

# INSPECTION REPORT

**Roselands Primary School**  
Hoddesdon

LEA area: Hertfordshire

Unique Reference Number: 117338

Inspection Number: 187559

Headteacher: Mrs. J. Carson

Reporting inspector: Mrs. G. Crew  
22837

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> October 1999

Under OFSTED contract number: 707434

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:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. T. Pomfret
Date of previous inspection:	April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs. G. Crew, Rgl	Science	Attainment and progress
	Music	Leadership and management
	Physical education	Areas of learning for children under five
Mrs. M. Malin, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mr. B. Downes	Mathematics	Teaching
	Design and technology	The efficiency of the school
	Art	
	Religious education	
	Special educational needs	
Mr. D. Marshall	English	Attitudes, behaviour and personal development
	Information technology	Curriculum and assessment
	History	Pupils' spiritual, moral, social and cultural development
	Geography	
	Equality of opportunity	

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## MAIN FINDINGS

### What the school does well

- The school is effective in setting realistic targets and raising standards. By the end of Key Stage 2, attainment is above expectations in English, mathematics, science, design and technology and physical education. Attainment is well above expectations in information technology, art and music. The school provides equality of opportunity for all pupils most effectively. Pupils, including higher attainers and those with special educational needs, make good progress.
- The headteacher, deputy headteacher and governing body provide excellent leadership. There are highly effective strategies to promote continued improvement in teaching, standards and the quality of education provided. The ethos is excellent and promotes high academic and social standards. Relationships between pupils and with adults are exemplary. Pupils develop excellent attitudes to work and other opportunities offered by the school. Behaviour is very good.
- Teachers are competent and effective and make a strong team. Arrangements for the professional development of staff are extremely effective and are securely linked to the excellent school development plan. Teachers plan to build on what pupils know, understand and can do exceptionally well. Planning is supported by excellent procedures for monitoring pupils' progress and personal development and assessment. Provision for pupils' moral and social development is also exemplary. The quality and range of extra-curricular activities provided are outstanding. The efficiency of financial control and school administration are excellent.
- Very good provision is made for pupils' personal development, for their support, guidance and welfare and for their spiritual development. Partnerships with parents and the community are very good.

### Where the school has weaknesses

- I. Currently, the school pool is out of commission. Alternative arrangements will be necessary to implement the planned curriculum for younger pupils if this persists. At present, this results in non-compliance of the National Curriculum.
- II. Outside accommodation lacks large play equipment for the children under five and this limits opportunities for further development of social skills and physical and creative development through structured play.
- III. The marking policy is not applied consistently and it is not indicated on pupils' work when teachers have given targets for improvement.
- IV. Pupils' multi-cultural awareness is not as extensively extended as is that of their local culture.

**The school has many strengths in areas that have a significant impact on the quality of education provided. There are no key issues for the school to address. In the context of its many strengths, the minor points for improvements should be considered as the basis for an action plan. The governors' action plan will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

There has been good improvement since the previous inspection that has directly contributed to the maintenance of standards and improvement in standards in English and mathematics in Key Stage 2, progress and the quality of teaching. The school has made a systematic response to all the key issues. The subsequent action plan was sufficiently detailed and progress towards rectifying issues has been thorough. Unified schemes of work have been implemented in all subjects and co-ordinators are provided with time to monitor developments.

The pattern and purpose of assemblies has been reviewed. There is a planned programme for the act of collective worship. Space has been made available in the reception and Year 4 classes by modifying the building. Temporary screening gives flexibility to the size of other teaching areas. Reports to parents are comprehensive and detail what pupils know, understand and can do. The school has maintained the good standards achieved and the high standards in information technology, art and music. There was a drop in standards in the 1998 national tests and assessments. Rigorous analysis was carried out and the upward trend in standards was resumed in the 1999 national tests as a result of this. Capacity for further improvement is very good. School managers are in a strong position to maintain standards as rigorous targets are set and regularly reviewed. Improvements that have been made in monitoring, evaluation and school development planning should bring about further improvement in the quality of education.

• **Standards in subjects**

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

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

The 1998 Year 6 was identified as having generally lower levels of attainment than previous year groups. The results of the 1998 tests did not reflect the steady rise seen in previous years. In response, the school reviewed the curriculum and revised the cycle of topics to provide more precision in the knowledge and skills being taught year on year. Procedures for assessment and for tracking pupils' progress were also improved. In 1999, scores in the national tasks and tests improved in both key stages. The results for 11 year olds rose to 72% achieving level 4 and above in English, 83% in mathematics and 79 % in science. A significant feature of the rise in standards is the increase in numbers of pupils reaching higher levels of attainment. The school is making good progress towards meeting the targets set for attainment in the year 2000. Pupils achieve well above the expected levels in information technology, art and music by the end of Key Stage 2. Attainment in religious education is in line with expectations as set out in the locally Agreed Syllabus.

• **Quality of teaching**

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



The quality of teaching observed is never less than satisfactory. It is good in 32% of lessons, very good in 26% and excellent in 9 %. The quality of teaching makes a very positive contribution to pupils' attainment and progress at all levels. Specialised teaching by school staff for music in both key stages and physical education and religious education in Key Stage 2 is a very effective use of resources and contributes to the progress made by pupils. Teaching has improved since the last inspection when it was reported as being mainly good, often very good, but some teaching was less than satisfactory.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	There are very high standards of behaviour. Pupils are polite and respectful to one another and adults.
Attendance	Attendance is good. Pupils generally arrive on time and lessons begin promptly through the day.
Ethos*	An excellent ethos with a strong commitment to maintaining and further improving standards.
Leadership and management	Management is excellent and is steered by the headteacher. The governing body are highly effective. Co-ordinators manage subjects very effectively and efficiently. Monitoring and evaluating impacts on standards. The development plan is an excellent tool for moving the school forward.
Curriculum	The curriculum is broad and well balanced. Curriculum planning is good for children under five and very good in Key Stage 1 and 2.
Pupils with special educational needs	Special needs provision is good and ensures effective support for pupils.
Spiritual, moral, social & cultural development	Overall, very good provision. Significant strengths are excellent opportunities for moral and social development.
Staffing, resources and accommodation	Staff are very well deployed and effective use is made of specialist knowledge. Resources are good overall. The very poor condition of the swimming pool, due to circumstances beyond the school's control, is restricting access to the full requirements of the curriculum for physical education at present.
Value for money	The school provides very good value for money.

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

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>V. The family atmosphere and the way in which children are valued and encouraged.</p> <p>VI. The strength of the extra-curricular activities and that children are encouraged to be involved in more than just lessons.</p> <p>VII. Parents are encouraged to play an active part in the life of the school.</p> <p>VIII. The school is approachable regarding questions or problems to do with children.</p>	<p>IX. A minority of parents feel that higher d.</p> <p>X. A small number of parents felt that</p> <p>XI. Some parents feel there is too much</p>

The team found the strengths confirmed during the inspection. Higher attaining pupils are suitably challenged during lessons. Homework provision is appropriate. It is set regularly and many parents would not wish for more, bearing in mind the age of the pupils. Older pupils are given further opportunities to research and follow up work at home if they wish to. No evidence was found at the time of the inspection to confirm the concerns expressed by parents that communication with the school was difficult.

## KEY ISSUES FOR ACTION

There are no key issues for the school to address, but in the context of its many strengths, the following minor points for improvement should be considered as the basis for an action plan:

- XII. make suitable arrangements for the teaching of swimming to-comply with National Curriculum requirements; (Paragraphs: 41, 85, 188, 193, 194)
- XIII. develop outside accommodation to include a covered area and large play equipment for the youngest children to provide opportunities for further development of social skills and physical and creative development through structured play; (Paragraphs: 84, 93, 101-103)
- XIV. consistently apply the marking policy and indicate on pupils' work when teachers have given targets for improvement in order to enhance monitoring of pupils' progress; (Paragraphs: 51, 117, 127, 136)
- XV. further develop pupils' multi-cultural awareness. (Paragraphs: 47, 58)

## INTRODUCTION

### Characteristics of the school

1. Roselands Primary School is a one-form entry local authority school, which was established in 1975 to serve the local housing estate and the surrounding area. The standard admission number to the school is 30. At the time of the inspection, there were 199 pupils on roll aged from rising 5 to 11 and this is similar to the last inspection. Whilst some pupils currently on roll come from the immediate local environment, pupils also travel from further afield due to parental choice. Since the previous inspection some characteristics of the school have changed. As a result of over-subscription, the County admission process has resulted in a more localised intake. A small housing estate of rented properties has been built opening onto the end of the school drive and has slightly altered the socio-economic circumstances of the area. There has been an increased demand on places at the school for the reception intake and also in other classes as families are re-located.

2. There are 9 full time teachers employed, including the headteacher, and 1 part time teacher. The ratio of pupils to teachers at this time of the school year is 22. Pupils are placed in seven classes, with one class for each year group in the school. There are three intakes to the school over the year. Children under five are admitted at the start of the term in which they are five, according to the local education authority admission procedures. A significant number of children have attended pre-school provision before starting school. At the time of the inspection, 9 children under five were being taught in the reception class. The ability of the children on in-take to the school is broadly average as measured by the local education authority assessment procedures. Children's speaking and listening skills are generally less well developed when they begin school and assessments over the last three years have confirmed this. Attainment on entry to the school is lower than reported in the last inspection when the proportion of more able pupils was higher than usual. Currently, there are no pupils from homes where English is not the first language although 3 per cent of pupils come from non- European backgrounds. There are 46 pupils defined as having special educational needs and this is slightly above the national average. One pupil has a formal statement of special educational need. The proportion of pupils eligible for free school meals is 4 per cent and below the national average.

### 3. Aims of the school:

The school aims are set out in the prospectus and in the home/school agreement. The school aims to provide a stimulating, secure and relaxed environment in which children of various nationalities, religions and cultures can thrive and work happily together.

### 4. The school states that:

- each child is helped to develop to the maximum of their potential ability by educating the whole person intellectually, physically, morally, spiritually and emotionally. Equal access is provided for every pupil to the National Curriculum. The school offers a structured approach to teaching and learning;
- children are valued as individuals and the school tries to build on pupils' individual strengths. The school believes that success helps pupils to gain confidence, that positive attitudes learned in the Primary school are very important if the children are to make the most of opportunities offered in later stages of education;
- staff and governors want children to grow into flexible, mature, thinking adults who will be able, not only to cope with, but enjoy the many challenges of the twenty-first century;
- the success of the pupils is helped by a strong partnership between parents and staff working together.

### 1. Current school priorities:

- to continue to work towards achieving the realistic targets set for attainment;
- to continue to implement monitoring and assessment procedures and to extend the practices established in literacy teaching to mathematics and all other subjects;
- to extend marking procedures and develop the policy so that staff and pupils benefit from clear targets and achievements reflected in marking practice;
- to consider alternative arrangements for swimming if the school pool continues to be unavailable for use in order that every pupil has the opportunity to experience swimming lessons within each academic year;
- to review the religious education scheme of work at the end of the first year of using the locally Agreed Syllabus.

## 1.Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1998	18	14	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	15	15	14
	Girls	13	13	12
	Total	28	28	26
Percentage at NC Level 2 or above	School	88 (76)	88 (82)	81 (85)
	National	80 (75)	81 (80)	84 (83)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	15	17
	Girls	13	13	14
	Total	27	28	31
Percentage at NC Level 2 or above	School	84 (82)	88 (91)	97 (91)
	National	81 (80)	85 (83)	86 (85)

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<sup>1</sup>

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

## Attainment at Key Stage 2<sup>2</sup>

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

Year	Boys	Girls	Total
1998	16	14	30

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	10	12
	Girls	12	12	10
	Total	20	22	22
Percentage at NC Level 4 or above	School	67 (61)	73 (72)	73 (84)
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	12	11
	Girls	12	13	12
	Total	22	25	23
Percentage at NC Level 4 or above	School	73 (81)	83 (75)	77 (83)
	National	65 (63)	65 (64)	72 (69)

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year			%
	Authorised Absence	School	4.4
		National comparative data	5.7
	Unauthorise d Absence	School	0.0
		National comparative data	0.2

## 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		35
	Satisfactory or better		100
	Less than satisfactory		0

## 6. PART A: ASPECTS OF THE SCHOOL

### 6. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

#### 6. Attainment and progress

2.Children begin school at the start of the term in which they are five. Attainment is broadly in line with expectations for pupils of this age. Standards of speaking and listening skills are generally less well developed when they first begin school. The school has recognised that there has been an increase in the number of children coming into school with a lower level in these skills over the last three years. This is supported by assessment data. Evidence available during the inspection shows that by the time children are five, attainment is in line with the nationally agreed Desirable Learning Outcomes for this age group in language and literacy, mathematical learning and knowledge and understanding of the world. Attainment is above expectations in personal and social skills, creative and physical development.

3.In Key Stage 1, the results of National Curriculum tests for the school in 1998, the last year for which national comparisons are available, indicated that the performance of seven year olds was:

- .above the national average when compared to all schools in reading and writing;
- .in line with the average when compared to similar schools in reading;
- .below average when compared to similar schools in writing;
- .below the national average when compared to all schools in mathematics;
- .well below average when compared with similar schools in mathematics;

Teachers' assessments show the number of pupils achieving the expected level in science was above the national average.

1.In Key Stage 2, the results were:

- .below average when compared to all schools in English and science;
- .in line with the average when compared to all schools in mathematics;
- .well below average when compared to similar schools in English, mathematics and science;

Overall, attainment was below the national average in comparison to all schools and well below average when compared to similar schools in Key Stage 2. The school also recognised the generally lower ability level of the year group through comparison with other test results.

1.The results of the 1998 tests did not reflect the steady rise seen in previous years. The school responded to the fall in levels of attainment by reviewing the curriculum and revising the cycle of topics to provide more precision in the knowledge and skills being taught year on year. Procedures for assessment and for tracking pupils' progress were also reviewed and improved. In 1999, scores in the national tasks and tests improved in both key stages. The percentage of pupils achieving level 4 and above in the national tests at the end of Key Stage 2 in English was 72 per cent, in mathematics 83 per cent of pupils achieved these levels and in science 79 per cent. There are currently no national comparisons available for this group of pupils. A significant feature of the rise in standards of attainment is the increase in numbers of pupils reaching higher levels of attainment.

2.Taking the years 1995 to 1998 together, girls performed better than boys in reading and writing in Key Stage 1. In Key Stage 2, girls performed better than boys in English and science. The school attributes the lower attainment for 1998 in science to the low literacy skills. The school takes the process of analysing data and tracking performance very seriously and links this to the excellent procedures for assessing what pupils know, understand and can do. The practice of data management, application and analysis is highly commendable and reflects the needs of the pupils. The headteacher is fully aware of the next moves required in changes to practice as a result of analysis. An example of this has been the review of the mathematics scheme at Key Stage 1 resulting in supplementary materials being introduced

when necessary.



