

INSPECTION REPORT

Glapton Primary and Nursery School

Nottingham

LEA area : Nottingham

Unique Reference Number : 122712

Headteacher : Mrs. S. Elliott

Reporting inspector : Mr. Jean-Pierre Kirkland
4483

Dates of inspection : November 22nd - 25th 1999

Under OFSTED contract number: 707706

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	Community
Age range of pupils :	3 - 11
Gender of pupils :	Mixed
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Appropriate authority :	Governing body
Name of chair of governors :	Mr. P. Brown
Date of previous inspection :	March 1996

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Philip Martin	Mathematics Religious education	
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MAIN FINDINGS

What the school does well

- Overall, pupils make good progress in most subjects, and standards are rising overall
- Pupils' attitudes to learning, behaviour and relationships are good
- Teaching is good overall, with a significant number of very good lessons
- Provides a good curriculum with good levels of assessment, including good management of pupils with special educational needs
- Leadership is good with very clear educational direction for the school, and good levels of management
- Very good levels of financial planning, with good levels of efficiency throughout the school

Where the school has weaknesses

- I. There is below average attainment in both key stages in information technology and below expected attainment in religious education at Key Stage 2
- II. Does not give some pupils equality of opportunity to the curriculum at Key Stage 2
- III. There is unsatisfactory teaching in one lesson out of ten, due largely to inappropriate teaching strategies
- IV. Some parts of the school are unsafe and nothing has been done about it

The strengths of the school outweigh its weaknesses. However, the weaknesses will form the basis of the governor's action plan which will be sent to all parents and carers of pupils at the school.

How the school has improved since the last inspection

There has been a good level of improvement since the last inspection. The key issues identified then have been implemented, with the exception of monitoring of the curriculum by co-ordinators, which has not yet been put into place fully. Standards have shown consistent improvement in the national tests, and they are now approaching the national average in English and mathematics and are above average in science in the 1999 national test results. However, there has been a decline in standards in religious education, and the school is not yet teaching the full range of the curriculum in information technology. The overall curriculum and assessment have improved considerably. Standards of writing at Key Stage 2 have improved and the quality of teaching has also improved overall, especially in the quality of planning. There have been improvements in the management and quality of provision for pupils with special educational needs, especially in the individual education plans. Value for money has also improved since the previous inspection. The school is now in a good position to make further improvements.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	
English	D	C	
Mathematics	D	C	
Science	B	B	

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

Standards are below average in English and mathematics and broadly average in science at the end of Key Stage 1 as recorded in the national tests, which inspection findings confirm. There has been a steady improvement in standards over the last four years as recorded in the national test results. Standards are below expectations in information technology and in line with the expectations of the locally agreed syllabus in religious education at the end of Key Stage 1. At Key Stage 2, standards have improved over time in English, mathematics and science, and are now

broadly in line with the national average in English and mathematics. In science, standards are currently average. Compared with schools with pupils from similar backgrounds, the school is average in English and mathematics and above average in science. Standards in information technology and religious education are below expectations at the end of Key Stage 2.

• **Quality of teaching**

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Satisfactory
Mathematics	Satisfactory(1)	Satisfactory	Good
Science	*	Good	Good
Information technology	*	Satisfactory	#
Religious education	*	Satisfactory	Unsatisfactory
Other subjects	Satisfactory	Good	Good

* not applicable

no direct teaching observed

(1) only one lesson seen

The quality of teaching for children under five, including the Nursery, is good overall. Here, planning and methods are good and staff have clear learning objectives related to the desirable learning outcomes for children under five. The quality of teaching is satisfactory or better in over nine out of ten lessons at both key stages. Teaching is good in over half the lessons observed at both key stages. It is very good in over one in ten lessons. Very good teaching incorporates high challenges, very good planning and clear learning objectives shared with pupils. Good lessons have clear learning objectives, a good pace and good use of assessment. In one in ten lessons, teaching is unsatisfactory. This occurs mainly at Key Stage 2, and is characterised by unsatisfactory methods and organisation resulting in some unsatisfactory management of pupils and pace.

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	Good throughout the school at work and at play
Attendance	Satisfactory
Ethos*	Good, with good quality relationships and a commitment by all to improving standards
Leadership and management	Good overall, with very good levels of leadership and good levels of management, including good support from the governing body
Curriculum	Appropriately broad and balanced with very good planning for improving skills and knowledge over time at both key stages. However, the school does not implement fully information technology plans at both key stages and religious education at Key Stage 2 and equality of opportunity is not assured at Key Stage 2 for some pupils
Pupils with special educational needs	Management and provision are good and progress is good overall
Spiritual, moral, social and cultural development	Satisfactory with good provision in moral and social education
Staffing, resources and accommodation	Good overall
Value for money	Good

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

The parent's views of the school

What most parents like about the school	What some parents are not happy about
V. Great improvement in standards and progress over last two years VI. Good levels of behaviour with notable recent improvements VII. Reports are clear and frequent and give a good clear picture of each pupil VIII. Achievement is celebrated well and pupils are well cared for and supervised effectively IX. Any problems are taken seriously and sorted out X. There has been a significant improvement since the last inspection	

Inspectors wholeheartedly agree with the positive comments of parents.

KEY ISSUES FOR ACTION

In order to raise the quality of educational provision and improve standards and progress further, the school should now:

raise attainment in information technology by:

- XI. planning and teaching all aspects of information technology consistently at both key stages; (see paragraphs 12; 34; 36; 65)
- XII. integrating information technology fully into other subject areas; (see paragraphs 27; 112)
- XIII. improving teacher confidence at teaching information technology; (see paragraph 110)
- XIV. make more effective use of the information technology suite and other available resources; (see paragraph 68)
- XV. improve the overall level of resourcing so that all aspects of information technology can be taught effectively; (see paragraph 65)

raise attainment in religious education by ensuring that all aspects of the locally agreed syllabus are taught; (see paragraphs 12; 28; 34; 65; 113)

ensure equality of access and opportunity by:

- XVI. modifying the existing arrangements for the withdrawal of pupils with special educational needs at Key Stage 2 so they receive their full entitlement to a broad and balanced curriculum; (see paragraphs 15; 38)
- XVII. ensuring that visits into school are effectively planned so that there are no unnecessary interruptions to teaching, especially in the case of literacy and numeracy; (see paragraphs 57; 89; 95)

raise the quality of teaching further by:

- XVIII. ensuring subject co-ordinators are more fully involved in monitoring the teaching and curriculum in their own subject areas, providing appropriate support for temporary teachers where necessary (see paragraphs 31; 57; 60)
- XIX. improving the quality of marking, especially in mathematics (see paragraph 94)
- XX. improving the quality of teacher comments on reading records so that progress is more accurately indicated (see paragraph 85)

undertake a whole school risk assessment and implement outcomes in order to ensure the health and safety of all pupils at all times. (see paragraphs 53; 65)

• **INTRODUCTION**

• **Characteristics of the school**

1. Glapton Primary and Nursery School has the full time equivalent of 329 pupils on roll and is above average size. There are 289 pupils at Key Stage 1 and 2. It is situated about three miles south-west of Nottingham city centre in an area composed largely of local authority housing for rent, with some owner occupied properties. Most of the pupils come from the immediate locality which has a below average number of adults with higher education qualifications and well below average numbers of pupils coming from high social class families. Less than two per cent of pupils come from homes where English is not the first language. The percentage of pupils entitled to free school meals, 30 per cent, is above the national average. The school is arranged into a separate Nursery with 65 children attending on a part time basis and seven full time, and ten teaching classes, two of which are mixed age. There are slightly more girls than boys in the school, but the difference is not significant. A clear admissions policy states that on entry to the school between ages three to five preference will be given to pupils residing in the catchment area of the school. Admission beyond those ages depends on availability and decisions of the governors. Standard admissions to the school are fixed at 59. A new headteacher has been appointed since the last inspection.
2. Attainment on entry to the school is below average, especially in literacy and numeracy skills. There are currently 34 per cent of pupils on the school's register of special educational needs, a figure well above average. There are, however, no pupils with statements of special education need although a small number are currently involved with outside specialists.
3. The school has set itself targets for improved attainment until the Year 2002, which focus on raising standards of literacy and numeracy substantially. The school has a clear set of aims which include:
 - Creation of a caring environment showing concern and respect for self and others.
 - Promoting self-discipline and responsible attitudes to behaviour and learning.
 - Developing pride in the school and community.
 - Preparing appropriately for the next stages of life and education.
 - Developing into well-balanced educated individuals.

4. Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	22	28	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	16	17	21
	Girls	17	16	13
	Total	33	33	34
Percentage at NC Level 2 or above	School	66 (57)	66 (71)	68 (86)
	National	66 (77)	83 (81)	64 (85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	15	21	16
	Girls	15	12	12
	Total	30	33	28
Percentage at NC Level 2 or above	School	60(60)	66(83)	68(76)
	National	82(81)	86(85)	87(86)

Attainment at Key Stage 2¹

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

Year	Boys	Girls	Total
1999	22	27	49

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	12	15	15
	Girls	19	17	21
	Total	31	32	36
Percentage at NC Level 4 or above	School	63(43)	65(50)	73(50)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	10	12	13
	Girls	16	17	19
	Total	26	29	32
Percentage at NC Level 4 or above	School	53(46)	61(46)	65(46)
	National	68(65)	69(65)	75(72)

.....
1

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

Attendance

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

		%
Authorised Absence	School	6.7
	National comparative data	5.7
Unauthorised Absence	School	0.9
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	14
Satisfactory or better	90
Less than satisfactory	10

4. PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

4. Attainment and progress

1. On entry to the Nursery, attainment levels are well below average in writing and numeracy, below average in listening and reading and poor skills in speaking. Development in other areas is also below average for their age. Overall, children under five make satisfactory progress on a part-time basis in the Nursery, but in general, it is only the higher-attaining pupils who are ready to start the National Curriculum in the term following their fifth birthday. At age five, most children have below average writing skills and pencil control, below average numeracy skills, knowledge and understanding of the world and creative development. Most children start the National Curriculum below average, but at five years old, average levels are attained by the majority of children in personal, social and physical development.
2. At the end of Key Stage 2, the national test results in 1999 show the school to be below the national average in English and in mathematics and above average in science. In English and mathematics, the proportion of pupils achieving the higher Level 5 is below average. In science, the proportion of pupils reaching Level 5 is above average. Results over the past four years have showed a consistently upward trend, and at a rate of increase greater than the national average. Test results are a significant improvement on those reported in the previous inspection. In comparison with schools with pupils from a similar background, the school is in line with averages in English and mathematics and above average in science. Girls perform slightly better than boys in English and science, but the differences have continued to show a reduction over the past two years. Inspection findings confirm these results in English, but in mathematics and science, standards are currently in line with national averages.
3. At the end of Key Stage 1, the 1999 test results in English and mathematics indicate below average standards. In English, there have been some improvements on previous years, particularly in reading which is now average. However, writing is below average. In mathematics, there have also been improvements on previous results, which showed pupils to be well below average, while 1999 results placed pupils below average. Teacher assessments in science show well below average standards in science. Teacher assessments in English and mathematics also show well below average standards, largely due to the small percentage of pupils achieving the higher Level 3. Inspection findings confirm the results in mathematics, but show an improvement in science, which was found to be broadly average. In English, inspection findings showed pupils' achieving average standards currently in reading, below average standards in writing, but above average standards in speaking and listening. Overall standards show an improvement since the previous inspection report.
4. Handwriting is generally below average standard at both key stages. Letters are not always appropriately formed. Punctuation is often incorrect and some pupils mix upper and lower case inappropriately. Speaking skills are above average at both key stages. Many pupils are clear when expressing themselves and they listen well and follow instructions for the most part with understanding and care. Reading levels are average throughout the school. Numeracy skills are below average at Key Stage 1 and average by the time pupils reach 11 years old. Pupils enter Key Stage 1 with low levels of mental calculation ability, but by the end of the key stage, most can add and subtract mentally to 20. At Key Stage 2, knowledge and understanding of shape and space, how to measure and how to construct and interpret graphs, and mental agility are all in line with national averages. In science at Key Stage 1, pupils can make simple predictions and recognise the resistance of different materials when testing a car on a ramp for example. At Key Stage 2, pupils know the appropriate conditions for a fair test and how to measure and record results. Overall, standards have continued to improve since the previous inspection.
5. Progress is good at both key stages in English and an improvement since the previous inspection. By the end of Key Stage 1, many pupils have learnt to write their own short stories, they listen attentively and respond well when questioned, and reading becomes more fluent and expressive. Pupils build well on prior

knowledge by learning new sounds, and most know the names of the letters of the alphabet by the end of Key Stage 1. During Key Stage 2, pupils show clear progress in the way they debate and discuss in class and in their use of increasingly complex vocabulary. They acquire a good range of key words and develop well the skills of empathy in writing. Pupils make good progress in reading, with increasing skills in understanding literary skills, expression, fluency and confidence.

