and in greater supply than at the time of the last inspection. The co-ordinator is enthusiastic and provides good support for the staff. The co-ordinator has organised appropriate in-service training in gymnastics for all the teachers. Extra-curricular provision is good, with a wide range of activities on offer to the pupils. There are also a number of competitive fixtures with other schools, in which the school has had a reasonable degree of success. The hall, playground and extensive field enable the curriculum to be taught effectively. Some outdoor and adventurous activities are addressed during the annual residential trip for older pupils.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

1. The team consisted of four inspectors, including a lay inspector, who spent a total of 14 inspector days in school. The inspection team:
 - *. spent over 66 hours observing 81 lessons or parts of lessons and reviewing pupils' work;
 - *. attended a sample of registration sessions;
 - *. attended assemblies;
 - *. had lunch with the pupils on several days;
 - *. observed pupils' arrival at and departure from school;
 - *. observed all teachers present at least once and most several times;
 - *. had discussions with the headteacher, teaching and non-teaching staff, the chairman of governors, other governors and learning support assistants and visiting teachers;
 - *. reviewed all the available written work of a representative sample of pupils from each class;
 - *. held informal discussions with many pupils;
 - *. analysed a large amount of documentation provided by the school both before and during the inspection, including school prospectus, school policies, the governors' annual report to parents, minutes of governors' meetings, financial statements, the school development plan, subject policies and planning documents, pupils' records and reports, including those for pupils with special educational needs;
 - *. held a meeting attended by three parents and considered 30 responses from parents to a questionnaire asking about their views of the school. Thirteen written responses were also received.

* **DATA AND INDICATORS**

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y3 – Y6	250	0	76	61

Teachers and classes

Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent)	10.30
Number of pupils per qualified teacher	24.27

Education learning support assistants (Y3 – Y6)

Total number of education learning support staff	6
Total aggregate hours worked each week	123.0

Financial data

Financial year:	1998/9
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	£
Total income	373979
Total expenditure	373699
Expenditure per pupil	1563.59
Balance brought forward from previous year	15937
Balance carried forward to next year	16217

PARENTAL SURVEY

Number of questionnaires sent	190
Number of questionnaires	30

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	23.3	66.7	6.7	3.3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	36.7	63.3	0	0	0
The school handles complaints from parents well	20.7	55.2	17.2	6.9	0
The school gives me a clear understanding of what is taught	26.7	60.0	3.3	10.0	0
The school keeps me well informed about my child(ren)'s progress	33.3	56.7	0	10.0	0
The school enables my child(ren) to achieve a good standard of work	43.3	50.0	3.3	0	3.3
The school encourages children to get involved in more than just their daily lessons	33.3	53.3	10.0	0	3.3
I am satisfied with the work that my child(ren) is/are expected to do at home	23.3	53.3	6.7	10.0	6.7
The school's values and attitudes have a positive effect on my child(ren)	26.7	56.7	13.3	3.3	0
The school achieves high standards of good behaviour	26.7	56.7	6.7	10.0	0
My child(ren) like(s) school	53.3	40.0	3.3	3.3	0

Other issues raised by parents

Comments received were very positive about the headteacher, the teaching staff, and the provision and quality of education provided.