3.The school is making good progress towards meeting the realistic targets set for attainment in the year 2000. There is comprehensive pupil based data available, which is reviewed frequently and updated as a result. All data is understood well by all staff. The school governors are fully involved in the task of target setting and have good knowledge of the challenges setting targets presents.

4.The school is constantly reviewing target setting and is increasingly using information gained from early assessments to judge the impact of initiatives. Targets are set for specific groups of pupils. An example of this is the evidence that the school has been working to improve the under-achievement of boys in reading. Targets and expectations have also been set for higher attaining pupils and the school recognises this will have an impact on school development plan priorities. Individual targets are set for pupils and discussed with them. Older pupils are fully aware of their progress towards meeting their targets and can discuss with confidence what their next target should be.

5.Standards in speaking and listening on entry to the school are slightly lower than the expected level. By the end of Key Stage 1, standards of speaking and listening have risen to above average with most pupils able to respond well to questions and ideas in discussions. By the end of Key Stage 2, most pupils can adapt their talk to the required purpose and are able to listen with concentration. Standards in reading at the end of Key Stage 1 are above the national average and most pupils can read accurately and with some confidence and fluency. In reading at the end of Key Stage 2, pupils begin to show an understanding of a range of familiar literature and in their responses they are able to identify key features, themes and characters. By the end of Key Stage 1, most pupils are beginning to write imaginatively in a variety of forms and for different purposes. At the end of Key Stage 2, the majority of pupils are able to produce imaginative, interesting and clear writing for different readers in a range of forms. Pupils' attainment overall at the time of the inspection is above average at the end of Key Stage 1 and 2.

6.By the end of Key Stage 1, pupils discuss their mathematical work using appropriate language. They recognise basic sequences and sets and the majority can order numbers up to 1000. Higher attaining pupils are beginning to use standard written notation for addition and subtraction including the use of carrying. By the end of Key Stage 2, the majority of pupils are secure in basic number processes including decimal notation. Pupils have developed a wide mathematical vocabulary, making good use of mathematical symbols and diagrams and represent information sensibly. Inspection evidence shows that pupils' attainment in mathematics is above the national average at the end of both key stages.

7.In science, by the end of Key Stage 1, pupils are aware of their body, and they are developing a satisfactory understanding of living and non-living things. At the end of Key Stage 2, pupils know about changing materials, electrical circuits, classification of animals, the body's organs and systems, the earth and beyond, solids and gases, and some of the properties of sound and light waves. Inspection evidence shows that attainment is above average at the end of both key stages.

8.In information technology, the majority of pupils achieve standards that are above the nationally expected level at the end of Key Stage 1 and well above these levels in Key Stage 2. By the end of Key Stage 1, pupils know and can name different parts of the equipment, use the mouse with confidence to load and select various functions, use simple software to enhance their numeracy curriculum and input text into a word-processor and draw using different software packages. By the end of Key Stage 2, pupils extend their previous learning in data handling and use this skill and collect their own data to compile and use sophisticated databases. Texts are being produced at a very high level and pupils have very extensive use of the Internet.

9.Attainment in religious education is in line with the expectations as set out in the Agreed

Syllabus in both key stages. By the end of Key Stage 1, pupils know the main festivals of the Christian calendar including Christmas and Easter, and are beginning to understand the significance of celebrations of other faiths. At the end of Key Stage 2, pupils study aspects of other religions and faiths such as Islam and Judaism, as well as Christianity. They also learn some of the symbols associated with faiths, such as the various crosses linked with Christianity.

10. Since the last inspection, the school has at least maintained standards in science, information technology and religious education. In English and mathematics standards have improved in Key Stage 2 and a higher number of pupils achieving above expected levels of attainment. The revised curriculum, the Agreed Syllabus for religious education and the literacy and numeracy strategies have given a structure to planning in all subjects that is consistent across the school. The effectiveness of the school's strategy for literacy is very good and pupils are achieving improved standards. The effectiveness of the numeracy strategy is good and has particularly improved planning for higher attaining pupils.

11. By the end of Key Stage 1, pupils' attainment is in line with expectations for pupils of this age in history and geography. Attainment is above expectations in art, design and technology, music and physical education. By the end of Key Stage 2, attainment continues to be in line with expectations in history and geography. In design and technology, standards of attainment are above expectations and in art and music they are well above expectations for pupils of this age.

12. By the time they are five, children reach levels of attainment that are in line with nationally agreed expectations in language and literacy, mathematical learning and knowledge and understanding of the world. Progress is good. They make very good progress in personal and social education, physical development and creative development and reach levels of attainment above that expected for pupils of this age. In Key Stage 1, progress in the core subjects of English, mathematics, science and information technology is good. Progress in religious education is satisfactory. The latest results in English, mathematics and science tests and assessments suggest that rates of progress are improving. The older pupils in Key Stage 1 make particularly good progress and are enabled to reach high standards due to the quality of teaching. Progress is good in information technology as a result of very good teaching and resourcing.

13. In Key Stage 2, progress continues to be good in English, mathematics and science. Pupils' progress in information technology is very good, as they are confident to use their skills for a range of purposes to support learning in all subjects of the curriculum. Progress in religious education is satisfactory.

14. In the non-core subjects, progress is satisfactory in history and geography at both key stages. Pupils make good progress in design and technology and physical education in Key Stage 1 and Key Stage 2. In art and music pupils make good progress in Key Stage 1 and very good progress in Key Stage 2. During Key Stage 2, knowledge and skills in art and music are built at increasingly higher levels and progress is very good. Pupils' progress is supported well by the quality of teaching and improved planning of the curriculum. Extremely thorough assessment procedures and procedures for monitoring personal development have also contributed to an overall picture of good progress.

15. Pupils receiving additional literacy support are making good progress in the improvement of their reading and spelling skills. Pupils with special educational needs attain good standards in relation to their prior attainment and make good progress in both key stages. Those pupils with individual education plans make good progress towards their specific targets.

Higher attaining pupils make good progress as the tasks they are given match their level of ability.

16.A key issue of the previous inspection report was to sustain the generally good standards achieved across the curriculum and especially the very high standards in information technology, art and music. The school has been successful in maintaining good standards.

25.

### **Attitudes, behaviour and personal development**

17.Overall, pupils' attitudes to learning and to all the activities that the school makes available to them are excellent and their response to lessons is always very positive. There is no doubt that interest and enthusiasm for learning develops steadily as they progress through the school. Children under five are keen to learn and behave well during activities and play. They exhibit a high degree of confidence when speaking to visiting adults. All pupils are polite to each other and to their teachers. Older pupils in both key stages have developed a high capacity for personal study. Their ability to stay on task and work diligently and effectively on their own and in mixed groups is noted in lesson observations. The eldest pupils show very good research, evaluation and retrieval skills, in particular in literacy lessons, science, information technology, history and geography. Pupils with special educational needs are well motivated and complete their work with enthusiasm, often due to the good support they receive. Parents answering the questionnaire, supported by those at the parents' meeting, confirm that the school's attitudes and values have a very positive effect on their children, and a great majority say their children enjoy school. These observations are fully supported by all the inspection evidence collected and confirm the very good picture noted at the last inspection.

18.The very good behaviour of pupils identified in the previous inspection report has been maintained. The pupils have high self-esteem and behave consistently well in and around the school. There was no evidence to suggest bullying, harassment or aggression has taken place for some time and there have been no exclusions in the last school year. The older pupils interviewed could not remember the last time any pupil had been admonished for anti-social behaviour. When appropriate, individual targets concern improvements in behaviour, pupils make good progress. Although there is a little inconsistency in pupils' behaviour, staff control and supervision are generally very good and the class rules on behaviour are properly observed. Pupils with special educational needs behave very well in class and around the school. The school is a very orderly community and the overall high standard of behaviour has a positive impact on pupils' attainment and progress.

19.From the many lesson observations, and many discussions with pupils, it is evident that the quality of relationships is excellent and a strength of the school. Pupils are courteous, friendly and pleasantly inquisitive. The school's personal, social and health education policy, and some teachers' use of class discussion and debate times, help to develop and establish very good interpersonal and social skills. Pupils co-operate with and support each other, show care and consideration and have due regard for the feelings, values and beliefs of each other. Pupils interact easily and well with teachers, visitors and their peers, and those pupils with special educational needs are fully integrated into the school community.

20.Other aspects of pupils' personal development, including the personal development of pupils with special educational needs, are very good. Pupils respond well to receiving commendations for achievement, effort and good behaviour in lessons and assemblies. The initiative shown by some older pupils when told of Internet pages that might be helpful to their topic was exemplary. In less than twenty-four hours, they had made the opportunity to log-on and explore the relevant Web site pages for themselves in their own time. They downloaded, saved and printed the relevant pages and distributed them to their classmates who were working on the same topic. All this was undertaken without any intervention from a teacher. Pupils are honest and dependable when meeting deadlines, such as completing class work

and homework, and returning their library books. They willingly act as monitors for registers, the drinking fountain and the doors. They are respectful of school and each other's property. They enjoy special learning weeks such as book fairs, writing weeks and residential visits. They take part in a large variety of extra-curricular activities such as French, choir, orchestra, recorders, textiles, short tennis, football and netball, which they fully appreciate. Pupils contribute effectively to the local community through visits to old age pensioners and the church for carol singing, and their support of charities, and this helps them to develop a good sense of citizenship.

## **29. Attendance**

21. Pupils' attendance rate is good and at 95.4 per cent is above the national average. This makes a positive contribution to learning and to the effectiveness of the school. This maintains the positive view of the previous inspection and although it appears to have dropped it is in fact the criteria by which the school is measured that has increased. There are however, a growing number of parents who take their children on holiday during term time causing these pupils to miss some of their education. Authorised absence is 4.4 per cent and unauthorised is 0.2 per cent.

22. A minority of pupils regularly arrive late for school, which could cause disruption to the class. Registers are marked promptly for both the morning and afternoon sessions and returned to the office. The climate for hard work is set by lessons starting punctually throughout the day.

## **31. QUALITY OF EDUCATION PROVIDED**

### **Teaching**

23. The quality of teaching overall is very good and it makes a very positive contribution to pupils' attainment and progress at all levels. It is at least satisfactory in all the lessons observed. At Key Stage 1, the teaching is good or better in over half of the lessons, and very good or excellent in one-fifth. At Key Stage 2, the teaching is good or better in over three-quarters of the lessons and very good or excellent in nearly half. Teachers are competent and work together as an effective team.

24. The quality of teaching is good for children under five. In both key stages the quality of teaching overall, taking into account all the evidence available, is very good in English, mathematics and information technology. In science, teaching is good in Key Stage 1 and very good in Key Stage 2. Teaching is satisfactory in religious education. In other subjects, the quality of teaching overall is very good in art and music at both key stages. In geography teaching is good in Key Stage 1, but no teaching was observed in Key Stage 2. History teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teaching of physical education is good at both key stages. No direct teaching was observed in design and technology. In music, at both key stages, and in physical education and religious education at Key Stage 2, members of staff who have specialist knowledge teach the subjects. This is a very efficient use of resources and the quality of teaching contributes to the positive progress made by pupils. Very good use is made of peripatetic teachers to for instrumental tuition and this extends opportunities for pupils to learn to play a wide range of instruments.

25. Teachers have very good subject knowledge and understanding of the curriculum. For example, their very good subject knowledge in English is demonstrated by the implementation of the literacy strategy. Teachers use a range of teaching strategies for example, whole class teaching, group work, the use of visual resources and information technology. Pupils are encouraged to be engrossed in their work and this is raising their attainment and improving progress. This level of expertise and experience is now being applied to the teaching of the

numeracy strategy that has been successfully implemented. Knowledge and understanding of art can also be seen in the very good use of the subject to support other areas of the curriculum as well as being taught at a high level in its own right. Teachers' expectations of pupils are challenging. For example, in music pupils are expected to reach a high level of technical performance as well as being creative in their composing.

26. Lessons are well planned and planning caters effectively for the needs of all pupils including those pupils with special educational needs and higher attaining pupils. Teachers' explanations and instructions are clear and pupils work confidently and on use their own initiative where appropriate. Well-targeted, thoughtful questioning, seen to particularly good effect in science and English, encourages speaking and listening. This encourages pupils to think carefully and develop their points of view. Very good, sensible use of praise raises pupil confidence. These techniques of questioning and praise are seen to good effect.

27. Very good management of pupils, achieved without fuss and with good humour, is a strong feature of all the teaching, and pupils are able to work without distraction. Excellent relationships between pupils and with their teachers contribute very effectively to pupils' positive attitudes.

28. The use of time and resources is good. There is little time lost during the day even when pupils are changing or going to and from breaks. Lessons start on time and move at a brisk pace. Non-teaching assistants and a large number of parent helpers are very well briefed and deployed effectively.

29. Teachers' use of day to day assessment during lessons is good across all subjects. Pupils' work is regularly marked and corrected, but marking is not always used to inform pupils of their strengths and weaknesses or to give indications of what they need to do to improve. Relevant homework is set to consolidate and extend pupils' learning.

30. Teachers know all pupils well and this contributes to the quality of teaching for pupils with special educational needs. Teaching overall is very good and pupils benefit from this when in their mainstream class and make good progress. In classes, work is clearly presented and pupils are well organised especially where practical work and information technology are involved. When pupils work in small groups out of their mainstream class, the quality of teaching is satisfactory and pupils make progress in line with their prior ability. Individual education plans are good. They contain clear and realistic targets often associated with literacy development. There is good liaison between the co-ordinator for special educational needs and other teachers. There are strong formal and informal procedures for discussion about pupils that are much to their benefit. The quality of teaching for those pupils who are withdrawn from lessons is satisfactory. Teachers have effective procedures for reward and for sanctions for misbehaviour. These are clearly understood by pupils with special educational needs.

31. The previous report indicated that teaching was good, often very good, and rarely less than sound. Teaching is now very good overall and is excellent in a number of lessons, indicating good progress since the previous report.

#### **40. The curriculum and assessment**

32. The quality of the curriculum for children under five is good. The early year's co-ordinator has only been at the school since September and has already established a framework for planning for children under five that is based on national guidance for children of this age. It covers personal and social education, language and literacy, mathematics, knowledge and understanding of the world, creative and personal development. The co-ordinator is aware that the transitional stage between the under fives curriculum and that for Key Stage 1 should be the next area she reviews in order to further improve curricular provision. The planned

curriculum for Key Stage 1 and 2 meets all the requirements for the National Curriculum. However, the school cannot implement the plans for teaching swimming at present due to the very poor condition of the pool due to subsidence in the area. This is being very closely monitored and surveyed regularly. The curriculum is broadly based and balanced because of the care taken to implement all new initiatives and, in particular, over the planning of the cross-curriculum topics in the different year groups. The quality of the curriculum is very good and the overall hours shown as the minimum teaching time for implementing the curriculum is in-line with the national average.