6. Progress is satisfactory in mathematics at Key Stage 1. Understanding of sequences and patterns is developed well, and pupils improve their levels of mental agility, with most able to work out addition and subtraction up to 20 in their heads by age seven. At Key Stage 2, progress is good and improved since the previous inspection.. Pupils develop a clear understanding of mathematical relationships, for example between decimals and fractions, and they learn the skills of graph construction and interpretation.
7. In science, pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. At Key Stage 1 in science, pupils' progress is restricted by a lack of social skills development, which makes co-operative working difficult. At Key Stage 2, specialist teaching has resulted in a higher rate of progress, which is an improvement since the previous inspection. Higher-attaining pupils in particular make good progress between the ages of seven and eleven, especially in learning how to work scientifically and in distinguishing between the properties of different materials.
8. Progress in information technology is unsatisfactory at both key stages. This is a decline in standards since the previous inspection. There is no evidence of pupils learning about control and modelling at either key stage, and opportunities to use information technology in most other lessons are few. As a result, the skills of computing and word processing are not being reinforced sufficiently well. Pupils can recognise that editing is simpler on a screen, but they do not always save their work on disk for future revision. Progress in religious education is satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2. At Key Stage 1, pupils begin to explore how their own feelings change as they develop greater understanding when they mature, for example in relation to the Christmas story. They extend their understanding appropriately in other faiths and beliefs. At Key Stage 2, understanding of the nature of spirituality is insufficiently well developed in lessons and does not build on the understanding of these issues from Key Stage 1. Knowledge and understanding of other religions is superficial for most pupils and there is insufficient development in understanding the meaning of belief.
9. Progress is good at both key stages in design and technology, French and music. Pupils acquire a good overview of the design process in design and technology and begin to evaluate their work objectively. In French, pupils gain in confidence when speaking in front of the class, with increasingly complex sentences. In music, performing and appraising skills develop well, especially in the quality of singing. In art, good progress is made at Key Stage 1 as pupils begin to appreciate distinguished artists such as Monet. At Key Stage 2, progress over time is satisfactory. There is a lack of three-dimensional art on display. However, through temporary specialist teaching, pupils make good progress in lessons on Islamic art, learning good technique and an appreciation of cultural differences. Progress in geography is good at Key Stage 1. Pupils learn about their own locality and differences in other areas. At Key Stage 2 good progress is made largely due to specialist teaching and a focus on developing a range of essential skills including map reading, learning the effects of land forms on agriculture and climate on lifestyle. In history satisfactory progress is made at both key stages. In physical education, progress is satisfactory at Key Stage 1 and good at Key Stage 2. Rates of progress overall show an improvement since the previous inspection report, except in information technology and religious education at Key Stage 2.
10. Literacy skills are now being effectively extended into other subject areas. Pupils apply their improved skills in empathy writing in subjects such as geography. Speaking and listening skills are well developed in personal, social and health education lessons, and in French. Pupils benefit from specialist Key Stage 2 teaching in research. Social skills development is promoted in many subjects such as science at Key Stage 2, geography, history, and French through appropriate opportunities for group work, debate, discussion and reporting back. These initiatives are having a positive impact on standards. The development of numeracy skills across the curriculum is satisfactory. Pupils use mental and other measuring techniques appropriately in science and design and technology, in map reading in geography, and in counting tempo and beat in

music. Information technology skills are insufficiently well developed across the curriculum, apart from in English lessons where good use is made with some groups of the computer suite.

11. Higher-attaining pupils make satisfactory progress in most lessons, and notably good progress in science at Key Stage 2. Teachers have recently introduced good quality plans for matching work appropriately to pupils' known levels, so that challenges and expectations are higher. Lower-attaining pupils and those with special educational needs make good progress towards their targets. In lessons where there is no additional support, progress is at a similar rate as for other pupils, and sometimes better when the work set is more precisely matched to needs, evident in some specialist teaching at Key Stage 2. Some pupils with special educational needs miss their entitlement in some Key Stage 2 lessons when they are withdrawn for specialist tuition. This impacts adversely on their progress in those areas, mainly art and health education during the inspection period.
12. The differences in attainments of boys and girls are being carefully monitored by the school. Teaching and learning styles have been adapted in lessons to allow greater access by both genders, and increased emphasis is being placed on how different groups of pupils learn. Early evaluations and recent test results show that the school is achieving a degree of success in its efforts, with the gap in test results narrowing over the past two years. The school has set clear and realistic targets for improvement, in conjunction with the local education authority. These targets are currently being exceeded, with the school evaluating the reasons for its success carefully. Reasons include an increased awareness of how pupils learn by teachers, who use more effective strategies in the classroom. Specialist teaching is having a positive effect in some subjects, notably science. And finally, increased staff training in knowledge and understanding of their subject areas is having a positive impact on raising standards and the rate of progress.
16. **Attitudes, behaviour and personal development**
13. Children under five, most of whom attend on a part-time basis, have good attitudes to learning. They settle down well and quickly in sessions and most listen appropriately to staff and follow their instructions. They begin to acquire an appropriate degree of independence through activities designed to help them make choices. Behaviour is good and interaction with adults is also good. Parents expressed satisfaction with the way their children like school, and overall, there have been improvements since the previous inspection.
14. Pupils' attitudes are good and these have a positive impact on progress and standards. This is a strength of the school. They are attentive and interested in their work. They concentrate well and persevere with tasks. In French lessons, their focus is very good and pupils' are growing in confidence through speaking a foreign language. Pupils become increasingly confident with age and older pupils, in particular, respond keenly to teachers' questions. Younger pupils have settled well into school routines and understand expectations of work and behaviour. Pupils enjoy particularly the more practical tasks, such as singing, science and making things in design and technology. Good teaching in art motivates the oldest pupils well and, in general, they take pride in their work. Pupils respond sensibly to the few opportunities provided to develop their own learning. In design and technology, the oldest pupils select materials well for their Millennium domes. Older pupils evaluate each other's performances in physical education in a mature way.
15. Overall, behaviour is good in lessons and around the school. Pupils know and understand the rules and respond well to the school's expectation of good behaviour. Parents report a great improvement in behaviour over the past two years. The vast majority of pupils behave well. Very occasionally, where teachers' management of pupils is weaker, pupils' behaviour is unsatisfactory. They become noisy and learning is disrupted. Overall, pupils are polite and trustworthy. There are very few reported incidents of bullying. There have been no exclusions in the last year. Pupils respect school property and take good care of equipment and apparatus. They also respect their environment. There is very little litter about the school and no graffiti.
16. The quality of relationships throughout the school is good. Pupils respond well to the respect that staff show them. They display responsible, tolerant attitudes regardless of race, gender or age. Pupils listen sensibly to

each other in lessons and respect each other's views and beliefs. The oldest pupils were interested in the Islamic beliefs of a visiting art teacher. Pupils work together constructively in pairs and groups and all happily share resources, for example in geography at Key Stage 2. Pupils in design and technology collaborate well in the construction of their Millennium domes. They play amicably. Social skills are insufficiently well developed in some Key Stage 1 science lessons, and this impedes progress.

17. Pupils' personal development is satisfactory. They enjoy the few opportunities they have to take responsibility for minor duties such as helping the teachers distribute paper and tidying up at the end of lessons. The scope for taking responsibility increases slightly as pupils get older. The oldest pupils take it in turns each week to be 'Glapton Helpers', taking their duties very seriously and sensibly. Pupils in Year 6 take it in turns to help in the infants' playground at lunch-time. A few girls in Year 4 like to help the Key Stage 1 teachers in their classrooms. Although there is good support for extra-curricular football, other clubs are less well supported. Pupils have raised small sums of money for the British Legion Poppy Appeal and for the church through the sale of harvest produce. All pupils in Key Stage 1 and some of the older ones enjoy performing for the elderly in the community at Christmas. A few pupils have enhanced the environment by planting bulbs in the village earlier this year. These efforts within the community also contribute positively to pupils' social and moral development.

21. **Attendance**

18. Attendance and punctuality are satisfactory generally. Attendance in 1998/9 was over 92 per cent, which is slightly below the national average, but school monitoring shows that there is now a more recent upward trend. The rate of unauthorised absence is broadly in line with the national average. This has increased since the last inspection because of more rigorous recording. The majority of pupils have good attendance records and enjoy coming to school. For the very few pupils who have unsatisfactory attendance, progress is hindered. The school is successfully raising awareness among parents of the need to take family holidays out of term time in order not to disrupt pupils' learning. Pupils arrive punctually and lessons start promptly. Registration procedures are efficient and comply with legal requirements.

22. **QUALITY OF EDUCATION PROVIDED**

Teaching

19. Overall, teaching is good throughout the school and this is a strength. Nine out of ten lessons were judged as at least satisfactory. Over half the lessons observed were judged as good. Over one in ten lessons was judged as very good with one example of outstanding teaching. However, one in ten lessons were deemed unsatisfactory. Overall, the quality of teaching has improved since the previous inspection and it is now having a positive impact on progress and raising standards. This is especially the case at Key Stage 2, where specialists are beginning to raise standards effectively through applying their good understanding of their subjects to different year groups.
20. Unsatisfactory teaching occurs at both key stages as a result of three main factors. Firstly, a lack of appropriate challenge for all pupils, so that work is not matched sufficiently well to pupil needs, occurring for example in a Key Stage 2 literacy lesson. Secondly, the teaching strategies do not always match the planning, and as a result, the lesson does not have a sufficiently sharp focus on following the learning objectives, as in a Key Stage 1 geography lesson. The third factor follows from the previous two in that the pace of the lesson is too fast and pupils cannot consolidate their learning effectively, or too slow so that progress is unsatisfactory.
21. Teaching for children under five is good overall and an improvement on the previous inspection. Lessons are well planned with a good variety of activities. Staff have good knowledge of the curriculum and of their pupils, who are well managed. Expectations are appropriate generally. Teaching of literacy is good with realistic challenges and good use made of questioning and illustration. In the one lesson seen in numeracy, teaching was satisfactory with appropriate use of vocabulary to learn the different times of the day.

22. Teaching of English is good at Key Stage 1. At Key Stage 2, where there was unsatisfactory teaching this was largely the result of temporary staffing. However, there is a significant proportion of satisfactory teaching at Key Stage 2 in other English lessons. There are generally good challenges in most lessons and teachers use their subject knowledge well when questioning pupils or summing up the learning at the end of the lesson. This is a further improvement since the previous inspection. Teaching in mathematics is good overall with a majority of it satisfactory at Key Stage 1 and good at Key Stage 2. Good lessons occur when teachers use their good levels of subject knowledge to explain tasks well and have high expectations that pupils will name and explain fractions and convert them to decimals. Less successful lessons occur when challenges are too high for the majority or not realistic enough for higher-attaining pupils for example. Teaching in science is good overall, although better at Key Stage 2. Good teaching focuses on appropriate measuring and recording in scientific investigations. Although satisfactory, less successful lessons occur when noise levels are allowed to rise in practical sessions.
23. Teaching of information technology is satisfactory at Key Stage 1 but no direct teaching was seen at Key Stage 2. At Key Stage 1, teaching observed was related to English, with staff having sufficient expertise to enable satisfactory progress to be made in constructing sentences, improving spelling and punctuation, and in printing a final copy. The lack of integrating information technology into other subjects is a weakness in teaching generally. Although many other subjects have plans to use information technology, there was no current evidence that this was happening on a consistent basis, especially at Key Stage 2.
24. Teaching of religious education is satisfactory at Key Stage 1. Planning follows the locally agreed syllabus, knowledge is secure, and expectations are appropriate. At Key Stage 2, while individual lessons seen were satisfactory overall, over time pupils' progress is unsatisfactory as planned teaching is not always realised. Inspection evidence shows weaknesses in knowledge and understanding of religions generally. For example, when pupils designed a Bar-Mitzvah card, they did not comprehend fully its purpose.
25. Overall, subject knowledge and understanding are good at both key stages. Teachers use their knowledge well when questioning pupils and when drawing lessons to a close, especially in some of the geography lessons at Key Stage 2. Expectations are usually high and realistic and an improvement since the previous inspection. Different groups of pupils have different levels of challenge, and teachers check out their understanding and learning appropriately at the end of the lesson. Good examples of this were seen in art at both key stages and music at Key Stage 1.
26. Planning is of a very high standard and a significant improvement on the previous inspection. Much of the planning is relatively new. All lessons show what is to be taught and learnt by different groups of pupils. Strategies for the whole lesson are clearly identified, along with resources, timings and other visual aids. Individual education plans are used effectively for pupils with special educational needs, and teachers know the needs of these pupils very well. Targets are realistic and appropriately challenging. There are appropriate challenges for higher-attaining pupils, especially in English and science. Teaching overall is at its best when teachers keep the pace brisk, periodically check out understanding and reinforce learning through group work and discussion at the end. Particularly effective lessons were seen in singing in a mixed age group at Key Stage 1, in art at Key Stage 2 and in some lessons in design and technology at both key stages.
27. Teachers' methods and organisation contain some weaknesses, more so at Key Stage 2, which was also commented upon in the previous inspection report. Teaching is less successful when the good quality lesson plans are ignored and teachers fail to implement their intentions. This is the main cause of the unsatisfactory lessons seen and a weakness of the school. In a mathematics lesson at Key Stage 2, for example, the planning made it clear what skills and knowledge and understanding were to be achieved. However, time was spent describing a solution rather than obtaining the correct answer as stated in the objectives. In a Key Stage 2 English lesson, medium term plans indicated exactly what should have been taught, but the lesson bore little resemblance to this and there were no immediate plans available. This then affected adversely the behaviour of the class and the overall progress pupils made, which was unsatisfactory.

28. Pupils are well managed in a majority of lessons and time is used well, especially the long sessions at Key Stage 2 in the afternoons. Teachers plan a variety of differing activities well in order to motivate and enthuse their classes. Resources are well used apart from information technology which is not fully integrated into practice in the majority of subjects, with English being the exception. Effective use is made of scientific equipment, instruments in music and equipment in physical education. Teachers generally use day-to-day assessment in lessons well, although there is some inconsistency in the quality of marking in some books, despite a clear policy. Teachers use praise effectively and in many instances verbally indicate how to improve the quality of work or performance in music and physical education.
29. Homework is used appropriately to extend the good learning in classrooms at both key stages. Pupils regularly take home reading, spelling, tables and research work. Parents were satisfied with the levels of homework throughout the school. For some pupils, links between home and school are effectively reinforced through homework tasks and are having a positive impact on raising attainment.
33. **The curriculum and assessment**
30. The curriculum offered by the school is good, being generally broad and balanced, and relevant to the ages and interests of the pupils. It includes all the subjects of the National Curriculum and complies with all statutory requirements, except in information technology. The religious education curriculum is planned to meet the requirements of the locally agreed syllabus, but does not match its recommendations for teaching in Key Stage 2. The previous inspection identified the need for a clearer focus on standards of achievement, teaching and learning styles, and classroom management. There has been good improvement in all these issues since the previous inspection.
31. The curriculum for children under five is good, and is based on the nationally agreed desirable learning outcomes for children of this age. The work is planned to provide an appropriately balanced curriculum, which takes into account the learning needs of young children. A satisfactory range and breadth of activities gives the children the opportunity to develop an appropriate range of skills providing an effective foundation for starting the National Curriculum at five years of age.
32. The curriculum prepares pupils effectively for the next stage in their education. Curriculum policies are in place for all subjects including health, sex, and drugs education. These are taught effectively as part of the curriculum. The National Literacy and Numeracy Strategies have been introduced successfully with all lessons planned thoroughly and taught each morning. All other subjects of the National Curriculum are given equal balance at both key stages apart from information technology. At Key Stage 2, there is an equally balanced and newly introduced twelve-day cycle of provision. Each subject has a blocked timetable session of coverage during the afternoon sessions. As this initiative has been introduced this term, it is too early to ascertain its effectiveness, although it has been well received by staff and pupils. French was introduced two years ago in school for all pupils from Year 2 to Year 6. It has proved a popular initiative and is effective in raising pupil confidence, as well as raising awareness of some issues regarding the European Community.
33. Schemes of work are in place for all subjects giving good guidance to skills and knowledge development taught in each year group. Teachers planning is very good at Key Stage 1 and 2, and good in the Nursery. All ability groups are considered, including pupils with special educational needs, and targets are planned thoroughly and built very effectively on previous learning. Monitoring of the curriculum across the whole school is undertaken by the head-teacher to ensure all aspects of the National Curriculum are sufficiently emphasised in lesson plans. Long, medium, and short-term planning are produced in all year groups. Appropriate lesson objectives are evaluated well after each lesson.
34. Good access and opportunity are provided in the curriculum for children under five and for pupils in Key Stage 1. In Key Stage 2, there are weaknesses in time tabling which prevents some pupils having a full entitlement to the National Curriculum and other subjects. For example, in lessons on drug education and art, a group of pupils with special educational needs were included in an additional language lesson

elsewhere, and so missed part of the teaching, thereby affecting their progress adversely in these subjects.

35. Pupils with special educational needs are integrated effectively in the school. Provision for these pupils is good in all areas of the school. The school fully meets the statutory requirements of the Code of Practice for pupils with special educational needs. Individual education plans are reviewed with the full involvement of parents whenever possible. The needs of pupils are identified through tests and teacher assessment. Withdrawal and in-class support are provided when necessary to best suit the needs of each pupil.
36. A satisfactory range of extra curricular activities, mainly sports, is available to all pupils. These activities are appropriately supported and provide good links to the curriculum. Visits to areas of local interest, such as historical sites, museums, and art galleries are used to provide first-hand workshop experience especially in the geography and history curriculum.
37. Procedures for assessing pupil's attainment and progress are good overall and an improvement since the previous inspection. Assessment of the progress of children under five in the Nursery is good and it is used well to set further targets. The school effectively implements the local authority procedures for the assessment of children when they enter the Reception classes at five years of age. A good bank of information is collated about pupil's relationships, confidence and independence and skills in speaking and listening, reading, writing, and number work. These assessments are analysed centrally by the local authority and comparisons are made with other schools in the locality. The school then uses this information to predict and target pupils progress and attainment.
38. The use of assessment to help with planning work is good and has improved since the previous inspection. Regular assessments take place through each key stage during lessons and at the end of each topic. The school has introduced the national assessment tests in each year group at Key Stage 2. Results of the analysis of these tests are giving better direction to teaching and learning. Satisfactory systems are in place for recording pupil's progress in reading both in group reading and individually. Apart from a major exception in mathematics, most work is regularly marked and provides pupils with positive statements of encouragement and advice. However, for pupils who find reading difficult, this marking is often too prescriptive and targets are not easily discernible. Homework is given to all pupils and is monitored consistently in all classes.
42. **Pupil's spiritual, moral, social and cultural development**
39. Overall the school makes satisfactory provision for the spiritual, moral, social and cultural development of its pupils. There is no single policy document giving guidance on what that provision should be. However, many separate documents indicate that the school is aware of its responsibilities in this area of school life. Within the overall provision, there are good arrangements for the moral and social development of pupils.
40. Assembly is an effective starting point for the provision made by the school. There are appropriate opportunities for pupils to reflect on issues immediately concerning themselves, their family and friends and those in the wider community. There is strong moral teaching where it is expected that pupils themselves will suggest positive ways of responding to school and home situations. Much of pupils' understanding of right and wrong comes from these opportunities to express opinions and beliefs. Assemblies are used to share what the school values and what pupils themselves value most. Through appropriate stories pupils consider how individuals behave responsibly in society. Some of these stories enhance their broader cultural understanding. Acts of collective worship within assemblies are of a satisfactory standard and meet statutory requirements.
41. Provision for spiritual development is satisfactory. Time to reflect is available during music appreciation lessons. There are opportunities for pupils to gain an understanding of themselves – for example, through the discussion and consideration of issues of citizenship. One wall display of Key Stage 1 work demonstrated these pupils' self-knowledge through writing and drawings on themes such as "I can..." and "I like...". Appropriate provision is made for pupils to explore scientific principles and to enjoy the wonder of

the unexpected, for example, the magnets that stuck to the wall. Key Stage 1 pupils in geography experienced a similar sense of awe as they explored maps, finding where Clifton was situated in Great Britain. The school has developed a “passport” system that is a valuable stimulus to pupils’ development. The passports provide each pupil with a valuable insight into their behaviour and relationships with others.

42. Provision for moral development is good. There is a clear policy on behaviour and all staff work towards meeting its expectations. School rules are made clear to parents and pupils. All pupils are aware of what is expected of them. The boundaries for behaviour are made very explicit through classroom and school playground displays. A well designed programme of personal and social education gives pupils a good knowledge of right and wrong in a range of different contexts. Pupils have opportunities to discuss moral and social issues, explain why decisions may be good or bad and what consequences may follow. Moral dilemmas are aired within the school’s curriculum for example, in discussions on environmental issues and when considering Third World studies in geography.
43. The provision for social development is good. Staff set a good example through their own positive relationships and in the way that they relate to the pupils. There are good examples of paired and group working through which pupils practise the co-operative skills needed in society. This was particularly evident in science where pupils were frequently expected to discuss their suggestions, ideas and observations with a partner, and in geography, where pupils debated issues related to land use in India. Some opportunities are made so that pupils can take responsibility, for example in collecting registers or acting as monitors for equipment. However, this is not a strongly developed feature of the school’s provision. Visits out of school give pupils a good understanding of the community and their place in it. For example, pupils take Christmas entertainment to local old people’s homes. Visitors into school enhance pupils’ social awareness. For example, they hear about handicapped people from representatives of societies such as the Royal National Institute for the Blind. Money is raised by pupils for others less fortunate than themselves.
44. Satisfactory provision is made for cultural development. The curriculum enhances cultural awareness through history, geography, literacy and music. For example, the school has been careful to provide a range of musical instruments from a number of ethnic backgrounds. Themes in music reflect African, Caribbean and Latin cultures. There is good enhancement to cultural awareness through the school’s teaching in French. Art makes a good contribution through the teaching of the life and work of many famous artists, including Picasso, Magritte, Monet and Kandinski. A school choir adds another facet to enhancement of own cultural background. There is a long list of ways in which the school is involved in the community encouraging own culture awareness. Although planning policy has an expectation that the curriculum will promote an awareness of multicultural issues, opportunities are lost to promote awareness of our multicultural society through literature, sport and music. For example, there is no evidence of the school promoting awareness of the significant part played in society by leading black sportsmen and sportswomen or of the influence of black people in society. However, the teaching about different religions does enhance multicultural perceptions. During the week of inspection, the opportunity was seized to teach about Islam and Islamic art through the Muslim background of a member of the school community.
45. Since the previous inspection the school has made improvements in its provision, particularly in the areas of moral and social development. The school’s aspirations are clear in its documentation. Clear direction and consistent action by all staff put the school in a good position to continue making improvement.

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

46. Provision for pupil’s support, guidance and welfare is satisfactory overall. Teachers know pupils well and offer good support and advice to individuals, based on well-monitored academic progress and personal development. Monitoring has improved since the previous inspection. Detailed profiles are kept for each pupil and used well to set appropriate targets for improvement. The school has recently introduced a pupil “passport” system to track individual’s personal development during the afternoons when they are not with their own class teacher. Unsatisfactory behaviour is well monitored through behaviour books and the report system. The school has good procedures for monitoring and promoting good attendance and punctuality. A

weekly analysis of attendance is produced for class teachers to follow up unauthorised absence. Parents must explain all absences in writing. They are rightly discouraged from taking family holidays during term time. Parents of pupils with attendance problems are contacted on the first day of absence. Good links with the educational welfare service help to support these pupils.

47. The school has satisfactory procedures for monitoring and promoting good behaviour. Staff expect high standards of behaviour. The behaviour policy has recently been reviewed and is satisfactory. The simple classroom and playground rules are prominently displayed around the school and pupils know them well. Although there is a list of available sanctions, there are no clear guidelines for imposing them or for giving rewards. There are inconsistencies between teachers in the issuing of rewards and sanctions. Lunchtime supervisors are given satisfactory support in managing behaviour. The school has maintained its approach to bullying since the last inspection. There is a sensible policy. Bullying is not tolerated and all incidents are dealt with quickly and effectively. Parents who attended the parents' meeting are happy with the way in which the school handles bullying.
48. The school takes satisfactory care of pupils' wellbeing. Pupils find staff approachable and caring. Breakfast is available before school and lunches have a "healthy option". First aid procedures are good and the school makes good use of the school nurse to promote pupils' health and welfare. Procedures for dealing with child protection issues are satisfactory and all staff have a good awareness. There is a designated teacher who has had appropriate training. The school has good links with relevant support agencies. There is a good programme of personal and social education, which includes health, drug and sex education. An independent health education group makes a good contribution to pupil's personal development through regular drama and role play sessions in school.
49. The school pays insufficient attention to the safety of pupils. The health and safety policy is generic and not specific to the school and it is unsatisfactory in that the school does not undertake regular risk assessments. Teachers take care to ensure pupils' safety in lessons and to raise awareness of safety. For example, the youngest pupils are learning how to be seen better in the dark by wearing bright and reflective clothing. A number of health and safety problems were noted during the inspection. These included:
- The outside door of the nursery has no finger guard although this door is not used by children.
 - The two metal posts in the centre of the Key Stage 1 hall are unguarded.
 - The storage of materials in stock rooms to which pupils have access is unsafe.
 - Evacuation drills are not properly recorded and evacuation procedures are not evident in some classrooms.
 - All visitors do not routinely sign the visitors' book.
 - The tarmac path between the key stage areas is in a poor condition.