33.School policy documents are now in place for all subjects and this has successfully addressed the key issue of the last inspection – continue to work towards the completion of unified schemes of work for each subject and improved provision. These policies are very comprehensive and effective. They have been agreed after full consultation with all staff and the governing body. Many of these documents have been rewritten since the last inspection as part of the school review process. The very comprehensive schemes of work are tailored to meet the specific needs of the school. They allow for pupils' knowledge, skills and understanding to be built on systematically throughout the school and at different levels of attainment. Assessment opportunities are identified. There is no unnecessary duplication of information between the long and medium-term plans and the schemes of work. The whole curriculum is based on the acquisition of essential skills, and meeting all requirements through a cross-curricular focus. This has had the positive effect of increasing the teachers' knowledge and understanding of subjects.

34.The co-ordinators for the core subjects of English, mathematics and science have been especially careful in their plans to take account of all possible cross-curricular opportunities in order to make the curriculum as balanced as possible despite time constraints. Many good examples of cross-curriculum planning were observed during the inspection. In information technology, pupils were putting pages of a topic book together for their Second World War topic. A history lesson in Year 5 included painting, modelling and textile work that taught essential skills, as well consolidating stories of Ancient Greece. Pupils in Year 6 who were compiling the results of a science experiment were also completing texts involving pictures from a digital camera. Pupils reading about monsters in their literacy hour lessons were also compiling a database of monsters in information technology time.

35.Medium-term planning was reviewed last term following detailed discussion that has included all staff. This stage of planning now covers a yearly cycle and this should assist improved coverage of topics, particularly in science, history and geography. The staff are continuously evaluating the success of the planning cycle and have already identified refinements for the next academic year. In short term plans, teachers include detail about what they want individuals, small groups or the whole class to have learned by the end of the lesson. There is then an outline of the actual activities groups of pupils will take part in. Often there is also detail of how groups of differing ability will be enabled to work at their appropriate level. Teachers plan very conscientiously. It is clearly evident in plans where teachers aim to build on the knowledge, skills and understanding of the pupils in individual lessons and over time. This is excellent practice. Within the teaching bases, teachers collaborate in planning and this also contributes to ensuring that the content of work is not repeated year on year at the same level and in sharing teacher expertise.

36.Non-teaching time is available, when the headteacher takes music lessons and assemblies, to enable the monitoring of teaching of the curriculum by co-ordinators. Co-ordinators also check whether English, mathematics, science, information technology and religious education and all other subject requirements are being met uniformly and in-line with the schemes of work by monitoring planning and collecting in a range of books. This is an improvement since the last inspection and has successfully resolved the key issue – draw up a firm plan for providing the subject co-ordinators with non-contact time for monitoring developments.

37.The school promotes equality of opportunity by providing for all pupils regardless of ability. Careful attention is paid to the needs of those pupils of higher ability and there is always planning to meet their special needs in all parts of the school. A minority of parents raised some concern that higher attaining pupils were not being sufficiently challenged. Inspection findings are that planning and delivery of lessons does challenge all ability groups particularly in upper Key Stage 2. Those pupils who have special educational needs due to learning difficulties make good progress and have appropriate access to individual help. When withdrawn from class for special needs tuition or reading support, the curriculum is sound and planned to meet individual or group needs. Full systems are in place to meet the Code of Practice and pupils' individual education plans are relevant and being followed by staff when planning.

38.The school's plans provide exceptionally well for the personal, moral and social development of the pupils. The curriculum provision for spiritual development is very good. Overall, opportunities in the curriculum for cultural development are satisfactory, but staff give less attention to developing the multi-cultural dimension within their planning. There are sound policies in place for sex education, health education, drug awareness and equal opportunities. The school offers many extra curricular activities - including recorders for three different levels of ability, computer club, football club, cricket club in the summer and an art club. The curriculum is extended appropriately by visits to the local library, museums, shopping areas and churches and many areas of the curriculum are enhanced by visitors to the school.

39.The school has made an exceptionally good start to the provision of the literacy hour. Pupils' progress has been carefully recorded and assessment opportunities built into plans have been closely analysed by the co-ordinator and headteacher. Teachers' planning incorporates detailed changes to the basic National Literacy Scheme framework as a result of the analysis. This outstanding use of assessment and planning makes the literacy provision even more effective. Very effective use is made of resources such as the big books. Good use is made of the home-school reading diaries to enable parents to help their children to practise their reading skills. The implementation of the school's numeracy strategy has already been effective. The school is evaluating this continuously and is beginning to transfer the successful practices of literacy provision to numeracy.

40.The good procedures for assessment reported in the last inspection have been constantly reviewed and revised to improve arrangements to give a detailed picture of what pupils' know, understand and can do. Procedures are excellent.

41.Detailed assessment procedures are in place for the core subjects of mathematics, English, science and information technology throughout the school. Assessment is also being fully implemented for religious education and all other subjects. In their termly plans, teachers identify a number of activities throughout the term that will be used for assessment purposes. Most teachers take day-to-day assessment opportunities and the lesson objectives from the medium-term plans are often monitored. These results are carefully recorded in each teacher's record book. Lessons are constantly being revised due to the results of assessment.

42.The school's marking policy is explicit in the assessment policy document, but is inconsistently applied. Some teachers use the marking scheme to make an effective contribution to each pupil's progress, but occasionally questions are posed and there is no follow up to complete the exercise. A minority of marking is just a series of ticks and crosses. This is effective when teachers discuss their results with pupils. There are no procedures for recording when teachers have given pupils verbal feedback and targets for improvement. As a result, marking does not contribute effectively to tracking pupils' progress.

43. Formal assessments are used very well throughout the school. The non-compulsory tests in mathematics and English have been used to assess levels of attainment at stages between end of key stage tests. Results of these are used to ability group pupils. Internal assessments are used to coincide with planned topic modules. These are at least two mathematics assessments per term, one per term in English, and in science it varies according to the year group, but it is never less than two per term. These test results are used to plan for the following term and year's work. Achievements and difficulties highlighted for individual pupils are reported to parents. The headteacher has completed an extremely thorough analysis of all the tests completed in the last two years and this information is being very effectively used throughout the school to modify the curriculum. The results of all assessments for each child are kept in an individual folder with annual reports. In this way, a running record of each pupil's attainment is kept on a yearly basis. The folder also contains samples of work collected on a termly basis and is used as an individual portfolio. This assessment method provides a complete record across all programmes of study. The detail of assessment is very thorough and overall, the procedures for assessment are excellent.

44. All curriculum co-ordinators keep a detailed portfolio for their subject with examples of work across all age ranges. These are already being used as useful guides in English and mathematics. The introduction of policies and schemes of work for all subjects, with detailed plans for topics and assessment, represents further improvements on the good judgement of the last inspection.

#### **53. Pupils' spiritual, moral, social and cultural development**

45. By the time the pupils leave the school, their spiritual development is very good. Provision ensures that all pupils are very well catered for through the planning and implementation of the Agreed Syllabus for religious education and scheme of work for collective worship, and, more particularly, through the caring, sensitive and exemplary attitude of the teachers. Everyday pupils take part in an assembly, and in some cases they are involved in the organisation and presentation of these experiences. The quality of the acts of worship observed was of a very high standard. The school has responded to the key issue of the last report and successfully reviewed the pattern and purpose of assemblies. The use of the excellent school orchestra instead of recorded music helps to create a strong corporate feeling. These assemblies strengthen the pupils' moral and social development and take the opportunity to address their spiritual growth and evoke a sense of awe and wonder. The assemblies taken by the headteacher, and other teachers, were very effective in all respects. Older pupils begin to display an understanding of beliefs, ideas and practices of Christianity and other religions and philosophies of the world. The staff arrange visits for the pupils to the local church to extend their knowledge and understanding of religion. The good selection of books in the library on beliefs and community support the teachers' efforts to provide pupils with an awareness of other beliefs and customs beyond the Christian faith.

46. Moral development is an important feature of the school's provision. Respect between adults and children is mutual. The school's code of conduct is understood by everyone and appreciated by the parents. Every classroom contains a set of rules that the pupils have discussed and is based on the general school rules. All pupils respond to these rules positively. They understand their purpose and respond accordingly. Pupils are made aware of what is acceptable or unacceptable behaviour and are taught to distinguish right from wrong. Teachers manage pupils very well and establish good standards of discipline. Pupils' behaviour is built upon praise and reward rather than punishment and their self-esteem is high as a consequence. Pupils are sociable, caring and pleasant. They work and play together sensibly and very well. The school constantly works to help pupils appreciate the importance of positive relationships and to take responsibility for their own actions. The excellent role models of non-teaching assistants and teachers working so well together in classrooms and at lunchtime are a major influence. Teachers take great care to value all input from pupils both formally and informally. Due to the school's very good provision, pupils achieve excellent



standards of moral development.

47.Overall, the pupils' social development is excellent. Pupils are encouraged to adopt responsible attitudes towards each other and to property. In lesson time, and whilst moving around the school, there were no examples of selfish or silly behaviour from any pupils. In practical work in physical education, science, mathematics, design and technology, and especially in English and information technology, pupils are encouraged to co-operate and collaborate in small groups and pairs. They respect each other's wishes and points of view. In discussions, pupils are made aware of other's feelings and wishes. Older pupils are given responsibilities for younger pupils in the school and in helping visitors. They show excellent initiative and maturity in carrying them out. The mature way in which so many pupils help each other and relate to important issues beyond the school is exemplary. The reward systems work very well with sensible levels of competition being encouraged. The different school trips every year help the older pupils to take greater responsibility for their own actions in co-operation with others.

48.The school's provision for cultural development is good overall. Pupils' knowledge and experience of their own culture is very good and is promoted through subjects. For example, Year 5 English lessons are very moving and profound and in history as pupils consider other cultures such as Egypt and Greece in the past and make comparisons with their own culture. The very good art provision and the study of different forms and materials in both art and design technology lessons make an invaluable contribution to pupils' awareness and understanding. There are visits to the local library and church, and visitors to the school make a positive contribution to pupils' cultural development. Excellent displays around the school show how art can express mood and feeling as well as information and there are examples of pupils studying the work of a variety of artists.

49.Other countries are studied in geography. Religions, other than Christianity, are considered in religious education where an extensive range of borrowed artefacts is highly valued by the pupils. However, although the planned curriculum has a multi-cultural dimension with planned opportunities for pupils to gain an understanding of world cultures other than their own, these opportunities are under-developed. As a result, pupils are not offered sufficient insights into the ways of life outside their immediate experience.

50.The care taken by all teachers and the general very supportive and sympathetic feeling that permeates the whole school, as well as the very good behaviour and personal development of the pupils, means that this aspect represents a strength of the school that reflects the school aims.

#### **59. Support, guidance and pupils' welfare**

51.Overall provision for the support, guidance and welfare of pupils is very good and contributes to every aspect of the school. This is an improvement since the previous inspection when provision and procedures were generally sound. Teachers know their pupils well, and have excellent relationships with them. Staff have positive attitudes, act as a team and provide very good role models for pupils. These features contribute to pupils' progress and achievement by providing a secure and supportive environment in which to work.

52.Procedures for monitoring pupils' academic progress, including those with special educational needs are excellent. This is an improvement on the good procedures identified in the previous inspection. Records of pupils' attainment across the curriculum are updated very regularly and together with the results of standardised tests, are used well to inform planning for individuals and class lessons. There is formal monitoring of pupils' personal development, which aids clear tracking of progress. Notes are kept of significant events in pupils' school and home lives, which contribute well to the support offered. Transitions in and out of school are extremely well handled and parents appreciate these. All staff demonstrate a genuine concern

for the pupils in their care and offer them warmth, support and guidance. Pupils with special educational needs are helped to meet the targets set on their individual education plans by careful matching of activities and support to their needs, and their progress is regularly and effectively monitored. The school has successfully addressed the key issue of the last inspection – continue to develop the writing of reports so as to tailor the comment on non-core subjects more closely to parents' needs. All the information gathered through the procedures for monitoring academic progress and assessment are used to inform reports and highlight what the pupils know, understand and can do.

53. There is a very good behaviour policy in place, which is consistently implemented by teaching staff. They, supported by classroom assistants, have succeeded in producing a climate of very good behaviour within the school. Incidents of misbehaviour are rare, but procedures are in place to deal with these effectively should they arise. Appropriate procedures are also in place to deal with the very rare occurrence of harassment or bullying, these incorporate appropriate parental involvement. Overall, the schools procedures for monitoring and promoting discipline and good behaviour are very good. This is an improvement since the previous inspection.

54. Procedures for monitoring and promoting good attendance are very good and this is reflected in the high attendance rate across the school. Registers are taken promptly at the beginning of both morning and afternoon sessions and immediately returned to the school office. There is a low level of unauthorised absence and these are followed up very quickly. The school encourages pupils not to be late at the start of the day and the majority of pupils arrive on time. Authorised and unauthorised rates of absence are published in the school prospectus and in the governor's annual report to parents.

55. The school has successfully promoted a culture of health and safety in all aspects of school life. Pupils are taught to seek the help of an adult when needed. Staff fully comply with the requirements of the school's child protection procedures and the headteacher is the designated person responsible for this area. One staff member has received full first aid training. Every member of staff volunteered and undertook training to administer a specific drug to a pupil and the parent was also invited to attend. All teachers have had training in the use of fire extinguishers, how to deal with a diabetic, resuscitation training and how to administer asthma inhalers. Although the school has no medical room, a folding bed is kept in the staff room for emergencies and there is always someone present with the child.

56. Regular health and safety audits and risk assessments take place and there is a procedure for dealing with hazards immediately. No hazards were noted during the inspection and the access to the swimming pool is locked. The school complies with all statutory requirements concerning health and safety. Fire drills are carried out at least every term and fire and electrical equipment are regularly tested. The headteacher and the site manager have undertaken asbestos training and the site manager is a valued member of the premises team. The school is maintained well and the cleaning is very effective in providing a healthy environment and is well organised by the site manager.

## **65. Partnership with parents and the community**

57. Overall, the schools partnership with the parents of its pupils and the community are very good and mutually valued. Inspection did not find any evidence to support concerns expressed by a small minority of parents that communication with the school could be difficult.