• **Partnership with parents and the community**

1. The school has a good partnership with parents and the community. This has a good impact on pupils' learning and personal and social development. Nearly all parents who returned the questionnaire and all those who attended the parents' meeting are supportive of the work of the school and its staff. Parents find the school more approachable and welcoming now than it was at the previous inspection. The school establishes good links with parents from an early stage by using the hall for a parent and toddler club run by parents. All prospective parents are encouraged to help their children's learning. New recruits are given an "Everyday Maths" booklet that contains good advice on helping develop children's numeracy skills.
2. The school provides parents with good information about their children's progress and the work of the school. Regular newsletters are informative. The prospectus and governing body's annual report to parents contain useful information. Parents receive a mathematics and English report each term and are well informed of the targets that have been set for their children. Annual reports comply with legal requirements and are comprehensive and useful. A recent survey of parents resulted in more information on what is taught being sent to parents with the annual reports. There are regular consultation evenings for parents.

Parents have been informed of the new behaviour policy and are asked to sign a home - school agreement. The school offers parents many opportunities to develop their own learning in order to better support their children's education.

3. Parents have a satisfactory involvement in their children's learning. The Friends of Glapton School (FROGS) is a small but dedicated group, who make a positive contribution to the social and financial life of the school. They run the school tuck shop, help with discos, sports day and organise the summer fair. The money they raise is used to enhance resources and support outside visits. Parents have a satisfactory involvement with homework. They help their children learn spellings and listen to them read. Reading records are not a useful means of communication with school. Staff encourage parents to come into school, but only a few parents help in lessons. Parent volunteers run the parent and toddler group. A few help with transport on visits out of school and some escort pupils to and from swimming lessons. Many parents support school performances and about 60 per cent come to consultation evenings, but fewer parents of older pupils attend. The school is currently engaged in trying to raise this figure through letters and personal contact. They also have family learning groups which help parents better support their children in school.
4. The school has good links with a wide section of the community, which have a positive impact on academic standards, progress and personal development. Visits out of school promote pupils' learning across the curriculum and raise pupils' awareness of the wider and local community. A variety of visitors extend pupil's spiritual, moral, social and cultural development as well as learning. However, such visits into the school are not always appropriately co-ordinated and this has an adverse impact on learning in English and mathematics. There are good links with a range of churches and with the local police. Links with colleges help parents to support their children's education. The school is also developing good links with local businesses. One sponsored the teatime club and another provided the school with its new computers. The parents' partnership provided tables in the new computer room. A fashion project running this year in conjunction with a local designer will raise pupils' awareness of their own cultural heritage.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

5. Levels of both leadership and management in the school are good and have a positive impact on standards and provision. This is an improvement since the previous inspection. The head teacher, fully supported by an active and committed governing body, has a clear vision and appropriate targets for the school. Through a good quality set of aims, the school is well guided in its overall strategies and thinking. There is a clear determination to improve all aspects of educational provision in order to raise standards and increase the rate of progress in the school. This is currently being achieved with steady improvements in test results over time, and improved educational provision in many areas since the previous inspection, including décor, teaching and resourcing.
6. The governing body plays a strategic role in all these developments. Guided by the head and senior management team, weekly meetings with governors ensure that all issues are dealt with effectively and efficiently, and that any problems are attended to immediately. The head has been successful in reducing unsatisfactory teaching, in improving the quality of planning significantly, and in continuing the upward trend in test results. New initiatives such as specialist teaching and the introduction of thinking skills sessions and a twelve-day timetable are being kept under constant scrutiny ready for full evaluation later in the school year. All staff share in the forward thinking of the school and policy statements reflect this well. The National Literacy Strategy has been introduced and implemented to a good degree, and the National Numeracy Strategy to a satisfactory extent. There has been insufficient time so far to evaluate the latter and make changes. Both subjects have linked governors who are involved in classrooms. Special educational needs is well managed by the co-ordinator. Provision is good and kept under careful review. There is also an appropriately linked governor.
7. Support and monitoring of teaching and curriculum development by the senior staff and some co-ordinators are good and a further improvement since the previous inspection. There is a constant aim of improving

standards through consistent and rigorous monitoring. Using distinct criteria, the headteacher regularly monitors all teachers, keeping written observations of a high standard, and giving verbal and written feedback. She is supported in this by regular visits from the local education authority. There is now an established culture of monitoring and feedback with a view to improvement. Teaching has improved as a result and planning is now of a high standard. There is good support for all teachers, including those who are temporary or newly qualified, and increased expenditure on training has been used effectively to raise levels of subject knowledge and teaching and learning styles. Subject co-ordinators are now setting clear targets for development in their own fields, although there are not many opportunities available to monitor the outcomes of these yet.

8. Monitoring is undertaken largely by the headteacher, with additional work being done by the English co-ordinators and the local education authority. This is currently detailed and effective in identifying weaknesses and taking appropriate action. What is not successful yet is monitoring by the remaining subject co-ordinators. Most have little idea of what is happening in each classroom. Although display work is monitored by some co-ordinators, books, teaching and planning are not. This is a weakness, which was also highlighted in the previous inspection report and has not yet been acted upon. Problems sometimes occur when the subject leader is a Key Stage 1 teacher and is not fully aware of what is happening at Key Stage 2 where most lessons are taught by specialists. Detailed records of all monitoring are fully in place, and the head teacher has now identified a gap between the very good planning and the actual teaching, a view shared by inspectors.
9. The school implements its aims, values and policies to a very good level. This is a strength of the school as it continues to improve in educational provision and standards. There is a commitment to improving attainment in every subject policy and in the school development plan. Clear aims state the need for this, coupled with the need to provide rich and varied learning experiences for all pupils. The school is successful in this. The school has a simple yet effective moral code and good performance and behaviour are clear expectations throughout the school. Parents commented favourably on these initiatives, which inspectors found to be a significant improvement since the previous inspection. There is good attention paid to issues of equality of opportunity when analysing test results. However, not all pupils receive their full entitlement to the curriculum when they are withdrawn in the afternoons for special sessions with support staff. This is a weakness. Classrooms are arranged to ensure a good mix of both genders in group work, and results are carefully analysed for gender differences in performance. Teaching styles have been changed purposefully so that gender imbalances are reduced, and there has been considerable success in this. This represents a significant improvement since the previous inspection.
10. Development planning, monitoring and evaluation are good overall. The school development plan is of good quality and identifies appropriate targets for the future, as well as the detailed strategies for achieving them. For example, much of the immediate planning reflects very long-term trends in population and job opportunities. Set alongside this are the upward trends in results and targets for the future, agreed with the local education authority. Particular attention has been paid to recent research on the way in which pupils learn, and initiatives including the provision of music and sometimes soft drinks in lessons are features of most classrooms. There are regular evaluations taken of progress by the senior management team and the governing body, especially in relation to improved progress. Weekly meetings and a regular update newsletter to governors from the head teacher ensure very good levels of communication continue to exist. Governors are now taking on board a far more involved approach, many of them visiting classrooms, as well as having links with areas such as literacy, numeracy and special educational needs.
11. The ethos of the school is good. Senior management, governors and teachers share a common vision of improvement. The school environment has been upgraded and improved since the previous inspection, and there is now a shared view of how best to raise standards. Results are showing a steady upward trend, behaviour continues to be good and attitudes to work are good. There are good positive relationships throughout the school, having a positive impact on standards and on progress.
12. Statutory requirements are breached in a number of instances and these are weaknesses of the school. Breaches of statute occur because the school does not:

- implement the whole of the requirements of the National Curriculum in information technology with an absence of modelling and control;
- comply fully with the requirements of the locally agreed syllabus in religious education at Key Stage 2 where some of the syllabus is not taught;
- undertake a full risk assessment of the school resulting in some aspects of health and safety being unsatisfactory.

· **Staffing, accommodation and learning resources**

1. The match of number, qualification and experience of teachers to the demands of the curriculum is good. The school has a larger than average team of committed teachers who are appropriately qualified to teach the age range of pupils in the school. The additional part-time teachers provide valuable support to lower attaining pupils. The use of most teachers as subject specialists at Key Stage 2 is having a positive impact on raising standards in a majority of subject areas. Through careful planning this group of pupils make good progress. The teaching staff, although not completely balanced in gender, does contain a satisfactory mix of female and male staff. The teaching staff support each other; the subject co-ordinators are effective in providing support and guidance for their colleagues. The match of number, qualification and experience of support staff to the demands of the curriculum is good. A good number of non-teaching staff supports the work of the teaching staff. For example, the teacher responsible for the nursery class is ably supported by qualified nursery nurses. They are aware of their responsibilities. In lessons they provide individuals and groups of pupils with support that enables them to make steady progress. These are improvements since the previous inspection.
 2. The arrangements for the professional development of all staff are good. The professional development of staff is carefully planned and takes good account of recent national initiatives in literacy and numeracy. Newly qualified staff receive good support; their development, as teachers, is carefully monitored. All teaching staff are involved in appraisal. The school's arrangements meet the statutory requirements. All staff have clear job descriptions that define their roles and responsibilities. Regular staff meetings are used to good effect to enable the staff to discuss important curriculum issues. These are improvements since the previous inspection.
 3. The adequacy of accommodation for effective delivery of the curriculum is good. The school's accommodation is effectively used to deliver all aspects of the National Curriculum. Classrooms are of a satisfactory size and in the vast majority of the lessons observed the space was well utilised. However, in a very small number of lessons when too many pupils occupy one classroom, behaviour deteriorates and the pupils' progress is unsatisfactory. Displays of the pupils' work are attractive and enhance the school environment. The best displays provide pupils with an additional challenge. For example, a science display about materials challenges the pupils to think about materials that will squash or conduct electricity. The accommodation is very clean and well cared for. The cleaning-staff are well led by the school caretaker and their efforts add to the overall look of the school. The bright appearance and recent refurbishments are improvements since the school was previously inspected.
 4. The adequacy of resources, including books, materials and equipment, for effective delivery of the curriculum is good, despite some shortages in information technology software. In recent years the school has worked hard to improve the range and quality of resources available for the pupils use. The addition of a well-resourced computer room will enable the school to address the requirements regarding the developments of the pupils' skills in information technology. The school has a good supply of books; these are used to good effect to enhance displays. For example, displays about a range of world religions are supported by books about the subject. The outdoor play areas are of a good size. However, the playground lacks a sufficient range of markings to enable pupils to make up their own simple games, although the school has invested in play equipment for use mainly during the lunch hours.
69. **The efficiency of the school**
5. The efficiency of the school is good and there has been an improvement since the previous inspection. Procedures for financial planning are now very good and the senior staff and governors use the available

funds very efficiently to meet the school's aims and the needs of the pupils. The headteacher and governors exercise good control and carefully match available funds to plan for the school's development. The governors prudently examine different options when considering purchases and ensure that the pupils at the school benefit from the budget.

6. The school makes good use of its teaching and support staff. For example, the headteacher and governors have maintained a higher than average number of teaching staff in order to help pupils with special educational needs make good progress. Also, the school has taken the decision to use subject specialists at Key Stage 2 and this is proving successful. The funding for special needs is used effectively to promote their learning. Teachers' expertise is used effectively in the afternoons when specialist teaching takes place.
7. The school's learning resources and accommodation are generally managed satisfactorily. The halls are well used for physical education and there is ample room for teaching small groups throughout the day. However, during the time of the inspection, computers, including those in the information and communications technology suite, were underused, a factor in the unsatisfactory attainment in this subject. The library is underused as an area for teaching research skills, although older children are competent in finding books and information.
8. Day-to-day financial control and administration are good. The office staff is capable and conscientious and collaborates well with other members of staff and governors. As a result, members of staff and governors need to spend only a minimal amount of time on routine administrative tasks and are able to focus on pupils' education.
9. The costs per pupil are lower than average. Taking into account these costs, the good quality of teaching and the good progress that pupils make during their time at school compared with their below average levels of attainment on entry, the school provides good value for money. This is a definite improvement since the previous inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

10. The overall provision for the children under five is good with a broad and balanced curriculum meeting statutory requirements. This is an improvement since the previous inspection. Children are admitted into the nursery on a part-time basis during the year in which they are three, prior to entry full-time into the Reception class following their fifth birthday. The large nursery classroom and good outdoor play area offers the young child a bright and attractive environment in which to explore and learn. Areas are also provided both indoors and outdoors for children to engage in quieter activities without the interruption from the noisier physical play.
11. When the children enter the nursery class many have poorly developed skills in all areas of learning. An initial assessment, with opportunities for parental contributions, is completed soon after each child starts school. Thorough records are kept of how each child is developing in all areas of learning. A further assessment then takes place when the children are five years of age and enter the Reception class. Satisfactory progress is made in the nursery in improving knowledge, skills and understanding, so that by the age of five many children are attaining levels approaching those expected for their age in language and literacy, mathematics, knowledge and understanding of the world, and creative development. On entry to the Nursery, in physical, personal and social development, most children are reaching expectations for their age. The good liaison link between the nursery and reception classes is beneficial in ensuring a smooth transition into the National Curriculum.
12. At the age of five attainment in language and literacy overall is below average for children of this age. In speaking and listening good progress is made although standards of attainment are below average by the age of five. Children enter the nursery class with poor skills in speaking and listening. Communication is given a high priority across the curriculum with regular opportunities for children to talk together about their daily experiences and to listen to stories together. Many children are gaining in confidence and are willing to converse with friends, teachers, and other adults working in the nursery. Most children have poor knowledge of nursery rhymes and traditional tales, but enjoy listening to stories. By the age of five, many children can sit together in a class group to listen to a story, and then recall the story plot using picture clues as reference. Some children are able to repeat repetitive phrases within a story. For example in the story 'Can't you sleep Little Bear?' by Martin Waddell, they recognised and responded in character as they repeated the Little Bear's plea "I'm scared." Most children know the written form of their name and a few can write their name with adult support. Most can make a mark on paper but do not yet recognise that writing conveys meaning and has form and size.
13. Children's attainment in mathematical development is below average for their age. Although a few children can recognise and count to five, with a satisfactory understanding of its concept, the majority of children have a better understanding of numbers up to three. Children make good progress in a range of activities to gain skills and understanding of sorting, matching, sequencing and classifying, for example of the wild animals in the zoo collection. Most children have poor attainment in writing numbers. Play in both sand and water are popular and introduce the children to the concepts of capacity and weight. Staff provide good opportunities for children to improve their mathematical vocabulary in their play, by asking a good range of questions to challenge them in their activities and giving opportunities to use appropriate vocabulary.
14. Children make good progress in personal and social development and levels of attainment are average. Most children settle quickly into school. Staff ensure they feel happy and secure so that they grow in confidence. Parents are encouraged to assist in the induction process initially by staying in the nursery alongside their children until relationships are developed. The introduction at school of a pre-school toddler group where school staff participate whenever possible is also aiding the process of induction. As a result of this strong induction process many children develop good and positive attitudes to school. Most children can put on their coats or change for dance and games successfully. Behaviour is good. Interactions with adults in the classroom are friendly and co-operative. Relationships between children are developing well. They are

friendly and co-operative towards each other and understand class rules.

15. Children make satisfactory progress in knowledge and understanding of the world but attainment is below average. Outside school children's experiences of the world are limited and on entry to nursery, attainment is well below expectations for their age. Children are curious to learn and enjoy participating in all new experiences. For example, in a paint mixing activity, children were fascinated to see colours changing to green using blue and yellow, and were given good opportunities to progress in their learning. There are a variety of pretend experiences in imaginative and role-play activities. At present, especially popular is the pretend tent over the climbing frame in which many imaginative games are created. Visits around school and into the local environment give good opportunities to promote children's skills in observation and recall.
16. Creative development is below average for children at the age of five. Progress is satisfactory. Children enter school with poorly developed skills in creativity. Activities are constantly encouraged and make a valuable contribution towards ensuring children make good progress. Some children in both year groups can cut and stick but the majority are still developing hand and eye co-ordination and find this activity difficult. Throughout the early years education most children enjoy painting and drawing but have poor observational skills and little recall of their own first hand experiences. All children enjoy musical activities. They explore sound using a variety of percussion instruments and are beginning to distinguish between high and low sounds. In singing many children can sing in time and some can combine actions and singing, experiencing good levels of pleasure and satisfaction.
17. The school makes good provision for children's physical development and standards are average. This is an improvement on the last inspection. Progress is good. By the age of five, many children can balance and climb, hop and run, all matching expectations for their age. Many children have some understanding of space and are able to change direction without causing collisions, and allowing adequate freedom of movements for themselves. Good opportunities are provided to explore on the climbing frame and children climb confidently on to different levels. Wheeled trikes and scooters are popular and children manoeuvre efficiently and speedily around obstacles and across open spaces within the outdoor area. Inside the classroom hand and eye co-ordination skills are developed satisfactorily using jigsaws, puzzles and bricks, with some children able to build a tower of five bricks and others confidently completing a wooden jigsaw of four pieces. Many children's hand movements are less well developed and difficulties occur in working when twisting or winding toys, or when attaching bricks together. Often in these activities children are interested and have good ideas, but lack perseverance to see the task completed.
18. The quality of teaching of the children under five is good. The teaching and support staff work effectively together and are a good team. Planning of the curriculum is good and builds well on previous achievements to provide an effective learning environment for each child. The teacher has good subject knowledge and is enthusiastic to maintain their professional knowledge by attending a good range of relevant courses. Children identified as having special educational needs receive good support and make satisfactory progress in all areas of learning alongside all other class members. There is good equality and access to the curriculum for all. Satisfactory levels of classroom organisation ensure all children are managed effectively. Resources in the nursery are plentiful and are of good quality. The staff provides a happy and caring environment, which is a good foundation for starting the National Curriculum at the age of five.

83. **ENGLISH, MATHEMATICS AND SCIENCE**

English

19. Attainment in English during the inspection was found to be in line with national averages by the time pupils are eleven years of age. The 1999 National Curriculum test results showed attainment to be below average. Trends in National Curriculum results since the previous inspection show a significant improvement each year. This good improvement has been maintained in the recently published National Curriculum results for 1999, and matches results of similar schools. An analysis of the results of boys and girls between 1996 and 1999, shows that there has been a very good improvement for girls over the four year period, whilst the

results of boys in the same period are erratic with large variations in their scores.

20. Attainment overall at the end of Key Stage 1 is below national averages. Trends in National Curriculum results for reading and writing for pupils achieving Level 2 or better since the last inspection indicate that standards are still being maintained, but remain below national averages. If the results for 1998 are compared with those of pupils from similar schools, tests show reading to be well below those of pupils from similar backgrounds, and below similar schools in writing. However, in the recent 1999 National Curriculum tests, the percentage of pupils achieving Level 2 or above in reading is now in line with national averages and above national averages in writing.
21. The inspection findings indicate average standards in reading and writing at Key Stage 1, and standards in line with averages in reading at the end of Key Stage 2, but below average in writing. No significant differences were observed in the progress of pupils of different attainment. The introduction of the literacy hour, and the very good improvements in the quality of planning and assessment procedures have impacted positively on the curriculum, and as a result, standards are improving.
22. Overall, pupils make good progress in English at both key stages over time and in most lessons. Progress in reading is greater than writing due in part to the increased emphasis on reading activities in the literacy hour. Pupils who find reading and writing difficult receive good support through targeted teaching groups and by additional teacher support. There are insufficient opportunities in all classes for pupils to write independently and at length with the result that many do not have enough practice in writing for different purposes and audiences. There has been good progress in Key Stage 2 in story writing since the introduction of specific writing sessions, but only satisfactory progress in poetry, report writing, or research work. At both key stages, progress in handwriting and spelling are satisfactory. Those with special educational needs make good progress in all areas, and are well supported in this subject.
23. Standards in speaking and listening are above average at both key stages. Pupils at both key stages develop good listening skills and concentrate well when the teacher is explaining work or offering information. They generally listen attentively when contributions to class discussions are made by other pupils. Progress in speaking is satisfactory at Key Stage 1. Pupils generally respond well when teachers question them and discuss tasks sensibly with others, but some still wait for teacher encouragement to participate and this affects their progress. At Key Stage 2 progress in speaking is good. For example in one good lesson in Year 6, pupils used a good vocabulary in their discussions on tragedy and comedy whilst comparing tragedy in Shakespeare's plays with the disaster of the Titanic. Their discussions showed clear progress in their use of accurate vocabulary to describe their feelings of shock and horror, as well as showing good empathy and understanding of the need for integrity in written reporting of such events. Good opportunities are provided to practice speaking skills not only in English but also in other subjects with pupils working hard to use appropriate vocabulary and explain their ideas clearly.
24. By the end of Key Stage 1 the attainment of the majority of pupils in reading is in line that expected nationally. Pupils make good progress in learning the sounds and names of the letters of the alphabet, of key words and in developing good strategies to read new vocabulary. By the end of Key Stage 2, reading is at least in line with national expectations for pupils of this age, and for a significant minority it is above average levels. Pupils make good progress in using the library and understand the library classification system although disappointingly only a small percentage of the Key Stage 2 pupils make use of this good school resource out of school hours in reading for pleasure. Higher-attaining pupils are able to read a wide and varied text with fluency and expression. Across the school pupils are heard to read systematically in groups, as well as individually to teachers and other available adults. Records of progress in reading are kept by the teachers and by pupils themselves in Key Stage 2. Their usefulness varies because there are inconsistencies in the level of detail recorded.
25. Attainment overall in writing shows good improvement in Key Stage 1, but is still below expectations for a

significant minority by the end of the key stage. When pupils enter the key stage many are beginning to understand that writing conveys meaning and are able to write some letters accurately. Other pupils are only just making marks on paper and do not yet recognise that writing has form or shape. Few are able to write their names successfully. During both key stages they make good progress. By the end of Key Stage 1, many are able to write a short story using full stops and capital letters to differentiate their sentences. In one good lesson in Year 2, pupils made a good effort at letter writing taking the role of the parents of Florence Nightingale giving information of life in England at the time of the Crimean War. They give good attention to the conventions of a letter for the address and greetings. During Key Stage 2, pupils gain in confidence to write independently on a variety of themes. By the end of Key Stage 2, writing remains below the national average but shows increasing skill in purpose and organisation of writing. Some pupils are also more skilful in choice of vocabulary giving added interest to the reader.

26. Across the school, pupils' attitudes to learning are at least good in nine out of ten of the lessons in Key Stage 1, and in half of all lessons in Key Stage 2. They listen attentively and show a keen interest. All pupils work hard and try their best. In Key Stage 1, they chat together informally about a book and offer useful suggestions of favourite stories to be enjoyed. They show good perseverance in written work. In Key Stage 2, pupils enter in good discussions together about issues raised in their lessons. Written work shows careful thought but insufficient pride in the finished product.
27. The quality of teaching is satisfactory overall. In Key Stage 1, no unsatisfactory lessons were observed, but in Key Stage 2, 20 per cent of lessons seen were less than satisfactory. This was largely due to temporary staffing, making teaching unsatisfactory overall at this key stage. All teachers follow the guidance within the national literacy initiative to help structure their lessons. All lessons at Key Stage 1 show good planning with clear learning objectives identified and very good use of assessment to inform future target setting. Most teachers ensure materials are prepared before the lesson and that they are ready for pupils to use. In the better lessons there is good pace so that pupils move from listening to the teacher to working on their group activities at their tables. In less successful lessons, teachers spend too much time explaining the teaching point with little opportunity for pupil interaction and involvement in their own tasks. In these lessons, pupils' progress is unsatisfactory generally. In the best lessons, teachers create a strong sense of drama so that the text, either the 'Big Book' story, or even Shakespeare play build up a lively and thrilling feel of suspense and surprise. These teachers inspire pupils to read the book for themselves by their dramatic presentations. Classroom assistants and other adult helpers give good support to the teacher during the lesson and in sharing their assessments well at the end of the lesson. Some opportunities are found to develop literacy through other subjects, for example story writing within a geography framework.
28. The subject is well co-ordinated, and attainment is reviewed by the headteacher very effectively. The recent resources acquired by for the teaching of the literacy hour are good and make a positive impact on pupils' attitudes and rate of progress. Occasionally, visitors to the school interrupt the literacy hour and this is a weakness in planning. A satisfactory variety of homework is set which supports pupils' progress in school.

93. **Mathematics**

29. Attainment in mathematics is in line with national standards at the end of Key Stage 2. This is an improvement since the previous inspection. In the National Curriculum tests in 1999, the percentage of pupils reaching the expected level was below the national average, but about average for that of schools with similar intakes. Over the last three years, although average performance in the tests has been well below national averages for both boys and girls, there has been a steady improvement in the results. Consequently, the gap between the school's and national results has narrowed. The school has implemented effective strategies to set targets for individual pupils in order to raise standards. By the end of the key stage, pupils have a sound understanding of addition, subtraction, multiplication and division and these to solve problems. They recognise fractional parts and their percentage equivalents and use their understanding to calculate sale prices. They know the names and properties of common two- and three-dimensional shapes and express the likelihood of future events using appropriate vocabulary. They can construct and interpret graphs to an average standard.