58. The school provides parents with a clear, informative prospectus, numerous letters that update parents on what has happened, is happening, what is about to take place and a full, clear and informative annual report from governors. Parents receive very detailed academic reports that are well complemented by informal communications between home and school and termly formal consultative meetings. The quality of the reports has improved since the last inspection. The school operates an 'open door' policy and works on the basis that it is not only the child who joins the school, but the whole family. Parents of new pupils are invited and shown around the school, given a welcome pack, which the headteacher reads through with them. They are invited back at the end of their child's first week so that the headteacher can explain how the school communicates with parents using the pupils' book-bags for distribution of information. There are parent consultation evenings every term by appointment, with the opportunity for parents to alter that appointment one-month in advance. There are letters to parents on after school clubs, dates of events and general information, and a school notice board in the playground. Parents are informed of curriculum changes through presentation evenings, subject evenings and school, county and national newsletters. The quality of information provided for parents is very good. This is an improvement since the previous inspection.

59. Parents are invited and encouraged to play an active part in their children's learning both at home and in school. All parents are invited via a letter from the headteacher to be voluntary helpers in school. Not all parents are available to help in school, but there is a minimum of five parents in every day and on two days per week there are eight. This is very commendable. They each have a time slot and they help with reading, sewing, art, cooking, craft, computer, football, netball, textile club and the library. Grandparents also help in the school on a regular basis and share their skills to very good effect with pupils. Many parents help with their children's reading at home and on educational visits. Parents of children with special educational needs participate in regular reviews of their children's progress, and are kept fully involved through formal and informal meetings, and written reports. Parents' response to the home school agreement was very positive. Parent's involvement in the life of the school is very good and has improved since the previous inspection.

60. There is a very active Parent Teacher Association that regularly raises between £6000 and £9000 per annum for the school. These funds go towards the purchase of resources and equipment that will improve the quality of provision. The association organises numerous social and fund raising events, which are very well supported by parents and the local community through their fund raising and social activities. The Parent Teacher Association is a full partner in the development of the school.

61. Pupils benefit from and contribute to the life of the community. They raise money for local and national charities, collect for voluntary services and deliver harvest parcels to local elderly. Through these involvements pupils learn about the need to consider and care for others. The school holds a mothering day celebration, which attracts many parents into school. The cook bakes simnel cake, which the pupils then distribute. Pupils benefit from a broad range of school visits within the local community, which support the curriculum including visiting a Victorian school museum where they dress as Victorian school children and have lessons working on a slate. They also follow a mathematical trail around the grounds, have an activity weekend away in Year 6. There are many more opportunities to be involved in the wider community. For example, a number of groups including the police, fire brigade, musicians and hotel staff visit the school and receive visits from pupils. The Parent Teacher Association uses the school facilities for many of their functions. There are a wealth of extra-curricular activities for pupils to join including sports, music, the arts and French.

62. The school has good links with the seven secondary schools to which pupils transfer. The school offers two work experience places to all seven of the secondary schools and the majority take up these offers. There are good links with a local hotel and staff come in to give talks to pupils and pupils visit the hotel. Recently, the hotel chef spent some time working in

the school kitchen. Business links have been established through teacher placements in industry. This has included discussion with staff about teacher's involvement in business and education partnerships. The school also has maintained a business contact with a chef while he works abroad. The school has excellent links with the county music service and benefit from support for the curriculum and from performances by a variety of musicians. Overall these activities support pupils' intellectual and personal development and understanding of society and citizenship. Links with the community are very good.

## **71. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **71. Leadership and management**

63.The headteacher, deputy headteacher and the governing body provide excellent leadership and highly effective management for the school. There is clear educational direction with great emphasis on setting high standards and ensuring pupils make good progress. Both the headteacher and her deputy make a positive contribution to setting standards in teaching and implementing initiatives in the classroom.

64.The governing body are very well organised and ably led. The chair of governors is very clear on the role and responsibilities of the governors who take an active part in establishing the direction of the school. Governors committees work effectively to produce and monitor the required policies. They consider all curriculum policies and contribute to their review. Governors have a secure knowledge of the budgeting process and the finances of the school. Visits to the school have a clear focus and the governors understand and carry out their strategic monitoring role. There are designated literacy and numeracy governors who have completed relevant training and have reported back to the full governing body. The governing body is suitably focused on important issues of standards, pupils' progress and ensuring value for money. Statutory requirements are fully met.

65.School development planning, monitoring and evaluation have improved since the last inspection and are excellent. This reflects the work undertaken on planning from the good plan seen at the time of the last inspection. The school development plan identifies relevant priorities and sets clear targets with necessary resource implications, deadlines for completion and success criteria. Staff have a responsibility for leading discussion about areas of priority during staff meetings, which have a clearly identified agenda. As a consequence of this regular discussion about the development plan, all staff understand the priorities and the direction of school improvement. Staff development is intrinsic to the plan and this ensures the professional and personal development of all staff is securely linked to school priorities. The plan is monitored very regularly in staff meetings and progress is tracked closely. The plan is redefined in response to monitoring whenever deemed necessary. The governing body, through the committees, takes an active part in monitoring progress towards the targets identified in the school development plan. The headteacher and her deputy evaluate the outcomes of priorities very carefully and the results of evaluations are used to set future priorities for the school. The implementation of school's aims, policies and values is excellent overall. All staff work to ensure a high degree of consistency and this has a positive impact on the ethos established.

66.Teaching is monitored regularly and feedback given regarding the strengths and areas for further development. The systems for monitoring and evaluating teaching and the curriculum are well established. They contribute towards a strong culture of self-evaluation where the senior management along with the staff assess the effectiveness of initiatives at every level. This was seen when the headteacher and the staff judged the standards in the national tests in 1998 to not be emerging as high as might be expected. Strategies were quickly identified to improve the curriculum, assessment and tracking procedures to assess where weaknesses were, with the consequence of improved results in the 1999 national tests. Expectations for teachers are clear and precise and this ensures a high degree of consistency amongst staff.

The curriculum is reviewed methodically both in the medium-term and through teachers' weekly plans.

67.Co-ordinators carry out their responsibilities effectively and monitor the curriculum and plans systematically. They have a clear understanding of pupils' levels of attainment in their respective subjects and identify the relevant strengths and weaknesses in order to improve standards. For example, the literacy co-ordinator has identified the elements of the literacy strategy that could be taught more effectively within the school and provided support for colleagues. This has a direct impact on the quality of provision. The key issue of the last report – to draw up a firm plan for providing the subject co-ordinators with non-contact time for monitoring developments has been successfully addressed and the role of the co-ordinator in support and monitoring curriculum development is very good.

68.Special needs provision is well managed and combines the use of an additional part-time teacher and the efficient use of non-teaching staff. Staff are knowledgeable about the pupils, procedures are well established, and there is an overall aim to raise standards further for pupils with special educational needs. There is a suitably designated governor for special educational needs.

69.The school has an excellent ethos based on a strong emphasis towards achieving high, yet realistic, standards academically and socially. Relationships between the pupils and with adults are exemplary and pupils develop excellent attitudes to work and school life. The school environment is bright, attractive and interesting, with many high quality areas created that invite pupils to take care and pride in their work as well as to follow independent inquiries. The atmosphere for learning is purposeful and productive and this is a consistent feature sustained successfully in every part of the school.

70.Since the last inspection, the school has made rigorous and systematic response to successfully resolving all the key issues. The subsequent plan was detailed and progress towards addressing the targets has been thorough. Strengths previously identified have been sustained successfully and further developed and improvement since the last inspection has been good. The school's capacity for further improvement is very good. The headteacher and staff are in a strong position to maintain the standards achieved already and there is a collective determination to improve further. School managers have a clear idea of the direction of the school and there are robust and effective strategies that have proven to bring about change and develop the quality of education.

#### **79. Staffing, accommodation and learning resources**

71.Overall, the school's staffing, accommodation and learning resources are very good and professional development is a strength of the school.

72.The school has a very good number of well-qualified and experienced teachers to meet the needs of the National Curriculum. This is an improvement from the last inspection the school was judged to be adequately staffed with a good match of expertise. Very good use is made of teachers subject knowledge through opportunities for specialised teaching. There is a good balance of experienced and younger staff, and an extra teacher has been employed to help reduce class sizes and so that mixed-year classes can be avoided at least for the time being. Curriculum and management responsibilities are distributed well among the staff, according to their experience and staff are well qualified to support pupils with special educational needs. The school has an enthusiastic and committed staff who work hard to maintain high standards and offer a very good range of extra curricular activities.

73.The school also has a very good number of support staff with appropriate qualifications and experience, who provide very effective support throughout the school, but in particular to the younger pupils in the early years, for additional literacy groups and those pupils with special educational needs.

74.There are excellent arrangements for the professional development of all staff, including learning support assistants, the secretary and the site manager who are included in appropriate inservice training. Professional development is securely linked to the school development plan, but also allows for staff to develop their personal needs. Induction of newly qualified teachers and teachers new to the school is very well managed, with appropriate mentoring being provided. Appraisal, which is currently on hold, has been replaced by staff interviews. During these interviews, staff review and set school targets, individual targets and review pay. Professional development is an integral element of the school development plan. Through this process the whole school staff are involved in the professional review programme and the further development of in-service support. A particularly good feature of staff development is the organisation that allows teachers to shadow colleagues undertaking specific roles, for their personal development.

75.The school provides good accommodation, which supports pupils' attainment and progress. The school has converted three semi-open plan bases into seven class areas in gradual stages. The site manager has undertaken a great deal of this work very skilfully. The school has introduced temporary soundproof partitioning, which enables staff to restructure the rooms during the year as pupil numbers grow or from year to year. These features are an improvement since the last inspection and successfully address the key issue – consider how best to make more space available to Year 4 and the reception class. The good-sized hall is used for physical education, assemblies, class teaching, extra-curricular activities, visiting speakers and at lunchtimes. Good management of lunchtime organisation and efficient cleaning after lunch ensures that hall is ready for the next lesson. Playgrounds are of a good size for the younger and older pupils, but there is no covered play area available for reception pupils during wet weather and there is a shortage of large outdoor equipment for the youngest pupils. As a consequence, opportunities to further develop social skills and physical and creative development through structured play are restricted. The hard play areas are supplemented by a very good playing field, which is used for sports, and also by the Parent Teacher Association. There is good space available for music and information technology and a well-equipped library. Good use is made of the inner courtyard as an area for sand and water activities for Key Stage 1. Each class carries a store of books and a good supply of materials.

76.The swimming pool is in very poor condition as a result of subsidence in the area and is consequently out of use. As a result, the school cannot implement the planned curriculum for swimming and has to make alternative arrangements for pupils. During last year, the school was able to have access to a pool a short distance away for a period of time and this assisted them in providing swimming for pupils in upper Key Stage 2. The situation regarding the pool is being closely monitored and surveyed regularly. The local authority surveyors are formulating a report to identify the cause and effect of the current position. The school is continuing to press for prompt action in order that they can implement the planned curriculum.

77.Overall, resources in the school are good. The quality and quantity of resources in English, mathematics, art, design and technology, information technology and music are very good while the quality in science, physical education and special educational needs are good. Physical education resources include some large indoor apparatus this is not used. However, overall this does not affect levels of attainment. The school is well equipped with small apparatus for physical education. In other subjects resources are satisfactory, although in religious education and history there is a shortage of artefacts. However, the school makes good use of local services to borrow a considerable amount of material and artefacts and these are used well to support pupils' learning. Overall, the quality of books is satisfactory, but

a considerable number of reference books are out of date and need to be reviewed. Their suitability to meet current curriculum requirements should be considered.

#### **86. The efficiency of the school**

78.The school's management of its total resources is very good and the strengths highlighted in the previous inspection report have been maintained. The governors have established an effective committee structure to oversee the school's development and to monitor the impact on the curriculum. Financial planning is very good and is linked to the priorities set out in the school development plan. Staff and governors carry out evaluation of the previous year's spending. Co-ordinators submit requests for spending each year to support planned developments. Funds are allocated to support the curriculum with the highest priorities recently being given for the literacy and numeracy strategies. The school has a satisfactory financial reserve. Both unit costs per pupil and income per pupil are high. Delegated funds are appropriately managed and distributed. The governors have a high level of expertise and exercise very good control in their strategic planning responsibilities.

79.The school makes very good use of the resources at its disposal. The school's deployment of teaching and support assistants is very good and the level and contribution of support staff is very effective. There is very efficient use of teachers to teach subjects where they have specialist knowledge and this is reflected in the positive progress pupil's make. There is very good use of the learning resources and of the accommodation.

80.The school's overall administrative arrangements and quality of financial control are excellent. The headteacher and secretary prepare accounts for the governors each month and the headteacher then explains any deviations from projected expenditure. There are controls over movement of funds without authority and over spending to a set level. The school sends quarterly returns to the local authority. The school secretary performs her duties very conscientiously and provides very effective support to the school community. There are clear-cut, well-organised administration procedures that focus on the essential functions of the school and allow teachers to focus on teaching and learning.

81.The pupils demonstrate very good behaviour, excellent attitudes and generally achieve high standards of attainment in comparison with national averages where these apply. The quality of teaching, overall, is very good. Relationships within the school are exemplary. Taking these features into account and the excellent leadership provided by the headteacher, as well as the contribution of the deputy headteacher and the governing body, the school provides very good value for money.

## 90. **PART B: CURRICULUM AREAS AND SUBJECTS**

### 90. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

#### 90. ***Provision***

82.Children enter the school the term in which they are five and the majority have had nursery education. Attainment is assessed on entry and is broadly similar to that found nationally. However, there are a significant minority of pupils who have speaking and listening skills below national expectations. Staff monitor children's progress and identify any pupils with special educational needs. Children work on a curriculum that addresses all the recommended areas of learning outlined in the Desirable Learning Outcomes for pupils of this age. By the time they are five, the majority of children reach standards which match the Desirable Outcomes for Learning in language and literacy, mathematics and knowledge and understanding of the world. Children make good progress in these areas of learning. Standards in personal and social development, creative and physical development exceeds expectations and progress is very good.

#### 91. ***Personal and social development***

83.All children make very good progress in learning to work and play co-operatively with each other and by the time they are five they reach a standard that exceeds that expected nationally. Most children quickly feel confident and secure. They understand routines and quickly become adept in choosing activities or resources. They play happily alongside one another and learn to share equipment. However, the opportunity to enhance this further is not developed through regular structured play outdoors. Children co-operate well with others in role-play. Children form very good relationships with staff and respond well to discussions and instructions. They enjoy adult attention, but they also concentrate on activities independently.

84.Behaviour is very good and is promoted by effective teaching. The teacher and other support staff have consistently high expectations of children's behaviour and attitudes to learning. They constantly praise and reinforce good behaviour and explain why it is important, for example, to listen to others speaking.