30. At the end of Key Stage 1, attainment is below national standards as there is a fairly large minority of lower-attaining pupils. Inspection findings agree with the results of national tests at the end of Key Stage 1, when results showed that attainment was below the national average, and below the average for similar schools. Results for 1999 show an improvement on previous years. The performance over the three years from 1996 to 1998 has been that pupils' attainment at this key stage has been well below the national average, chiefly because a much smaller than average proportion of pupils has reached higher levels in the tests. Taking the same three years together, boys did not perform as well as girls. The school is aware of this and is employing strategies at both key stages to help both boys and girls improve their attainment. By the end of the key stage, most pupils mentally add and subtract numbers up to, and in some cases beyond, 20 and recognise number patterns such as odd and even. They construct block graphs of information they have collected, such as hair colour, and recognise and name shapes such as triangles, rectangles and squares. Lower-attaining pupils have not yet reached either speed or accuracy in their mental calculations, and they occasionally experience difficulties when subtracting numbers.
31. Pupils make satisfactory progress overall at Key Stage 1. This is the result of effective teaching that builds on what pupils already know and understand and involves pupils in worthwhile and enjoyable activities including number and dice games. Younger pupils made good progress in recognising and adding coins as they played a game with dice and real coins and older pupils came to a good understanding of odd and even numbers whilst taking part in carefully staged activities. Pupils at Key Stage 2 make good progress. They build on their existing knowledge and skills during well-thought out lessons where work is matched to pupils' prior attainment. For example, Year 4 pupils made good progress in reading and shading simple fractions as a result of effective assessment of their previous learning. However, progress in investigating mathematical ideas and patterns has been reduced this term. Pupils with special educational needs are well supported and make good progress in relation to their prior attainment at both key stages.
32. Pupils' good response and positive attitudes are key factors in their progress. They usually behave well, partly because of good management by teachers and by being engaged in challenging tasks as well as their own wish to succeed. Pupils listen carefully to teachers and take part in whole-class activities, for example, holding up fraction circles showing different simple fractions or when taking part in mental arithmetic games against the clock. Their positive attitudes help to ensure that they keep on task and complete reasonable amounts of work during lessons.
33. The quality of teaching is good overall. Teachers have a secure knowledge of the subject and a good understanding of how children learn as a result of training they have undertaken related to the National Numeracy Strategy. They use their knowledge well and follow the school's detailed guidelines for teaching when planning lessons. Teachers have a good understanding of pupils' levels of attainment because of very good assessment procedures that are well used in deciding what is to be taught. Pupils are taught in groups of broadly similar prior attainment. This is effective in helping to ensure that teachers and support staff are able to make best use of their time and pitch whole class work at appropriate levels. Teachers plan interesting and enjoyable activities. For example, a teacher at Key Stage 1 introduced a 'Mexican Wave' type of activity to reinforce the idea of counting on in twos. They make good use of resources, for example the kits of mathematical equipment that pupils use in whole class sessions for displaying their answers. These help to ensure that all pupils make an attempt and teachers can more readily assess all pupils' understanding. Teaching is less successful, although still satisfactory, when activities are not fully developed and pupils are unsure of the strategies they need to use, for example when working out the number of sweets there must have been in a bag. Occasionally, challenges are too high for the majority or not realistic enough for higher-attaining pupils. The quality and type of marking is inconsistent at Key Stage 2. At its best, it offers useful comments and targets for improvement, but sometimes there are no such comments and incorrect work is marked as correct, and so does not lead to improvement. Occasionally, there is a lack of challenge for higher-attaining pupils, for example when doubling numbers.
34. Overall, the school is successfully introducing the National Numeracy Strategy with a positive impact on pupils' attainment. There are examples of the use of mathematical skills in other subjects, for example

measuring in design and technology and reflective symmetry in art. However, information and communications technology is underused in the subject and some lessons at Key Stage 2 are inappropriately interrupted by visiting speakers.

99.

99. **Science**

35. Attainment in science is in line with the standard expected nationally at the end of both key stages. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.

36. Inspection findings confirm significant improvements since the previous inspection. Teacher assessments indicate attainment well below average at the end of Key Stage 1. Results of standard national tests at the end of Key Stage 2 show an improving trend year by year from 1996 to 1998. Although attainment has been below the national average, results have improved from well below average to close to average. For pupils leaving the school in summer 1999 there was a dramatic improvement in the standard achieved. These pupils achieved results above the national average both when compared with all schools and compared with schools in similar settings. A significant number of these pupils were successful at the higher Level 5. The evidence of the inspection week indicates that the general standard of work has been maintained but there are fewer pupils working at the higher levels of last year. There has consistently been a difference between the attainments of boys and girls, with girls gaining better results than boys. However, the difference is now reduced and of lesser significance.

37. At the end of Key Stage 1, attainment is in line with the standard expected nationally. This is a marked improvement in standards since the last teacher assessments were published. Pupils explore different materials assessing their properties and qualities. They define materials in terms of hard, soft and flexible, understanding that some materials keep their own shape while others can be made to change shape. They predict which car will roll furthest down a ramp, and conduct experiments to test their hypotheses. Results of tests are recorded in words and in tables. They know that some surfaces are more resistant than others. From their work on pushing and pulling they begin to define their understanding of forces. They discuss the effect of unhealthy substances on the body and recognise that electricity in the home can be a danger as well as a help. Pupils in this key stage experiment with batteries, bulbs and wire to create an electrical circuit. There have been recent school initiatives in promoting practical skills in science and in assessing attainment effectively through challenging questioning. These initiatives are generating better levels of attainment. Attainment for some pupils is restricted by the lack of sufficient skills in recording their work, for example, when undertaking investigations.

38. At the end of Key Stage 2, attainment is in line with the standard expected nationally. Most lessons focus strongly on pupils conducting experiments to test their own predictions. Pupils have learned a scientific way of working through responding to challenging questions. Wall displays remind them that it is they who must do the thinking, test to find the answers, record observations and come to conclusions on the basis of the evidence. This is a good grounding in scientific methodology. Pupils cover a great deal of ground across all aspects of the National Curriculum. They know about how the body works and how this relates to other aspects of life and growth. They know some of the properties of materials. Many differentiate successfully between ferrous and non-ferrous metals. They devise tests to find out which magnet of a set is the strongest. With some support, they identify factors that affect the fairness of a test and recognise that some need to be constant and others variable.

39. Progress is good overall but stronger in Key Stage 2 than in Key Stage 1. The difference in progress between key stages can be attributed to the specialist teaching of pupils in Key Stage 2. Pupils make satisfactory progress in the way they discuss their ideas and work together with a partner. Progress is enhanced by opportunities to work in groups with a narrower band of prior attainment. This means that the level of teaching, discussion and task setting is more appropriate to what pupils already know, understand and can do. As a result, all groups of pupils progress at the expected rate. The progress of some younger pupils is

restricted by a lack of sufficiently developed social skills, which makes co-operative working more difficult for them. A minority has not yet acquired the ability to share or to discuss sensibly with a partner. For example, a few pupils in Year 2 hindered their own progress, because they could not agree who should attach which wire to which terminal as they tried to make an electrical circuit. On the other hand, older pupils were given the opportunity to discuss which magnet was strongest and how their predictions could be tested. Pairs of pupils were given very specific questions to focus on. This resulted in a vigorous debate with many plausible suggestions. There are no targets set for special educational need pupils that are specific to science. However, teaching in narrow ability groups helps these pupils receive the closer support they need. As a result, they make good progress.

40. Pupils have good attitudes to work in science. They enjoy the practical aspects of lessons. Although noise levels sometimes rise, almost always behaviour remains focused on the task. Some written work is very untidy. However, this is sometimes a response to the need to get results of observations recorded. A mark of pupils' respect for property is in the care taken in handling equipment and their own exercise books. It is to pupils' credit that no graffiti was observed on their books. Science provides good opportunities for pupils to work together. They take these opportunities well. A small number of pupils have still to come to that stage of personal development that enables them to make best use of their opportunities. For example, at Key Stage 1, there is a lack of social skills development which makes co-operative working difficult for some pupils.
41. The teaching of science is good overall. It is stronger in Key Stage 2 than in Key Stage 1. Teachers' planning is good. All teachers have useful knowledge and understanding of the subject. Teacher knowledge is particularly well used in Key Stage 2. Teachers have high expectations of pupil involvement in practical work. They use appropriate methods to maintain pupil motivation. They manage pupil behaviour effectively, although sometimes noise levels rise in practical sessions. Day-to-day assessment is a strong feature of lessons in both key stages. It is managed through by well-focused questioning appropriate to prior attainment. It is a particularly significant factor in the progress pupils make in Key Stage 2. Marking is consistently done. It is at its best when the teacher asks the pupil supplementary questions as part of the marking. These questions are well designed to promote the next stage of learning.
42. The school has a broad and balanced curriculum well matched to recent national guidance. A careful analysis of resource needs has followed the re-designed programme of study, and resources are appropriate and available. Membership of the local partnership of schools has enabled the subject leader to analyse trends in attainment in standard national tests identifying what the school does well and what it needs to do next. The subject is well managed and taught efficiently.
43. Improvement can be identified in rises in the results of standard national tests and enhanced curriculum provision. The improvement is consistent in Key Stage 2 but not yet consistent in Key Stage 1. Recent school initiatives – in the way pupils are grouped, in strategies for assessment, in specialist teaching, in a new emphasis on practical work, and in re-defining the curriculum – have brought about improvement. The subject's significant place in school development planning puts the school in a good position to continue to make improvement.

OTHER SUBJECTS OR COURSES

108.

Information technology

44. Attainment in information technology is below the standard expected nationally at the end of both key stages. Pupils in both key stages make unsatisfactory progress. This is an apparent decline in standards since the previous inspection. However, the previous report judged attainment to be sound in those areas of the information technology curriculum which are still at the nationally expected level during this inspection. The lack of progress identified is in those areas of the curriculum which were not reported on previously and which are still not being taught.

45. At the end of Key Stage 1, pupils enter text into the computer. With some support, they use the mouse to log onto and off the computer system. They use the pointing device to access screen and menu functions. Most need guidance to do this successfully. They retrieve entered text by printing. They do not save their work to disk. Many pupils in Year 2 recognise that editing their work is easier from computer screen than in writing. For example, they correct their on-screen work using backspace and delete functions. Attainment in these aspects of information technology is satisfactory. There is no evidence of pupils in this key stage using the computer during lessons to support other parts of the curriculum. Nor is there evidence from pupil work or planning that pupils use control technology, information tables, or programs, which challenge pupil response to “What if...” situations. Attainment in these aspects of information technology is unsatisfactory.
46. At the end of Key Stage 2, pupils have a good knowledge of word processing. They know how to present their work in different ways for different audiences. For example, some pupils wrote reports of school football matches altering font and print size for effect. Pupils combine graphics with text. They gather information, tabulate it and convert tables into graphs. Attainment in these aspects of information technology is satisfactory. There is no evidence of pupils using computers to research, to control and monitor events. Nor is there consistent evidence of pupils using the computer across the curriculum to support other subjects. Attainment in these aspects of information technology is unsatisfactory.
47. Overall, pupils make unsatisfactory progress in both key stages with a large part of the curriculum not being taught. However, progress is satisfactory in some aspects of the subject. At Key Stage 1, pupils make satisfactory gains in skills when word processing or when taught in whole class lessons in the computer suite. They had plenty of time to practise text entry. They entered text quickly, showing the use of prior skills established through regular use. Good teacher knowledge in word processing and supportive teacher supervision of the task ensured that all pupils, including those with special educational needs, made progress. However, there is no evidence of progress in other areas of the information technology curriculum for pupils in Key Stage 1.
48. Pupils in Key Stage 2 make satisfactory progress in the areas of information technology taught. However, a large part of the curriculum is not taught and therefore these pupils make unsatisfactory progress overall. The evidence of pupil work, for all classes in Key Stage 2, is that they make satisfactory progress as they acquire knowledge and understanding of the editing process in word processing, how data can be converted into graphs and interrogated as a result. The work seen indicates progressive acquisition of skills in using a “paint” program to create pictures and in using “clip art” to combine text and pictures for effect. In an isolated example of pupils using computers during other curriculum areas, two boys in Year 6 showed their own good progress in helping a lower-attaining pupil complete a task. He was unable to access some on screen word-processing features using the mouse and they were able to teach him what to do. Further than this, they suggested ways in which he could present his work effectively using “word art”. In the work seen across the school, all pupils make progress in relation to their prior learning. However, there is no evidence that pupils make any progress in a large part of the information technology curriculum and this leads to unsatisfactory progress overall.
49. Attitudes to information technology are satisfactory. Only two lessons of information technology were observed. There was only one occasion when pupils were observed using the computer independently. During the lessons seen pupils were keen to get on with their task. They entered text rapidly. Most worked co-operatively with a partner. One or two pupils have not yet mastered the social skills to take turns harmoniously. Although it was an isolated incident, boys in Year 6 showed a good level of initiative and responsibility in helping each other. This was very mature behaviour. However, there are insufficient opportunities for pupils to develop such behaviour and skill on a regular basis.
50. The teaching in the two lessons seen was satisfactory. However, although school long-term and medium-term plans make arrangements for all aspects of the information technology curriculum, teachers do not carry this forward into their short-term planning and teaching. Teachers have effective curriculum knowledge over a narrow range of areas in information technology but lack confidence and knowledge in teaching the full curriculum. In the lessons seen, teachers had effective knowledge of word processing.

They organised lessons so that there was sufficient content and pace. They ensured that pupils were well behaved and well supported as they worked on the computers. Teachers do not use appropriate methods and organisation to make regular use of computers in the classroom. This lack of use of computers on a systematic basis restricts the progress pupils make.

51. The curriculum is unsatisfactory. The full curriculum required for this core subject of the National Curriculum is not taught. School policy, long-term and medium-term plans do make the necessary provision. This planning is well linked to national guidance. However, several factors stop policy and plans from being put into practice. Although the school has made immense steps in enhancing the accommodation and learning resources available, circumstances beyond its control have slowed down the development of the computer suite. As a result only limited use is being made of this facility. There is a lack of specific hardware and software for some areas of the curriculum. Teacher knowledge is insufficient to successfully teach across the whole curriculum. Although the subject is well managed by a knowledgeable co-ordinator, there are currently no arrangements for him to monitor teaching.
52. The school recognises that to make further improvement there is a need to provide training across the curriculum so that all aspects of information technology can be taught. Completion of the computer suite provision is a potential stimulus for improvement, opening up the way to the use of Internet and e-mail. It will be necessary to make much more use of computers in the classroom on a systematic basis to raise standards further.
117. **Religious education**
53. By the end of Key Stage 1, pupils' attainment in religious education is in line with the expectations laid down in the locally agreed syllabus. However, by the time pupils leave school at the age of 11, their attainment is below that which is expected. This represents a fall in attainment since the last inspection for pupils at the end of Key Stage 2.
54. By the end of Key Stage 1, pupils know that the main religion of this country is Christianity and that the Bible contains details of Jesus' life and teaching. They know some stories from the Bible and that they have meanings which are important in their lives. They also know that there are other religions such as Hinduism and that there are festivals and celebrations associated with these, such as Diwali. Older pupils have a basic understanding of the Christian Church. They know there are different groups within the religion and that prayer is a way of talking with God. A few know the names of other major world religions but have little understanding of the fundamental beliefs of these religions. They confuse a number of pupils, who for example, attribute the story of Rama and Sita to Buddhism, and do not know the religion of the visiting vicar. Their understanding of the impact of faith and belief on people's lives, including their own, is limited. The subject does not make a significant contribution to pupils' spiritual development.
55. Although pupils make satisfactory progress at Key Stage 1, progress is unsatisfactory at Key Stage 2. Overall, progress is unsatisfactory as pupils' knowledge and understanding are below that which is expected by the time they leave school. At Key Stage 1, pupils learn about their own personal development and the changes that occur as they grow older, linked, for example, to the Christmas story. They extend their understanding of different faiths as they learn about festivals of light such as Diwali. However, at Key Stage 2, pupils do not sufficiently extend their knowledge or look more deeply into religious practices and consider the importance of spirituality and the meaning of belief. Although the progress in the lessons seen during the inspection was satisfactory, with pupils learning successfully about Bar- and Bat-Mitzvahs, progress over time is unsatisfactory. Pupils do not cover enough work in appropriate detail to enable them to make satisfactory progress over time.
56. Pupils' response to religious education lessons is satisfactory overall, although a lack of pace and overall interest in the lesson at Key Stage 1 meant that pupils became restless and their progress slowed. Pupils at Key Stage 2 show interest in the work they do, for example when exploring the need to co-operate to solve problems. Year 6 pupils are interested in the subject and keen to share their knowledge, such as it is.

57. The overall quality of teaching is satisfactory. However, the current curriculum has not been adapted sufficiently well to ensure a balanced approach to learning and as a result, pupils make unsatisfactory progress over time. Teachers base their planning on the agreed syllabus and very useful guidelines for teaching, but the planning is not fully implemented, resulting in unsatisfactory progress for pupils. During the inspection, the quality of teaching in the individual lessons seen was usually satisfactory. In one case it was good. When teaching is good, lessons are taught as planned, and the teacher is clear about the purposes of the lesson. She used questioning and discussion effectively in order to check pupils' understanding and to help them to organise their thoughts. Consequently, pupils made good progress in understanding the need for co-operation to accomplish certain tasks. There are unsatisfactory lessons where the planning is not clearly focused and pupils complete undemanding tasks such as drawing and colouring a Bar Mitzvah card without fully understanding the purpose of the event.

Art

58. Three art lessons were observed during the inspection, all at Key Stage 2. Judgements are also based on a scrutiny of pupils' work and display, an examination of teachers' planning and discussions with pupils and teachers.
59. All pupils, including those with special educational needs, make good progress in art at Key Stage 1 and satisfactory progress at Key Stage 2. At Key Stage 1, pupils make good progress because of the effective planning with many varied activities and experiences. Teachers introduce them to a good range of experiences. These include using different media and techniques, such as poster paint, pencil drawings and examining the work of established artists. Judging from the good quality of work on display at Key Stage 1, pupils become increasingly competent, confident and co-ordinated and are careful when completing their work. Teachers try to ensure that pupils meet a wide range of experiences. For example, younger pupils use art in a wide range of subjects, such as producing their own pictures of different numbers of objects as part of the mathematics displays. Younger pupils also consider the work of Monet and produce effective pictures of water lilies reflecting his style. Older pupils use line and shape to make pictures in Mondrian's style and evaluate these effectively.
60. Pupils continue to build on these skills and make sound progress at Key Stage 2. The planning and lively displays show that the teaching is satisfactory. During the inspection, all the art lessons seen were taught well by a temporary teacher. Her good quality teaching enabled pupils to make good progress during art lessons. She had a very good understanding of the theme of the week, which was Islamic art, and had high expectations of the pupils' abilities to observe and understand the main aspects of pattern and symmetry. This understanding and knowledge, coupled with a good ability to manage pupils' behaviour, motivated them to try hard to produce the desired effects, with a good deal of success. The series of lessons contributed well to pupils' cultural development in their introduction to a non-Western style of art as well as reinforcing the mathematical concept of symmetry. Different classes produced colourful and symmetrical patterns with coloured tissue paper and quilling techniques.
61. An examination of art display around the school and discussions with pupils also reveal the sound progress made. Sketchbooks are underused, but they show a steady increase in pupils' observational and drawing skills. Pupils continue to examine the work of artists, such as Picasso, and develop a sound understanding of the reasons they painted in the way they did. However, the amount of three-dimensional work that pupils do is limited, as it was in the previous inspection. It includes making models from recycled packages and household materials and a little work with clay and salt-dough.
62. The overall good quality of teaching art throughout the school is a definite improvement since the previous inspection, as is the greater emphasis on developing a knowledge and understanding of different artists.
127. **Design and technology**
63. Progress in design and technology in both key stages is good. This is an improvement on the previous inspection when progress was found to be satisfactory. Design and technology is now a strength of the school.
64. In Key Stage 1 progress is good in lessons and over time. On entry to the key stage although pupils have good ideas, they are still developing their hand and eye co-ordination skills and have some difficulty in executing their design plans. By the end of the key stage, pupils can draw a design and create their own model with good attention to strength and size. They give good attention to evaluation and refinement of their work during lessons. Pupils become confident when discussing and describing their work to other class members. By Year 2, literacy and numeracy skills are being incorporated successfully as pupils measure

materials or sensibly discuss their finished models using relevant vocabulary in their explanations.

65. By the end of Key Stage 2, pupils' good progress has been maintained. Good time allocations and valuable links between subjects have strengthened and increased success in design and technology. For example good progress was seen in Year 3 when pupils designed and made picture frames with mitred corners giving careful attention to accuracy, and when considering best methods of attaching frame holders. In Year 4, good progress was observed in pattern making as pupils realised that all elements of their design must be viable for their chosen material and decorations. By Year 6, pupils have continued to make good progress and are able to choose their own materials and produce a model which accurately matches their initial designs. Particularly commendable is the inclusion by the teacher of personal and social education and good progress is made. In one good project in Year 6 to design and make a Millennium dome, good progress was made in group dynamics as tasks were allocated; in personal self-esteem as pupils described and discussed their ideas; and in citizenship as pupils considered the needs of the general public on visiting such a site. The pupils were justifiably proud of their finished work. Pupils with special educational needs make good progress and strengthen their understanding of design and how to evaluate their work at both key stages.
66. In the lessons seen across all year groups, pupils have a positive attitude to the subject and take great pleasure in the practical work. Pupils of all ages work with great concentration, showing a high level of involvement in the task, and a good ability to work in teams. Pupils show sustained concentration over time.
67. The teaching of design technology is good at both key stages. Teachers have good subject knowledge, use appropriate technical vocabulary and offer tasks to their pupils, which fully comply with the requirements of the National Curriculum. A good range of tools and materials are available, and teachers are skilful in providing sufficient opportunities to allow pupils to make relevant choices about tools to make their designs. In all lessons, suitable and meaningful projects are matched to pupils' levels of interest and teachers work enthusiastically to ensure high levels of satisfaction in the completed task. Good opportunities are provided to consolidate previous learning, extend their logical thinking, and make good progress in exploring and developing new ideas. In less successful lessons, too many opportunities are limiting the teacher's effectiveness, which slows pupils' progress overall. All lessons are well prepared and good attention is given to health and safety aspects of handling materials. This is particularly difficult in food technology lessons in Key Stage 2 where the accommodation is not adapted to teach this subject. The teacher works hard to ensure health and safety are given particularly good attention in these lessons. Assessment is used well both during lessons and at the completion of each project in order to provide consistently high quality challenges.

132. **French**

68. French is taught from Year 2 onwards and it occupies a small proportion of curriculum time. Progress by most pupils is good in lessons and over time. Pupils learn basic vocabulary which increases in complexity over the five years, and as they speak to each other in front of the class there are also significant gains in self-confidence. In Year 2, most pupils can state the colours of the rainbow in French, can count to ten and name various parts of the body following a simple song. Pupils learn a more sophisticated vocabulary in subsequent years, and by Year 6, most are able to ask simple questions and answer in short grammatically correct sentences. Many pupils enjoy coming out to the front of the class and they ask each other simple questions and reply to one another appropriately.
69. Attitudes to learning are good. Most pupils behave very well and are eager to participate. Pupils enjoy the lessons, willingly join in singing with the teacher and especially enjoy talking to each other in role-play. Most pupils are willing to have a try at speaking, and many develop good levels of pronunciation with practice. Much of the enthusiasm comes from good quality teaching. The teacher is very well prepared and a specialist in her field. She rapidly engages pupils in a wide variety of activities which promote high levels of energy and good quality learning. The pace of lessons is brisk and there is a good focus on oral work, which helps develop confidence and promotes enthusiasm. Lesson plans are of good quality and show clearly how pupils will learn progressively over time. Pupils with special educational needs are fully integrated into all conversational sessions and although their retention of vocabulary is sometimes weak, with appropriate

prompting and encouragement from the teacher their progress in speaking is good.

70. The teaching of French is a valuable addition to learning. The subject adds breadth and interest to the curriculum and supports well the learning in other subjects, especially in literacy and geography. Other activities, such as participating in a French breakfast, help further to promote an understanding of French culture.

135. **Geography**

71. Pupils make good progress in geography at both key stages. This is an improvement since the previous inspection. Most pupils have very little geographical knowledge when they enter the school. Using stories, illustrations from books and maps, pupils at Key Stage 1 gradually acquire an understanding of spatial relationships and distance. They learn to compare their own area with a Scottish island, and develop a simple understanding of map symbols. Many pupils in a Year 2 lesson on comparisons between a Scottish island and their own town were full of awe when they located Nottingham on the large map of Great Britain. At Key Stage 2, the good progress continues. More advanced skills are well developed with a focus on interpreting information from photographs, drawing their own maps with a key on, and making connections between climate and lifestyle. In the lessons seen, where the focus was on Chembokalli village in southern India, pupils in all years were able to extract appropriate information, make comparisons and draw conclusions, all at varying degrees of detail according to the year they were in. In Year 3, higher-attaining pupils make good progress when interpreting information from photographs, while in Year 6, they have begun to draw conclusions and make hypotheses from the sources of evidence. For example, higher attainers can account for the different types of crops being grown on different types of land. Lower-attaining pupils, including those with special educational needs make good progress over time and in lessons in acquiring a good level of technical language, for example being able to name the monsoons and its effects on farming. These pupils also begin to understand the relevance of maps in geography, and by Year 6, most are competent at reading symbols and interpreting them.

72. Attitudes to learning are good and pupils enjoy their geography lessons. Pupils show a genuine curiosity about different places such as India and Scotland, different forms of transport, and varying lifestyles. They appreciate the many opportunities that teachers give them to debate, investigate in groups and present their findings. They search hard for clues in research material and show enthusiasm for their tasks. Pupils enjoy talking about their discoveries and are eager to answer questions in whole class sessions. Teachers generally harness this interest and enthusiasm well in the structure of their lessons so that good progress results in most cases. Behaviour is good with a good level of respect being shown for people who have different ways of life and traditions.