#### 93. ***Language and literacy***

85.Skills in language and literacy are promoted well throughout the curriculum and standards of attainment are in line with national expectations overall. However, it is evident that speaking and listening skills are relatively under developed for a minority of children. All children take part in role-play activities and this encourages them to develop conversation skills and imaginative language. Children enjoy books and stories. They listen with increasing attention and join in repetitive parts of a story or rhyming words. They know that print carries meaning and predict words in text. Children learn to recognise, and later to write, their own names. They learn to recognise letter sounds and shapes. Children begin to apply their knowledge of letters to spell words. Higher attaining children write independently and have an understanding of punctuation. Other children make good progress in developing early writing skills.

86.Staff provide very good role models as they develop children's skills. They speak clearly, emphasising and explaining new vocabulary, and they encourage children to talk about their activities. Children are confident that staff will listen to them. Formal literacy sessions are well planned and teaching is good. The match of tasks for children is appropriate to their abilities. This enables children to make good progress in developing independent reading and writing skills. The use of the time available is considered carefully and pupils are not kept sitting for too long. Children's interest is maintained by the good links made between different elements of the lesson. Staff make observational notes of individual progress and response during key activities and these are used to inform planning.



95. ***Mathematics***

87.Children make good progress in developing their mathematical skills. By the time children are five, they attain national expectations. Children learn to count and order numbers to ten using pictures, words and number symbols. They enjoy singing number rhymes which reinforce their understanding. Children learn to recognise and write their numbers and they are taught to form them correctly. When looking at a sequence of numbers, children are quick to recognise missing numbers. Children show confidence when working with numbers and their mental agility is good.

88.The progress children make in developing their mathematical skills is a result of careful planning and good teaching. Learning is firmly based on practical experience and children are gradually introduced to recording their work. Good use of targeted questioning and a good use of varied strategies engage the interest of all children. Mathematical language is modelled. Clear explanation of the meaning of words is given at the appropriate level of understanding for the children and they are encouraged to use the correct language in their responses to questions. Activities are purposeful and resources are used effectively. Visual resources are used to particularly good effect to consolidate learning. Detail of what the children know, understand and can do is recorded and there is evidence to show where this has then been used to inform planning and adapt lessons.

97. ***Knowledge and understanding of the world***

89.Children make good progress in developing their knowledge and understanding of the world. By the time they are five, attainment is in line with national expectations. Children know about their senses and can talk about changes that happen to them as they grow up as part of their topic 'all about me'. In history lessons, they talk about items from their past and place these in memory boxes. Children make sound progress in their understanding of special places and link this to a sense of occasion, for example, places where a christening ceremony may take place. They recognise the main features of a Christian church and recount aspects of a christening. Children make good progress in recognising different materials, such as wood and metal. They can explain some properties, for example 'hard' and 'bendy' and children produce good observational paintings of themselves. Children make good progress in computer skills. They gain confidence in using the mouse and the directional keys. Children learn about the weather and can choose pictures to match different conditions.

90.Teaching in this aspect is good overall. Activities are well planned to stimulate and retain children's interest. The use of visual resources motivates and enthuses children. Lessons demonstrate good management and use of time. The timing of whole class and group work is just right and children's attention is maintained as a result. The teacher has a very good understanding of the needs of the age group and of individual children. She is encouraging and motivates the children and her use of praise means that they feel valued and want to succeed. Careful questioning extends and reinforces understanding. Support staff are effectively deployed and their interaction with the children is very good. The teacher works with all children at some point in the lesson and this ensures a focus on individual assessment.

99. ***Creative development***

91. Progress in creative development is very good and children attain standards above those expected nationally by the time they are five. Children have good opportunities to develop skills in painting and drawing. They paint themselves and make collage pictures choosing from a range of materials. They work neatly with good hand control. Children learn about colour mixing, texture and shape. In the role-play corner and on apparatus during physical education lessons, children extend their imaginations and this is reflected in their spoken language and the range of movements they use. Opportunities to develop this creativity further through structured play outdoors is restricted as pupils access is limited to breaktimes. Children respond to rhythm and clap the syllables in their names. They enjoy singing and join in confidently with the verse and chorus of familiar songs. They make good progress in learning to accompany beat with percussion instruments; they name the instruments and treat them with care.

92. The quality of teaching is good overall. Staff have high expectations of pupils. There is a good range of supervised activities and activities that the children can choose. The quality of music teaching is very good. Lessons are taken by the headteacher. Her knowledge and understanding of the subject and the needs of the children are reflected in detailed planning. There are high expectations of children's achievement and on-going assessment and points for improvement ensure that they make very good progress. The class teacher is present during the lesson and this is good practice that ensures the teacher can do follow up work in the classroom throughout the week and link the music content to teaching of other subjects.

101. ***Physical development***

93. Physical development is suitably extended through indoor activities. By the time they are five, children reach standards above those expected for this age and they make very good progress. In gymnastic lessons, children travel using different ways of moving and in different pathways. They use the space around them well. They show good balance and understand that shape can be represented in body position. Children use these skills in apparatus lessons. They climb, balance and slide with increasing control. They compose short sequences of moves and this contributes to developing creativity. Pupils perform at their own level of ability and higher attaining pupils demonstrate very good co-ordination when they jump and land. Children have the opportunity for outdoor activities, but these are restricted to breaktimes. They do not have regular access to appropriate large resources and equipment to further develop their physical skills out of doors during the day through structured play activities. Children make very good progress in developing manipulative skills as they practise cutting, sticking and when making puzzles. They build with construction kits and show increasing dexterity. Children develop skills in writing through a series of well-planned activities and by the time they are five the majority form their letters and numbers correctly.

94. The teacher plans a good range of activities to develop physical skills. The quality of teaching is good overall and very good in the apparatus lesson seen. Staff praise and encourage children and develop children's confidence well. Staff are alert to health and safety issues and ensure that children take turns and understand how to use apparatus with care. Physical education lessons are a good mix of prescriptive teaching and opportunities for children to use their imaginations. During the apparatus lesson, a range of strategies are used to teach children new skills and to maintain their interest. All pupils are given individual support and consequently improve their performance. There are no planned teaching opportunities for structured play outdoors on a daily basis throughout the school year. However, all outdoor facilities are used in the summer term.

103. **ENGLISH, MATHEMATICS AND SCIENCE**

103. **English**

95. On entry to the school, levels of attainment are generally in line with the national average.

A small number of pupils have limited speaking and listening skills. The majority of pupils come from backgrounds where literacy, books, discussions and attention to the written word have some significance.

96. Pupils' overall attainment in English at the time of the inspection is above the national average at the end of Key Stage 1 in speaking and listening and in reading and writing. The school's national test results and the teachers' assessments for 1998 reflect similar standards of pupils' work. Inspection evidence shows that pupils' overall attainment in English is still above the national average at the end of Key Stage 2. The school's national test results and the teachers' assessments for 1998 reflect standards below these for many pupils. Overall, the pupils' performance in the English tests for 1998 was average in comparison with schools with pupils from similar backgrounds at the end of Key Stage 1, but below at the end of Key Stage 2. The head teacher and co-ordinator have completed a very full and detailed analysis of the results of the 1998 tests and it is clear that a difference in the overall level of ability of the pupils in the year group was responsible for the slight fall in levels of attainment.

97. The previous inspection report of March 1996 reported that standards were good overall and compared well with those found in schools in each key stage. This continues to be the case with many good examples of speaking and listening and reading being seen, and the overall standard of writing is now above average in all Key Stage 2 classes, which is an improvement since the last inspection.

98. By the end of Key Stage 1, standards of speaking and listening are above average with most pupils able to respond well to questions and ideas in discussions. They participate well in role-play and relate well in group activities. They listen well to each other and are confident and fluent speakers in a variety of different situations. Many pupils speak confidently and with real understanding, after listening attentively to stories. Most of them are able to recall some details of characters and narrative using a wide and appropriate vocabulary. The examples of pupils in Year 1 and Year 2 classes providing answers to anticipated questions before the teacher had asked them, was typical of the confidence of all pupils. Pupils make good progress from the early levels of attainment.

99. By the end of Key Stage 2, most pupils can adapt their talk to the required purpose and are able to listen with concentration. They speak confidently in the class and to adults in discussion and assemblies. Throughout upper Key Stage 2 pupils are articulate and confident as they discuss their work with one another. They share their ideas, give their opinions and value those of others. They share comments and opinions about books they are reading and enjoy discussing issues arising from their out of school activities. Pupils are particularly articulate about issues of real interest to them such as ecology. They enter debate on 'what is the most important thing in a friend?' and 'is a real lie detector a good thing'. Pupils' skills of speaking and listening are well developed and progress is very good.

100. Standards in reading at the end of Key Stage 1 are above the national average and most pupils can read accurately and with some confidence and fluency. Most have little difficulty in discussing characters and plots in stories. Most have acquired a phonic base of initial sounds and have learned how to use their wordbooks effectively. Pupils regularly take their reading books home to practice their reading skills and share their books with parents. The home-school reading diaries provide a useful contact with parents and provide a good summary of the books each pupil has read. Pupils build systematically on the skills they acquire during the early years and progress is good.

101. In reading at the end of Key Stage 2, pupils begin to show an understanding of a range of familiar literature and in their responses they are able to identify key features, themes and characters. They often read aloud expressively and fluently and have begun to develop preferences for their choice of books and have opinions about various authors. Year 5 and 6 pupils locate and retrieve information from non-fiction books well, and the good school library

enhances this progress. Overall, the progress pupils make in reading is very good. In both key stages, pupils make sound use of their reading skills in cross-curricular work when they are given the opportunities. The school makes good use of outside visitors like poets and storytellers to help extend pupils' enjoyment of reading.

102.By the end of Key Stage 1, most pupils are just beginning to write imaginatively in a variety of forms and for different purposes. Although they are encouraged to spell accurately and use their knowledge of phonics, grammar and punctuation in their written work, there are few examples of more developed writing where the work is imaginative and accurate. Handwriting skills progress well in Key Stage 1. Progress is good.

103.By the end of Key Stage 2, the majority of pupils are able to produce imaginative, interesting and clear writing for different readers in a range of forms. Spelling is generally accurate and the handwriting in Years 5 and 6 is in ink and well formed. There are many examples of their capacity to write letters poems, stories and reports in classroom displays. By the time they leave the school, the writing by a few higher attaining pupils is very well organised and imaginative. The progress pupil's make in developing their writing skills is very good. Pupils in both key stages are encouraged to use word-processors to re-draft and edit, and they acquire real fluency in this skill.

104.In Key Stage 1, good progress is promoted as pupils are motivated and complete tasks set in the time allowed. Pupils are clear about what they need to do. Tasks match pupils' capabilities and frequently challenging. In individual lessons when pupils make very good progress, pupils are learning the right things and retain their motivation as they really enjoy the activities they are involved in. This leads to pupils being very productive during the lesson. In Key Stage 2, pupils continue to make good progress overall. In almost half of lessons observed during the inspection, progress was very good overall. Pupils make very good gains in their understanding narrative. Appropriate tasks are set for pupils of differing abilities and challenge is presented. Pupils are well motivated to succeed. In one lesson, pupils made excellent progress as the task set encouraged them to think deeply about important issues and they all rose to this challenge. By the end of the lesson, pupils made informed judgements about issues of which they were unaware before. Attainment in literacy is good throughout the school and pupils make good progress during the daily literacy hour.

105.Pupils supported in additional literacy groups are receiving a very high quality of support and are making good progress. Pupils with special educational needs are well supported to meet the reading and writing targets in their individual education plans. Staff use suitable resources to promote pupils' knowledge and understanding. This has a positive impact on pupils' progress.

106.Throughout the school, pupils concentrate well and show a keen interest in their lessons. They behave very well, showing good levels of respect to teachers and other adults. They look after books and property well. Work on display is very well presented, and work in books shows that pupils take pride in the presentation of their work. Pupils are willing to co-operate and collaborate with others when required, sharing their ideas generously. All pupils show a positive attitude to the new organisation of the literacy hour and are obviously enjoying the independent activities and focused group work with their teachers. English makes a significant contribution to the pupils' social development as lessons on creating a story were being used to reinforce social development and independence. Scrutiny showed that shared writing tasks in Years 5 and 6 were designed to develop co-operation and collaboration.

107.Overall, the quality of teaching in English is very good. In lessons observed for under 5s and in Key Stage 1 classes teaching good in 16 per cent of lessons and very good in 17 per cent. Teaching is never less than satisfactory. The teachers have a good understanding of pupils' needs and plan effectively. There were a number of examples where the teacher's questions kept the pupils' interest well. The good use of non-teaching assistants means pupils are never left unattended for long, and therefore make good progress. The pupils' relationships with the teachers in Key Stage 1 are very warm and positive. Good teaching is represented in 15 per cent of lessons in Key Stage 2 and 71 per cent of teaching is very good or excellent. In those lessons that were very good the teachers exhibited very good knowledge and great confidence in their teaching, tackling with skill and enthusiasm lessons on analysing

poetry and using direct speech. Excellent teaching is characterised by detailed planning, an exemplary match of task to the level of pupils abilities, brisk pace and superb intervention that clarifies pupils' thinking and sets further challenge. Great care is taken in the Key Stage 2 classes where the teachers make careful assessments in their literacy hour lessons and adapt their presentation accordingly. In all lessons, pupils are encouraged to work hard, and firm, consistent and gentle control in the lessons observed maintained very good standards of behaviour.

108. There are a number of satisfactory policies in place for the different aspects of English and good long-term plans that enable teachers to select appropriate tasks for pupils of all abilities. Individual lesson plans are effective, they have clear objectives and focus on the needs of individual pupils by ability grouping for some lessons. The implementation of the national literacy strategy has been very well managed by the co-ordinator and the headteacher. The school has made a very good start in analysing the strengths of the literacy hour. Teachers' planning incorporates detailed changes to the basic national literacy scheme framework that this analysis has identified. Throughout the school teachers plan their literacy lessons carefully, to make good use of the time and resources available. Most teachers organise lessons well so that they can offer focused teaching to particular groups. In the literacy hour pupils' progress has been carefully recorded, and assessment opportunities built into the plans have been closely analysed. This use of assessment and planning to make the literacy provision even more effective is outstanding. Pupils' knowledge and understanding are assessed regularly using a wide range of formal and informal procedures. The results of assessments are used to plan work suitable for pupils' capabilities in order that they are challenged. Marking is linked to the school assessment policy. However, there are variations in marking between year groups and it is not contributing to the profile of pupils' progress. The best marking of pupils' work in gives praise and encouragement, but sometimes lacks detail in setting specific additional targets for the development of pupils' skills. In some classes, last year there was examples of long stories being unmarked and other work being marked perfunctorily and carelessly. By the end of Key Stage 2 most pupils are able to evaluate their own work and are beginning to set their own targets for improvement. Homework of reading and spelling lists is set regularly and the pupils understand the value of this reinforcing and extending of their basic understanding and skills. The staff are committed to implementing the literacy strategy and are continually looking to raise standards. The use of literacy is seen in all other lessons including physical education when pupils' descriptive language is extended.