73. Teaching is good overall, with some very good teaching in Key Stage 2 where a very carefully crafted lesson fully engaged pupils in investigation, interpretation and comparison effectively. Lessons are clearly prepared with appropriate amounts of time allowed for a wide range of activities. This is especially true at Key Stage 2 where two-hour sessions are subdivided into question and answer, different practical activities, using many resources effectively, whole class debate and discussion, and appropriate summaries to check out learning at the end. As a result, interest and enthusiasm are sustained and good progress is made. Teachers manage their groups well and they keep the pace of the lesson brisk. When the activities become routine, such as some colouring of vehicles in one lesson at Key Stage 1, the focus is lost and progress in learning about geography is unsatisfactory.

138. **History**

74. Pupils, including those with special educational needs, make satisfactory progress overall in history at both key stages. In Key Stage 1, pupils are developing a satisfactory understanding of the way life has changed over time. By using toys from an earlier historical period, pupils were able to recognise changes and begin to develop an understanding of chronology. Over the term, Year 2 pupils have made satisfactory progress in their understanding of the way the life and work of Florence Nightingale has influenced nursing. The highest attaining pupils in the Year 2 group were able to recall many of the facts they had learnt about her work.

75. In Key Stage 2, the work in the pupils' books provides evidence of satisfactory progress in the last half-term. Discussions with a group of Year 6 pupils confirmed this judgement. The pupils were able to talk at great length about the work they had completed on the history of Ancient Greece. However, they were not sure about the order in which historical events had occurred. For example, they were not clear if the Romans invaded England before or after the Vikings. The pupils had studied the Tudor period of history; they were not able to recall any important events from that time.
76. The pupils enjoy their history lessons. The pupils in Year 1 had visited a local toy museum and this had obviously made a positive impression on their minds. The Year 6 pupils were keen to talk about the way they had approached the work on Ancient Greece; they were able to explain how they had undertaken their own research on a number of topics. The highest attaining pupils had continued this research in their own time, as part of their homework.
77. There is insufficient evidence to make an overall judgement about the quality of teaching. In the one lesson observed, teaching was satisfactory. Planning ensured the class were clear about the learning objectives, the teachers' knowledge and understanding were secure and the lessons had a steady pace.
78. The history co-ordinator has prepared a detailed plan that contains all the elements of the National Curriculum programmes of study. He has a good understanding of the way the subject should be taught. In the last term one teacher has taken responsibility for teaching all the pupils at Key Stage 2 and this approach appears to be working well. The comments from the pupils support this judgement. However, the co-ordinator has not had the opportunity to monitor teaching across the school, but has monitored planning and speaks regularly with Key Stage 2 teachers.
79. Resources for history are satisfactory and enable the school to address all aspects of the National Curriculum programmes of study. In addition to the school's own resources, good use is made of visits to places of historical importance.
80. These judgements are similar those reported following the school's previous inspection.
145. **Music**
81. Very little direct teaching of music was seen during the inspection. No teaching was seen at Key Stage 2. Evidence, drawn from books, teachers' planning, policies and interviews with pupils and staff, shows that pupils make good progress at both key stages.
82. Pupils begin the National Curriculum with very little knowledge and understanding of music, other than some simple corporate singing practised in the Nursery and assemblies. Progress is good in singing with some excellent progress made in rehearsals of hymns and other songs in a combined Reception, Year 1 and Year 2 lesson. By the end of the lesson, pupils had learnt to sing in two parts with outstanding clarity, timing and diction. These both progress well across the two key stages, with pupils learning well higher level skills of good voice control and appropriate posture and breathing. In whole school assemblies, singing is good.
83. Pupils make good progress in acquiring a good level of technical language. Towards the end of Key Stage 1, they have progressed from simple counting to recognising the differences between pulse and beat. They learn to play a range of tuned and untuned instruments well, appropriately following directions of diminuendo and crescendo from the teacher. At Key Stage 2, pupils continue their good progress by learning about tempo and pitch, and they acquire understanding of simple symbolic annotation. Some pupils learn the names of famous composers and when and where they lived. Higher-attaining pupils can run through the major sections of the orchestra readily, naming many of the more important instruments. Lower-attaining pupils, including those with special educational needs, make good progress by participating fully in composing and appraising. They are able to offer sensible comments in answer to questions on names of instruments and explain how they make their different sounds as they reach Year 6.

84. The good progress is the result of good quality well-prepared lesson planning and the interest and enthusiasm of the pupils themselves. The teaching seen at Key Stage 1 was good. Pupils have very good attitudes to learning in music. They are eager to improve their performances when singing or composing or playing instruments. They develop good levels of listening skills, which become important when entering on time in singing or when performing. Behaviour is very good and pupils are careful with instruments and handle them with respect. Teaching is good in the lessons observed at Key Stage 1. In one case where teaching was excellent, sensitive attention to detail, excellent levels of challenge and encouragement resulted in outstanding improvements in the quality of singing and in the overall performances in a relatively short period of time. Teachers use resources effectively, including pre-recorded tapes of music from different cultures and an appropriate range of musical instruments. The very good subject knowledge is used very well by teachers when questioning and when helping to raise awareness of technical language, successfully promoting literacy development. Teachers manage pupils very well and use a good range of strategies in lessons to ensure that the quality of learning is good. Teachers at Key Stage 1 make very good use of music in raising standards of literacy. For example, this is achieved successfully through the focus on pronunciation and initial sounds in nursery rhymes.

85. Instrumental lessons make a further contribution to the curriculum. A small number of pupils learn the keyboard and there is a small and successful school choir, regularly performing in and out of school at appropriate festivals and seasons of the year. The musical talents of pupils are further developed by a regular school production featuring singing practised during and after lessons. These features have a positive impact on learning and on progress over time.

150. **Physical education**

86. During the inspection limited direct observation of physical education lessons was possible. However, the evidence that was gathered indicates that as pupils move through the school they make good progress in developing their skills in physical education. In Key Stage 1, the progress is satisfactory and in Key Stage 2 the progress is good. Pupils with special educational needs are fully involved in lessons and make similar progress to other pupils.

87. Pupils in Key Stage 1 show that they are able to use the hall space to a satisfactory level; they are able to control their movements and to ensure that they do not run into each other. When asked to work together the pupils show a satisfactory level of co-operation; they are prepared to give each other advice and generally do this with little fuss. In the lessons observed the pupils listened carefully to instructions. This contributed to the level of their progress. For example, in a lesson where Year 1 pupils were moving as toys, they listened with care to the rhythm being provided by an instrument and during the lesson made at least satisfactory progress in improving their movements.

88. In Key Stage 2, the lessons that were observed were all in dance. In this aspect of their physical development the pupils showed good progress. For example, pupils in a Year 5 class developed their understanding of music that was used to represent ice skaters. During the lesson the pupils improved the quality of their movements and, by the end of the lesson, they worked together to demonstrate the simple dance sequence they had generated. Although other aspects of the physical education programme were not directly observed, the evidence from the teachers' records suggest that pupils make good progress in these aspects of their physical development. Informal observations of pupils playing with footballs indicated a good standard of control.

89. The inspection of this school included a focused view of swimming, the provision for which is judged to be satisfactory. The pupils in Years 2, 3 and 4 have swimming lessons in the spring and summer terms; this arrangement limited the opportunities to collect evidence during the inspection. The evidence gathered, mainly through a discussion with the teacher responsible for teaching swimming, indicated that up to 80 per cent of pupils had reached the required standard by the time they left the school at age eleven. Although the school's provision is for pupils in Years 2, 3 and 4, those pupils who can not swim twenty-five metres by the end of the Year 4 are included as part of the teaching programme, as they move through Years 5 and 6. This

approach for providing additional help for the small numbers of pupils concerned is satisfactory. The school keeps records of the pupils' progress in swimming as part of the overall assessment in physical education. The records are of a satisfactory quality.

90. The pupils' attitudes to physical education are good. In conversation, Year 6 pupils are very positive about the work they do in the subject. Behaviour in both key stages is good and the pupils respond in a positive way to the model provided by the teacher. In the Key Stage 2 lessons, the teacher took an active part in the sessions and her interpretation of the music was a help to many of the pupils.
91. The quality of the teaching observed was good overall. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Teaching was judged to be very good in one lesson, good in three lessons and satisfactory in the other lessons. In all the lessons, the teacher's planning was of a good quality. The detail in the planning meant that lessons went at a good pace. In the lesson where teaching was judged to be very good, the Year 5 pupils were introduced to pieces of music that they had to interpret as ice skaters. The teacher had very high expectations of the group. Her discipline was firm and this resulted in all the pupils being involved in the activity. By the end of the lesson, there was clear evidence of very good progress.
92. The subject is effectively led by an enthusiastic co-ordinator. She has a clear understanding of the needs of the pupils. The policy and plans for the subject are very good; they show how the school will deliver all aspects of the national programmes of work. The co-ordinator is responsible for teaching much of the physical education at Key Stage 2, this arrangements appears to be having a positive impact on standards. Unfortunately arrangements are not in place that would enable her to evaluate the quality of work being undertaken at Key Stage 1.
93. Resources for physical education are satisfactory and enable the school to address all aspects of the National Curriculum programmes of study. The school has two halls, these contain a satisfactory range of gymnastic equipment. The outside areas enable pupils to develop their skills in a number of sports including football and netball. After school clubs, in a number of sports, also have a positive impact on standards. However, the indications are that only a small number of pupils are involved in the clubs.
159. These judgements are similar to those reported following the school's previous inspection.

PART C: INSPECTION DATA

158. SUMMARY OF INSPECTION EVIDENCE

94. Time spent in lessons and other inspection activities with different age groups

YN	YR/1	Y2	Y3	Y4	Y5	Y6
4h10m	8h40m	16h25m	9h50m	7h40m	9h10m	14h10m

159. Total hours: 70 hours 05 minutes

- The team consisted of five inspectors and a lay inspector. They spent a total of 20 inspector days in school and observed 77 lessons or part lessons, amounting to over 48 hours of lesson observation. Most teachers were seen teaching several times by most inspectors.
- A total of seven registration periods amounting to over an hour were observed.
- Several assemblies were also observed amounting to over two hours.
- Discussions took place with 23 pupils out of lessons amounting to approximately three hours of inspection time.
- A representative sample of reading ability was obtained by hearing a cross-section of pupils reading individually, amounting to five hours, and by direct observation of group reading during the literacy hour as part of the school's modified National Literacy Strategy.
- Twenty-seven discussions were held with all key members of staff and some governors on a formal basis and with all subject co-ordinators and teachers with management responsibilities amounting to almost 15 hours of meeting time.
- Inspectors examined the work of pupils from each year in the school formally and looked at much work in addition during lesson observations. This amounted to over eleven hours of inspection time.
- About three and a half hours were spent in other activities such as examining resources, looking at wall displays and observing behaviour.
- All special educational needs documents and materials were carefully scrutinised including the policy, Individual Education Plans, the register and related planning and resources.
- All documentation provided by the school was carefully analysed. This included all policies and schemes of work, the school development plan and supporting budgetary information, attendance registers, pupils' reports and records of achievements, the school prospectus, the governors' annual report to parents, teachers' planners and records as well as minutes of key meetings including those of the governing body.
- Discussions were held with a number of key teachers with regard to the introduction of the National Literacy and National Numeracy Strategies. Observations in English lessons focused on the Literacy Strategy and all teachers were seen teaching literacy at least once. Similarly, all teachers were seen teaching numeracy within mathematics lessons.
- An informal pre-inspection meeting was held with the school's governing body and the views expressed and the information provided helped to inform the inspection.
- A parents' meeting was held and attended by eight parents, a small number of written comments and letters and questionnaires from 91 parents were analysed and the results helped to inform the inspection.

1. **DATA AND INDICATORS**

160. **PUPIL DATA**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	289	0	99	93
Nursery class	40	0	1	9

160. **TEACHERS AND CLASSES**

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	14.7
Number of pupils per qualified teacher	19.7

Education support staff (YR - Y6)

Total number of education support staff	5
Total aggregate hours worked each week	42.5

Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	36

Education support staff (Nursery class)

Total number of education support staff	3
Total aggregate hours worked each week	42.5

Average class size:	28.9
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160. **FINANCIAL DATA**

Financial year:	1998/99
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	£
Total Income	544,199.00
Total Expenditure	541,384.00
Expenditure per pupil	1,428.45
Balance brought forward from previous year	18,887.00
Balance carried forward to next year	21,702.00

PARENTAL SURVEY

Number of questionnaires sent out:

329

Number of questionnaires returned:

91

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	31	66	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	36	58	0	0	0
The school handles complaints from parents well	19	55	9	0	0
The school gives me a clear understanding of what is taught	25	68	1	0	0
The school keeps me well informed about my child(ren)s progress	34	57	7	2	0
The school enables my child(ren) to achieve a good standard of work	32	63	4	0	0
The school encourages children to get involved in more than just their daily lessons	29	52	20	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	31	56	10	2	1
The school's values and attitudes have a positive effect on my child(ren)	25	66	9	1	0
The school achieves high standards of good behaviour	24	70	5	0	0
My child(ren) like(s) school	37	58	1	3	0

160. Other issues raised by parents

- Most parents expressed support for the head-teacher and the school
- Parents were very satisfied with the levels of improvement since the last inspection