109. The co-ordinator is new to the role this term, but had already begun to assess the areas for development during the past year. Leadership of the subject is very good. The personal knowledge of the co-ordinator contributes greatly to her role and it is good use of her expertise to allocate her this particular management responsibility. The co-ordinator monitors teacher's planning and has monitored teaching and the implementation of the literacy strategy. As a result of reviewing national test results and evaluations of monitoring a good analysis has been made of the strengths and weaknesses of the subject. This has led to intervention to improve provision for example, the introduction of writing weeks in order that pupils have opportunities to develop systematic structure in their writing and the ability to write at length. The co-ordinator trials innovations in her own classroom and monitors impact before asking other staff alter their practice. The ethos in which English is taught reflects the aims of the school within an effective learning environment and equal opportunity is provided for all pupils.

110. Overall, the classroom accommodation could hardly be better used to enhance learning in English. The classrooms have book corners, many of which are organised in an attractive and inviting way. The quality of written work on display around the school is above average. The co-ordinator has undertaken a thorough audit of resources and this has had an impact on improvement to provision. There has been a high level of expenditure on book resources over the last year. Efficient and very effective use is made of resources such as the big books. Good use is made of the home-school reading cards to enable parents to help their children to practice their reading skills.

## 119. Mathematics

111. Inspection evidence shows that pupils' attainment in mathematics is above the national average at the end of each key stage. In the 1998 tests at Key Stage 1, pupils' attainment was below national average and well below the average in comparison with similar schools. This was an uncharacteristic dip against the trend of recent years and was reflected across English, mathematics and science indicating a year group where attainment was lower than usual. In the 1999 tests at Key Stage 1, nearly all the pupils were at the expected average of level 2, but only a small number were above that level. In the 1998 tests at the end of Key Stage 2, the number of pupils reaching the average of level 4 was above the national average, but the numbers of pupils attaining the higher levels was below the average. The 1999 test results at the end of Key Stage 2 show an increase in the numbers of pupils reaching the expected level four and in those achieving higher levels of attainment. There is no significant difference in attainment between girls and boys. Pupils with special educational needs achieve good standards in relation to their prior ability.

112. By the end of Key Stage 1, pupils are able to discuss their work using appropriate mathematical language. They can recognise basic sequences and groups of numbers with similar characteristics. The majority can order numbers up to 1000. Higher attaining pupils are beginning to use standard written notation for addition and subtraction including the use of carrying. The majority can solve simple problems involving money and in telling the time. The majority of pupils have good mental recall of multiplication tables for two, four, five and ten. Pupils at all levels of attainment are able to classify two-dimensional and three-dimensional shapes and describe their basic properties. In Year 1, for instance, pupils can name common shapes such as squares, triangles and cubes, and describe them by counting edges, corners and faces. Using this knowledge, higher attaining pupils in Year 2 are able to construct models of the shapes, and describe lines of symmetry.

113. By the end of Key Stage 2, the majority of pupils are secure in basic number processes including decimal notation. Pupils have developed a wide mathematical vocabulary, making good use of mathematical symbols and diagrams. Pupils are able to represent information sensibly on a number of different graphs and can draw conclusions from them. A Year 5 group, for example, were doing interesting work on the number of goals scored by Premier League football clubs over a season. In numeracy lessons, teachers are encouraging pupils to develop a high level of mental agility in seeing relationships between numbers and understanding patterns. Year 3 pupils, for example, are able to count forwards and backwards in tens from three digit numbers such as 617, and pupils in Year 5 can make sensible estimates of the size, length and width of a wide range of objects.

114. Pupils routinely make good use of their numeracy skills in other subjects, such as science and geography, to collect, record and interpret information. Frequent good use is also made of information technology to present, save and print data in a number of different forms.

115. Pupils make good progress in mathematics throughout the school. Pupils with special educational needs receive good support in class and also make good progress towards any mathematical targets set for them. The national numeracy strategy has been fully implemented and is already having an impact on attainment and progress. The strategy emphasises mental mathematics and pupils make particularly good progress in this aspect of their work. In Key Stage 1, pupils' develop understanding of number through working with numbers first up to 20 and then up to 100 and in some cases to 1000. They use their knowledge to investigate simple patterns such as odd and even numbers and basic sequences. In Key Stage 2, pupils gain confidence in using increasingly large numbers and they develop skills in the standard processes of addition, subtraction, multiplication and division. As they get older, they work on fractions, decimals, percentages and estimates. Their understanding of shape and measurement develops as they move from descriptions of simple

shapes to more complex concepts such as area, perimeter and volume using shapes such the rhombus and parallelogram.

116. Pupils show a high level of motivation and a real sense of enjoyment in mathematics lessons. Their attitudes to work are excellent and they show high levels of sustained concentration, care over written work and perseverance to make sure their work is correct. Behaviour in class is invariably very good. Relationships between pupils and with their teachers are excellent. Pupils show a high level of care and respect for each other, listening carefully to the views of others and always helping if someone is struggling to understand a mathematical concept. The national numeracy strategy places great emphasis on the development of independent work. Pupils respond positively to this, and older pupils become increasingly able to work on their own initiative and sustain concentration for long periods of time. Pupils' excellent attitudes and relationships are a significant factor in the purposeful and highly productive lessons seen throughout the school and in the progress pupils make in the subject.

117. The overall quality of mathematics teaching is very good in both key stages. Teaching during the inspection was good in 42 per cent of lessons and very good or excellent in 29 per cent of the lessons. Teaching was never less than satisfactory. The teachers all have very good class control and achieve discipline in the classroom with quiet authority and good humour. Warm supportive relationships with the pupils contribute effectively to pupils' excellent responses and their very positive attitudes to the subject. All of the teachers have shown a high level of commitment to their training for the numeracy strategy and this is apparent in their very good subject knowledge that is seen in all the lessons. Where teaching is good, teachers use technical vocabulary extremely well and encourage pupils to make use of it too. Pupils in

Year 1, for example, are able to talk about angles, curves, faces and edges with confidence. All of the teachers make good use of questioning pupils in such a way that tests and develops understanding. Where the teaching is excellent there is a highly skilled use of questions to individual pupils appropriate to each individual's ability, as well as open questions to the class that challenge their thinking and raise attainment. In excellent and very good lessons, the group and class activities also present a high level of challenge. Planning for lessons is good and resources are well organised so that there is a variety of activities in each lesson. Pupils with special educational needs are well supported in class. The teachers set relevant homework that includes pupils learning timetables.

118. The curriculum follows a commercially produced course that is widely supplemented with other resources and this provides good continuity of learning for pupils throughout the school. Assessment follows the school procedures and is very effective in identifying pupils' individual attainment and areas that require review in planning. Analysis of baseline and end of key stage assessments are being used to track pupils' progress and to identify weaknesses in provision. Day to day assessment through the use of targeted questioning is effective, but marking does not indicate where teachers have interacted with pupils and given targets for improvement. Marking is not contributing to the profile of progress for individuals. Overall, the quality of assessment has improved since the last inspection when it was judged to be good.

119. The role of co-ordinator is well established and this is an improvement since the last inspection. The present co-ordinator is new to the role and has already established very effective leadership and management in developing and evaluating the numeracy strategy and in planning for the subject to develop in the future. Monitoring of teaching and the implementation of the curriculum is established and this has developed since the last inspection. The subject has very good resources that are effectively deployed and are easily accessible to both staff and pupils.

120. The previous report stated that pupils achieve at least the expected levels according to their ages. Levels are now above the national average and the provision for the subject has



improved since the previous inspection report. A committed, caring and skilled team of teachers implements the subject and there is good potential to refine provision further.

## 129. **Science**

121. In the 1998 National Curriculum assessments at Key Stage 1, the number of pupils achieving the expected level was above the national average. At the end of Key Stage 2, the number of pupils reaching expected levels or above was below the national average and well below average when compared with similar schools. This reflects the general ability of the year group and the level of their literacy skills. The most recent results for Key Stage 1 in 1999, show an improvement in the number of pupils reaching level 2 or above. There is a significant improvement in the number of pupils reaching higher levels of attainment. Data for pupils in Key Stage 2 also shows an overall improvement most particularly in the number of pupils attaining higher levels in tests and teacher assessments. Taking the results from the three reporting years 1995 to 1998 together, girls have performed better than boys in science. The school has analysed this and linked it to the general level of literacy skills. In the past year there has been a greater emphasis on developing the literacy skills of the middle ability pupils and the analysis of results in 1999 do not show a wide variation of attainment between boys and girls or pupils of differing ability. The inspection findings show standards are above expectations at both key stages with pupils making good progress in both key stages.

122. Pupils' attainment is enhanced by their oracy skills, which help them to talk confidently and write with increasing clarity about their scientific knowledge. A strong feature of pupils' work is the range of methods, including information technology, used for recording their results and findings. Pupils' experimental and investigative skills are strengthened through some well-planned practical lessons with clear learning objectives. By the end of Year 6, pupils' scientific knowledge is good.

123. Subject specific topics are chosen carefully and the knowledge, understanding and skills that pupils have are built up progressively in topic areas as pupils move up through the school. This ensures that there is no duplication of learning and that pupils are receiving information that builds on their prior attainment. By the end of Key Stage 1, pupils are aware of their body, and they are developing a sound understanding of living and non-living things. They are beginning to understand that animals survive in different habitats and that plants grow and develop well in certain conditions. Pupils are familiar with some of the effects of magnetism, electricity and other physical forces such as gravity. A particular strength of pupils' work is in their understanding of investigative procedures and in the clearly presented written work which includes examples of good recording procedures and clearly labelled diagrams and pictures.

124. By the end of Key Stage 2, pupils know about changing materials, electrical circuits, classification of animals, the body's organs and systems, the earth and beyond, solids and gases, and some of the properties of sound and light waves. Much of their work is very well presented and the majority of pupils write up investigative procedures in an orderly way, and include predictions, methods and conclusions. Examples of good investigations focused on the properties of liquids, which included particularly well written explanations, and with the effect of acids on teeth enamel. When conducting independent investigations, most pupils make hypotheses and successfully describe their results, as well as drawing conclusions. Pupils continue to make good progress in their recording techniques and make effective use of information technology.

125. Pupils, including those with special educational needs, make good progress over time, and in lessons where they are encouraged to talk about their work, using appropriate scientific vocabulary, they listen carefully, and value each other's contributions. Pupils gradually build up and reinforce their scientific knowledge and the associated vocabulary, particularly at Key Stage 2. Pupils are progressively able to use their skills of research and scientific investigation to develop understanding of science concepts, and to apply this understanding to new

contexts. For example, in Year 4 pupils were able to follow successfully investigative procedures and apply, with confidence, their knowledge and understanding of exercise and its effect on pulse rates. Older pupils know about the changing state of substances when heated or cooled and how some changes are reversible whilst others are irreversible. A particularly good feature of investigations was the clarity in pupils' explanations and their use of appropriate vocabulary.

126. Pupils' attitudes to learning are very good and they are particularly motivated during investigative activities. In one lesson, the pupils' response was excellent as the extremely high level of motivation, interest and concentration spanned the whole of the lesson. Pupils show considerable interest in their work, especially during practical investigations. Pupils work with a determination to do well and are keen to find out information for themselves. They work well as individuals, and also work well together, valuing one another's contributions.

127. The quality of teaching is good in Key Stage 1 and very good in Key Stage 2. Good or better teaching was observed in 56 per cent of lessons, with 44 per cent satisfactory. Very good teaching was observed in 33 per cent of lessons. A strength of the teaching is the confidence in the teachers' knowledge, the understanding of the subject material, and the continual referral to appropriate scientific terminology. A systematic approach to the teaching of science is ensured by the teachers' effective use of the school's subject guidance. The best teaching is characterised by clear explanations supported by clear and interesting demonstrations that, at times, capture the pupils' imagination. A powerful example of this was seen in Year 3 when the teacher engaged in role-play as a professor and this motivated the pupils very successfully. The most effective teaching continually assesses the progress made by pupils in their understanding of the subject, and adjusts the pace of the tasks, particularly during well-planned investigative practical work. In these lessons, pupils make good, and sometimes very good, progress because they are encouraged to think and to explain their understanding and findings beyond the superficial. Teachers know the pupils well and good relationships help enhance the quality of teaching and learning. Tasks are challenging and well matched to the needs of the pupils, including those pupils with special educational needs. Marking of pupils' work does not reflect where pupils have been given targets for improvement and this does not contribute to the profile of progress. However, during the inspection it was evident that this is often done through discussion during the lesson.

128. The subject is well organised throughout the school and the long-term and medium-term planning is very good. Particular strengths are the clarity of the learning objectives and the examples of excellent assessment procedures that focus on pupils' knowledge and understanding and build a profile of attainment and individual and year group progress. A recent comprehensive review of the subject ensures a balanced and systematic approach to the teaching of science within a one-year topic cycle. Teachers are already evaluating the cycle in order to further improve provision next year. The co-ordinator has a clear vision for the subject and this contributes to excellent leadership that has been influential in the raising of standards. The rigorous development of the curriculum and associated assessment procedures has been led by the co-ordinator. She gives her colleagues very good support by offering advice and sharing ideas. Accommodation, including the environmental area and resources are used effectively to promote learning and pupils understand the need for safety when they use equipment during investigations.

## 137. OTHER SUBJECTS OR COURSES

### 137. Information technology

129. The majority of pupils achieve standards that are above the nationally expected level at the end of Key Stage 1 and well above these levels by the time they leave the school. There are a number of pupils who acquire both a knowledge and understanding of the uses of information technology that is exceptional. Inspection findings support those of the previous inspection.

130. In the reception class, pupils have already begun to learn how to use the shift and return keys and locate information through using the mouse. This experience is built on in Year 1 where pupils begin to write in their own words through using different software. The Year 2 class has compiled a portfolio of their different types of work using the same software, but in a more complex way. The mathematics curriculum is being enhanced by the use of a series of programs. These programs allow pupils to consolidate their existing learning as well as gaining insights into the technology. By the end of Year 2, pupils know and can name different parts of the equipment. All pupils can use the mouse with confidence to load and select various functions to draw different patterns with colour in an art package. They are all able not only to use simple software to enhance their numeracy curriculum, but they can input text into a word-processor and draw using different software packages, and then add text to their drawings. Many can store data gained from analysing information gathered from other pupils and present that information in the form of a graph. They have all begun to use programmable devices and have gained some insights into control technology.

131. In Year 3 and 4 classes, pupils are able to amend and extend a database and use the information to print out more sophisticated graphs and pie charts. The use of a computer modelling program in Year 6 was particularly impressive, as was the use of a variety of different desktop publishing packages. There was also evidence that a number of programs have been used in a variety of music lessons. The front-covers of storybooks produced by the older pupils show that some have a sophisticated understanding of what computer graphics are capable of achieving. The use of digital cameras throughout Key Stage 2 becomes more and more sophisticated and pupils' progress is evident in their topic books and displays. Years 5 and 6 pupils also have a good understanding of how information technology is used in society generally. Most pupils in Year 6 have a good grasp of graphics and many agreed that they are also able to embed procedures and change colours. Year 6 pupils extend their previous learning in data handling and use this skill to collect their own data to compile and use sophisticated databases. Texts are being produced at a very high level in English and humanities. Text, labels pictures and poetry being input to computers for printing for presentations or displays. There is good evidence of redrafting, and desk top publishing, where text was copied, deleted, moved, indented, paragraphed and spell-checked. These excellent publications also include texts taken from their very extensive use of the Internet. Photographs captured using digital cameras are included whenever possible and appropriate. There is good evidence from the scrutiny of work that pupils use other information technology equipment, such as cameras, videos and tape recorders on their outside visits and when compiling their topic folders.

132. Progress through Key Stage 1 is always good, with pupils making very good progress when their level of capability was below average on entry to the school. Pupils make very good progress throughout Key Stage 2. This is largely due to the frequent practise, the use of a wide range of appropriate resources and the effective organisation of work. There is evidence of work and observation of pupils handling different kinds of information through information technology in a progressively more complicated manner.

133. Pupils' attitudes and behaviour are very good. For instance, a great deal of interest was shown by the pairs doing house design work in Year 6 and database and work in Year 5, and pupils are always happy to share their use of the keyboard and mouse. They also acknowledge the high level skills that some of their peer group possess without being envious. Great care and respect for the machines and software was obvious when observing pupils shutting down their computers in the dining area at the end of a session.

134. The overall quality of teaching across the school is very good. Teachers use information technology in the delivery of all subjects and teach new skills linked to the main objective planned for the lesson. Very good knowledge and understanding of information technology enables teachers to help pupils regardless of the problems they encounter and this improves progress. Pupils are introduced to the use of hard and software during lessons. They have many opportunities to practise their skills in these lessons and through independent use of the computers. Observations of pupils at work show what can be achieved in a short time. Teacher's understanding of information technology helps to make the subject enjoyable and meaningful for pupils.

135. The scheme of work is constantly being modified to include clear examples to help all teachers to use information technology across the curriculum to the best possible effect. There is very good evidence to suggest that the good levels of skills the pupils have in information technology were being used to enhance the curriculum in science, humanities, music and art. A range of target and assessment sheets are now being used to monitor pupils' progress in Years 3, 4, 5 and 6 and there is an overall checklist to identify work covered. The school is recognised and used by the local education authority as a very good example of providing a fully integrated approach to information technology within the primary curriculum. This is further acknowledged in the county guidelines for information technology where examples of the school's planning and assessment are published.

136. There are many computers in the school, each with a printer, many of which are multimedia machines that were recently purchased and allow pupils access to a full range of CD-ROMs. Although some of the school's current machines are not of the highest quality, they are, with the school's very sensible and focused use, more than adequate to deliver the requirements of the National Curriculum. The school uses available space around the school most effectively so that the maximum number of pupils can use computers throughout the day. Parents, grandparents and friends of the school offer a very good level of support during lessons.

137. The head teacher, as co-ordinator, provides excellent leadership and has given a great deal of thought, energy and planning to the anticipated outcomes of the use of information technology, and continues to make noticeable improvements in the school's provision. She is constantly involved in refocusing her own, and the school's attention, on the required in-service training and overall organisation necessary to make the most of the machines and software they already possess. The headteacher is very involved in sharing the school's approach to information technology with other schools and the local authority advisory service. The strengths noted in the previous inspection have been maintained.

## 146. Religious education

138.By the end of each key stage, attainment is in line with the expectations outlined in the local education authority's Agreed Syllabus for religious education. Standards are the same as reported in the previous inspection.

139.By the end of Key Stage 1, pupils know the main festivals of the Christian calendar including Christmas and Easter, and are beginning to understand the significance of celebrations such as Harvest Festival. They are introduced to Bible stories, such as the story of Abraham, and can recount details of the main characters. Some stories from other religions are also covered, such as the story of Buddha and The Swan. They describe the main parts of a Christian Church. Interesting work was being done by Year 2 pupils who were linking their art to religious education, making models and producing computer graphics of stained glass windows. Pupils talk about right and wrong and express their ideas and feelings clearly.

140.By the end of Key Stage 2, pupils study aspects of other religions and faiths, such as Islam and Judaism, as well as Christianity. They also learn of some of the symbols associated with faiths such as the various crosses linked with Christianity. Pupils in Year 3, for example, produced good work on the theme that a rainbow is a symbol of God's promise to Noah. They then went on to consider the sort of promises they might make. However, at the end of the key stage, pupils' factual knowledge of the religions studied tends to be unclear and confused. Year 6 pupils, for instance, confused the main principles of a number of religions and faiths when in discussion. These pupils were taught using a syllabus that focused on teaching different aspects of religious study when they were younger and some lack of clarity in knowledge and understanding can be attributed to this.

141.Pupils, including those with special educational needs, make generally satisfactory progress over time at both Key Stage 1 and Key Stage 2, although aspects of their progress are limited. Their factual knowledge, particularly at Key Stage 2, is rather limited and one religion is confused with another. Observation and planning indicate limited opportunities for pupils to participate in periods of quietness to focus on their thoughts and feelings, nor to explore and develop them in discussion, and to relate them to their own lives. There are also limited opportunities for pupils to produce extended writing of the depth and quality found in other subjects.

142.Behaviour in class is invariably very good. Pupils have very good attitudes to work and take care over the presentation of written work. In those lessons where they are given opportunities to discuss issues, they do so sensibly and show consideration for the views of others. This was clearly seen, for instance, in the Year 3 lesson on promises.

143.The quality of teaching is satisfactory. All of the teaching is characterised by very good pupil control. Planning for lessons is thorough and resources are well prepared and use to reinforce teaching points. All of the teachers make good use of information technology and very good use of art to extend and enrich the curriculum. The teachers all have satisfactory subject knowledge and a variety teaching methods are used including whole class and group work.

144.The school reviewed the curriculum for religious education and adopted the locally Agreed Syllabus as a basis for their scheme. The scheme of work for the subject is good and the focus is on studying religions rather than different aspects of religions as identified in the previous scheme in order to improve levels of attainment. The school intends to monitor the implementation of current plans. Assessment is securely linked to the scheme of work and results of assessment are used to inform planning and to build up a picture of pupils' attainment. At present, the school does not have sufficient artefacts for the subject and borrows them from local sources. Although this is inconvenient and restricts planning to some extent, it does not seriously affect the quality of learning for the pupils. All statutory

requirements are met. The previous report stated that religious education held a secure place in the school and this has been maintained.

### **153. OTHER SUBJECTS OR COURSES**

#### **153. Art**

145. Attainment in art is above what would be expected of pupils of the same age at the end of Key Stage 1, and well above that usually seen of pupils of the same age at the end of Key Stage 2.

146. By the end of Key Stage 1 pupils use a variety of media including paints, pencils, pastels and coloured paper. Their basic control and use of colours is good. Pupils make good use of their increasing control and sense of style to produce work in other subjects as well as in art lessons. Pupils in Year 2, for example, use play dough, pipe cleaners, wool and other materials to produce imaginative models of mini-beasts as part of their science work. Pupils in Year 1 produce interesting coloured sketches of the school grounds showing accurate proportion and perspective for pupils of that age.

147. This provides a good basis for development in Key Stage 2. By the end of Key Stage 2, pupils use a variety of tools and materials in a range of tasks, and many pupils demonstrate a high degree of technical skill and imagination in their work. There is wide use of paint and pastels as well as sewing and use of felt to produce a variety of pictures and models. Year 4 pupils, for instance, produce good pictures of autumn leaves by colouring fabric. Pupils are introduced to the work of other artists who use a wide range of techniques and styles. In Year 5, pupils produce 'skies above' pictures of high quality following the styles of Japanese, modern and impressionist painters, and very good pictures are produced by Year 6 pupils in the style of Leger and Paul Nash. In this key stage, there is excellent use of art to support other subjects. This is particularly well demonstrated by Year 3 pupils who used art to produce paintings of Victorian railway stations following the style of Monet in his painting of Gare St, Lazare. Pupils also make imaginative use of the Internet to download pictures that they cut and mount to form a collage.

148. Pupils make good progress in Key Stage 1 and very good progress by the end of Key Stage 2 as they develop the ability to observe and record their observations using an increasingly wide range of techniques and materials. The highest attaining pupils make such progress that they can produce work of real quality by the time they are in Years 5 and 6. Pupils with special educational needs are well able to communicate by painting and drawing, even when they find writing difficult, and, with the support they receive in class, they achieve good standards and make very good progress by the end of Key Stage 2.

149. Pupils enjoy art and are very enthusiastic about their work. They have excellent attitudes to work and work very hard to do the best they can. Behaviour in lessons is very good and there are excellent relationships between pupils when they work collaboratively. The subject makes a very good contribution to both social and cultural development through co-operative working and the study of other artists.

150. The quality of teaching is very good at both key stages. All the teachers have very good subject knowledge, and many have a genuine love of art that transmits to the pupils and encourages them to greater interest. Teachers have high expectations, not only of pupils' technique, but also of their observational skills of other artists, and they encourage pupils to set high standards for themselves. This is seen in many of the classroom displays such as that on Victorian life produced by pupils in Year 4. Where teaching is at its best there is detailed planning of the work, good challenge to the tasks and very good use of question and answer to draw out pupils' ideas. Very good pupil management is a feature of all the lessons and teachers and pupils show a high level of mutual respect.

151.The excellent management of the subject has resulted in clear direction for the further development of the subject. Monitoring and evaluation has taken place and this has led to the provision of a scheme of work that builds systematically on what pupils know, understand and can do and promotes high standards. The excellent professional development of the staff has led to teachers having a high level of subject knowledge and this has contributed to raising the standard of pupils' work to such a high level. The subject has a good range of resources that are well managed and efficiently deployed. Parents, friends of the school and retired staff give excellent support in helping to run art, sewing and textile activities during lesson time and also clubs that further improve the quality of education provided and reinforce the very good provision for the pupils. The subject has improved on the high standards mentioned in the previous report.

#### **160. Design and technology**

152.Due to the timetable in the week of the inspection, it was not possible to observe any teaching of design and technology. Judgements are based on scrutiny of pupils' work, discussions with staff and discussions with pupils.

153.In each key stage, pupils' attainment is above that expected for their age, and progress is good at all levels of attainment. Pupils with special educational needs make good progress and achieve good standards. There are no significant differences in attainment or progress between girls and boys.

154.By the end of Key Stage 1, pupils develop a good understanding of the design, make and evaluate strategies use in the subject. Pupils in Year 2, for instance, design and produce harvest baskets of fruit made in plasticine. Pupils in Key Stage 1 also choose covers for books, films and stories to design and evaluate. In this task they are also required to set up a 'marketing strategy' for their product and to discuss what people are likely to expect from the finished product. Pupils in Year 2 are able to give instructions to a programmable robot to make it stop, start and travel in various directions.

155.In Key Stage 2, there are a wide variety of activities, many of which are linked to other curriculum areas. Good examples of this are Victorian wall tiles designed and made by Year 4 pupils. These designs are saved on computer and then colour printed for display. During the inspection, pupils in Year 5 were working on the designs for clothes and hairstyles in the Ancient Greek style, which were then modelled by one of the pupils. Written evaluations of the task were then completed.

156.Pupils are exceptionally enthusiastic about their design and technology work. They talk about the projects they have undertaken and can describe the processes they have used in detail.

157.Coverage of the National Curriculum is ensured by the progression set out in the scheme of work. The previous report drew attention to the slightly random nature of skills' development and this has been successfully addressed. The school runs an effective system of technology days when all pupils are engaged on a range of activities. These may include the design and making of articles to keep objects tidy, or 'a room in a box' which is decorated and has electric lights. Assessment procedures are very good and opportunities for assessment are linked to the scheme of work. Results of assessment are used to adapt plans and to plan work for pupils of differing abilities.

158.Management of the subject is very good. The co-ordinator has a very good grasp of the subject and is able to give good advice and support where necessary. All of the staff have had staff development which has increased their confidence in the subject. There are very good resources available that are well deployed and managed.

167.

## **Geography**

159.Standards of attainment are broadly in line with national expectations at the end of both key stages. Judgements are based on the lessons observed, the teachers' planning, scrutiny of pupils' past work, displays and discussions with the co-ordinator and pupils.

160.In Year 1, pupils learn about their local environment. They know the names of local roads and identify different types of housing. In Year 2, pupils can identify areas on a school map and give general directions. They understand the concept of scale and a key. Pupils use appropriate vocabulary. In Key Stage 2, Year 5 and 6 pupils confidently use secondary sources such as books and photographs, to investigate and ask questions about the main physical and human features, which give other countries their particular characteristics. They appreciate those features of places and aspects of life may be similar to or different from those of their own locality. They are able to use surveys and questionnaires to assess the opinions of local people and make sensible use of the ideas generated in their written work. By the end of their school career pupils show a good understanding of various aspects of rivers, weather and settlements.

161.Pupils make satisfactory progress in the development of geographical skills and understanding as they move through the school. The planned activities mean that they deepen their knowledge and understanding about their local area and their awareness of localities beyond their own satisfactorily by the end of Key Stage 1. Later, they learn to obtain information from a variety of sources and communicate findings effectively. For instance, both Year 3 and 4 pupils last year showed that they appreciate that the weather affects us in a variety of ways and know that there are many different types of clouds. In Year 5, pupils investigate features of their own locality and compare them effectively with the focus of their class trips. Their skills of drawing plans and in map reading increase steadily, particularly towards the end of Key Stage 2. They understand that human processes cause changes to places and correctly use the appropriate geographical vocabulary to describe them. They collect data on the type of transport used for coming to school and accurately translate this into block graphs. Pupils with special educational needs make satisfactory progress because teachers plan jointly take account of pupils literacy skills. There is no significant difference in progress made by boys and girls.

162.Pupils enjoy finding out about other places and using maps and photographs. The great majority of pupils are interested in their learning. They contribute well in discussion and enjoy talking about their work. Because lessons are stimulating, pupils engage in tasks enthusiastically. Pupils' relationship with each other and with the adults in their classes is extremely positive.

163.Teaching in this subject was at least satisfactory and better in the two lessons observed. The overall planning is done with great care by the subject co-ordinator and this means that pupils' skills are developed systematically from year to year and that there is consistency across the year groups. Topic lessons have clear geographical objectives. Teachers offer clear explanations and pupils know what they have to do. In the good lesson observed, the teacher intervened positively to sustain pupils' interest and motivation and made good use of questions to challenge pupils' thinking. Praise was used well as positive reinforcement. The lesson was also based on a realistic concept of where we live and the need for clear addresses on letters that the pupils easily understood.

164.The co-ordinator is enthusiastic and keen to develop geography, but opportunities to



develop the subject have been lessened more recently due to the emphasis placed on literacy and numeracy. She is anxious about the effect of the literacy hour on the amount of time available for the subject, but has not reviewed provision as yet. The policy and scheme of work, completed in consultation with other staff provides excellent cross-curriculum opportunities, ensures continuity and progression in skills. This has been reviewed since the last inspection. Assessments of pupils' knowledge and understanding are made at the end of a topic, but no evidence was seen as to how this influences work for different ability groups. Resources are adequate and well used. Pupils' learning in geography is enriched by outside visits and good use is made of the local area. Geography makes a sound contribution to pupils' multicultural development and this is an area that the school has addressed well in planning. Information technology is very well used to gain access to additional information and to assist in classifying and presenting information.

### **173. History**

165. The cycle of topics planned for this term meant that history lessons were observed only in the reception class, Year 3 and Year 5 during the inspection. However, a range of evidence was used to enable judgements to be made about pupils' attainment and progress including teachers' planning of previous topics, samples of past work, very good displays around the school and discussions with pupils and the co-ordinator. From these sources it is apparent that history has a significant place in the school's curriculum and that pupils' attainment at the end of Key Stage 1 is in line with expectations. In Key Stage 2, attainment is at least in line with expectations with a significant number of pupils achieving above expectations.

166. At the start of Key Stage 1, pupils identify what is old and what is new by considering a range of items brought in to the classroom. In interview older pupils had a good factual knowledge of life in Ancient Egypt and Greece. They recognise the differences and similarities between everyday items, for example clothing, musical instruments and weapons in Ancient Egypt compared with today. Pupils in the Year 3 and 5 classes show sound knowledge and understanding of various aspects of the Roman and Greek periods respectively. Year 5's current project on Ancient Greece is giving them good insights into the variety of historical research methods they can consider using. In Year 6, pupils know about features of local history and show knowledge and understanding of aspects of life in Britain in more modern times. They use a wide range of secondary sources appropriately, including reference books and maps, and the Internet, when studying the history of the Second World War.

167. Pupils make satisfactory progress in talking and writing about historical matters and using evidence and imagination to describe life in the past. During Key Stage 1, they develop confidence to ask relevant questions. By the end of Key Stage 2, the majority of pupils have built well on their previous knowledge and are developing the skills required for purposeful historical inquiry. They confidently use reference books and computers when researching their project on famous people. Progress is generally satisfactory in both key stages and is good when pupils' interest is enlivened by the quality of the teachers' input.

168. Most pupils show a lively sense of curiosity when exploring life in the past. They are interested in their work and enthusiastic about the topics studied. Pupils in the Year 4 class are keen to find out more about life in Victorian times and have brought in an amazing number of artefacts from home. Year 5 pupils willingly talk about their research projects on Greek times, and really enjoy the variety of modelling, painting and drama activities that are planned for them. During discussion, pupils respond well to questions and are willing to listen carefully to the ideas and opinions of other pupils. They work well in pairs and in groups and are generally very well behaved and courteous. Pupils usually take care and pride in the presentation of their work in history.

169. Teaching is never less than satisfactory and is good and better in two thirds of lessons. In one lesson, excellent teaching was observed. In all lessons, teachers plan well to ensure that

all pupils receive similar access to the broad curriculum. In good lessons, strong links are made to previous learning and stimulating questioning and whole-class discussions are used appropriately to check and extend pupils' knowledge, understanding and vocabulary. Effective use is made of secondary sources such as reference books and the Internet to stimulate and sustain interest. When teaching is excellent planning is of a very high quality. Pupils are engaged in a wide range of activities that support their historical learning and also build on knowledge and skills of other subjects. For example, pupils make clothes in the style of the Ancient Greeks and bring all their knowledge of design and technology to the task. The quality and level of questioning consolidates pupils learning and sets them increased challenge. Overall, great care is taken to support pupils with special educational needs. The quality of marking is sound and provides some guidance to help pupils improve their work, often being specific about the historical content and including suitable questions to extend pupils' thinking.

170. The enthusiasm of the co-ordinator ensures that the curriculum is well balanced giving good coverage of the necessary knowledge and skills through a sound policy as well as a helpful scheme of work. This has been established since the last inspection and has improved provision. Assessments of pupils' knowledge and understanding are made at the end of a topic, but no evidence was seen as to how this influences work for different ability groups. The co-ordinator has some reservation about the time available for history since the implementation of the literacy and numeracy strategies and her colleagues understand this anxiety. No monitoring has taken place this term to establish if the time allocated to teaching the subject is appropriate. Teacher's plan together to assist maximum time allocation, excellent cross-curricular opportunities and the opportunities to systematically develop pupils' knowledge, understanding and skills. Resources are of a good quality and accessible to staff. Good use is made of school visits to sites of historical interest, and also of visitors to the school who bring history alive for the pupils. The subject makes some contribution to pupils' cultural development and the plans for pupils to use information technology for exploring historical sources is very well developed.

#### 179. **Music**

171. Standards of attainment are above national expectations by the end of Key Stage 1. In Year 6, the year that pupils leave the school, standards are well above expectation overall. A significant number of musicians achieve exceptional standards when compared to age-related expectations. There has been an improvement on the high standards reported in the previous inspection. The standard of instrumental work is high and music is a strength of the school.

172. By the end of Key Stage 1, pupils are very confident to sing familiar and new songs. They can accompany singing using a range of tuned and un-tuned instruments skilfully. All pupils have a good knowledge and understanding of rhythm and keeping a beat. Pupils have the opportunity to learn the recorder and early attainment is above expectations. Pupils make good progress as they move through the key stage.

173. In Year 4, pupils echo tunes with their voices and with instruments. They sight read notation of increasing complexity and can clap the rhythm that the notes represent. Using this knowledge they compose using a given number of beats to each bar. Higher attaining pupils extend their piece of music by adding further rhythm. By the end of the key stage, pupils capably use their voices as instruments. They sing in unison and in harmony as they sing accompaniments as a second part. Pupils are experienced at holding a tune. They have very good knowledge of various forms of part-singing. Progress in Key Stage 2 is very good. Pupils begin school with abilities that are age appropriate. The standard of provision and the range of opportunities are excellent and this contributes to the progress pupils make throughout the school. In lessons, the level of expectation and the learning objective of the lesson challenge pupils. Pupils are productive in lessons and the outcome is performed. Pupil's review of each other's performance contributes to evaluation of strengths and points for improvement and this contributes to overall improvement

174. Pupils are offered the opportunity to learn a tuned instrument beginning with the recorder. Instrumental tuition is provided for violin, flute, tenor horn, cello, clarinet, guitar and trumpet. Almost three-quarters of pupils in Key Stage 2 benefit from specialised teaching on one of these instruments. This number has increased since the last inspection. Pupils have a high level of skill and expertise. They play together in the school orchestra and perform instrumentals and accompany singing during assemblies and hymn practise.

175. Pupils greatly enjoy all aspects of music, including listening to each other, listening to well known composers and performing, and show a great interest. They are very focused on their activities during lessons and concentrate very hard to achieve a good result. They all know the instrument rules and respond well to the directions. Pupils work co-operatively and collaborate to compose when they work in groups. They take responsibility for the resources and for helping each other. Pupils who play in the orchestra are very keen to show their skill and demonstrate initiative in their desire to perform. They persevere when they find a piece difficult. Pupils have responsibility for the care and preparation of their instruments. Overall, pupils' attitudes, behaviour and personal development during music lessons are exemplary.

176. The quality of teaching is very good. The headteacher and several other members of staff have personal expertise, which contributes to the quality of provision and to teaching. The use of skilled specialist peripatetic teachers for instrumental tuition during the school day also contributes to this. The organisation of provision to enable all pupils to be taught by a specialist on the school staff at some time ensures they all benefit from the best teaching and learning experiences. This is an improvement since the last inspection. Lessons are very well planned to ensure that knowledge, skills and understanding are built on progressively. They take into account what has gone on before and the ability of pupils. Assessment procedures are highly effective in providing information about what pupils' know and understand. Their skills in instrumental music are also assessed. Assessment is made during each lesson and consequently pupils are challenged accordingly. Management is effortless, as the relationship between staff and pupils is excellent. The pace of lessons and the range of activities also contribute to positive management. Expectations of pupils' attainment are always high and frequently excellent. In one lesson observed, the quality of teaching was excellent overall. The teachers own subject knowledge enabled her to know exactly what to do and when to do it to capitalise on every aspect of the lesson to promote high standards. For example, she sang the instructions to the pupils and they replied in the same way. This gave a superb focus on what music means and the reinforcement of how to use sound. In all lessons, there were very good links with other subjects. Examples of this included the use of a tape of street sounds to link with work in science and Victorian street cries to link with Year 4 history lessons.

177. The headteacher co-ordinates music and her excellent leadership provides clear direction for the continued development of the subject. She also teaches music across the school. Several published schemes are used to inform the school specific scheme of work and this provides clear guidance for planning that all teachers could follow if required. The curriculum is supported by an impressive range of extra-curricular activities that enrich pupils' learning. Regular assessment is made of what the pupils know, understand and can do and this contributes to the pupils' profiles and to reporting to parents. The logistic management of music, involving such a range opportunities and number of pupils, is excellent.

178. The range of resources is good and a range of multi-cultural music supports the scheme material. The school hall and the designated music room are used effectively and efficiently. The school has good links with performing musicians who come into the school to demonstrate and perform to the pupils. Performances that include music are greatly appreciated by parents.

## 187. Physical education

179. During the inspection week, pupils were observed in dance, gymnastics and games lessons. Athletics and outdoor and adventurous activities are taught later in the school year. There are no arrangements to teach swimming at present. Judgements are based on lessons seen, photographic evidence, written work and records of achievement. The good skills observed in the reception class are built on progressively and by the end of Key Stage 1, pupils make good progress in all aspects of the taught curriculum. Attainment is above expectations. Throughout Key Stage 2, pupils are given a wide range of opportunities to practise and develop skills and competencies they have learnt. By the end of Key Stage 2, pupils make good progress. Attainment is above age related expectations with a significant minority of pupils achieving well above expectations. Pupils with special educational needs make sound or better progress. They are supported by learning support assistants if appropriate. The school has maintained standards since the last inspection.

180. Pupils in Year 1 show a good awareness of space as they move about the hall. They demonstrate good control of movement when they travel and of balance when stationary. They pay attention when throwing and catching and this improves their hand and eye co-ordination. They increase the distance over which they can throw with accurate direction. In Year 2, pupils build on these skills and practise different types of throw, for example bowling. They understand the need to change body position to alter the direction of a throw or to give greater power to the throw. Pupils play team games. The size of ball used and the range of distance over which they are required to throw challenge higher attaining pupils. In dance lessons, pupils in Year 2 listen to rhythm and follow this with movement. They respond to changes in tempo and beat. They build up sequences of movement to create a dance individually and in pairs. Good progress is made as pupils are provided with ample opportunity to practise, perform, evaluate and build on what they can already do. In lessons where pupils make very good progress, they are suitably challenged by the tasks they are given and they are taught the right skills. Pupils are motivated and productive.

181. In Year 3, pupils develop their gymnastic skills. They demonstrate controlled movement when travelling, balancing, jumping and landing. They improve their skills through practise and can discuss ways to improve their performance. During Key Stage 2, pupils continue to develop accurate striking skills. They strike balls with increasing accuracy and distance. Pupils incorporate these skills into games and know that varying the size of the equipment will make the activity easier or more difficult. They demonstrate the knowledge that body position is vital to control accuracy. In Year 5, pupils demonstrate good body position when striking and turning. They have good control when 'dribbling' a ball and begin to use tactics of blocking the ball in games. By Year 6, hand and eye co-ordination is good and pupils strike and pass during hockey sessions with good direction. They learn how to attack and defend in team games. In all physical education lessons in Key Stage 2, pupils have the opportunity to evaluate and refine their performance. Pupils consolidate skills they have previously learnt and use these to perform successfully. Good progress is made as pupils rise to the challenges set by the teacher in the planned task. Pupils are well motivated and so progress is sustained. As pupils move through the key stage, they have increasing opportunities to work together in teams of different sizes. They make very good progress in learning to work together, in social skills and in sportsmanship.

182. Pupils demonstrate enjoyment in physical education lessons. They understand the need for safety and respond to directions quickly. Pupils in Key Stage 1 show good independence when changing. They do this quickly and move straight into the warm up aspect of lessons. Throughout the school, pupils co-operate together successfully when putting out the apparatus or equipment and concentrate hard on the activities. They show very good initiative when they develop sequences and perform these with pleasure. Pupils have the opportunities to reflect on the strengths of each other's performance and do this confidently. Key Stage 2 pupils particularly enjoy the elements of competition built into their lessons. They are confident

when working individually, in pairs or in teams and they collaborate with each other very well. They show respect for each other's ability and evaluate performance and how it can be improved. Pupils show a good 'team spirit'. Behaviour is generally very good in both key stages. A few instances of silly behaviour were observed in Key Stage 2, but these were dealt with quickly by staff and individual pupils were reminded about the importance of good behaviour for safety.

183.The quality of teaching is good and better 78 per cent of lessons; in 22 per cent of lessons it is very good. Teaching is never less than satisfactory and there are no significant differences across the key stages overall. A strength of teaching in Key Stage 2 is the use of subject specialist teaching. Pupils are challenged and motivated as a result of this. Lessons are planned with care and include challenge for higher attaining pupils and this is an improvement since the last inspection. Teachers plan suitable warm up and cool down activities and emphasise health and safety factors. Activities are well managed to allow pupils to take part in sustained energetic activities. Pupils are given sufficient opportunity to explore and extend their skills. A significant feature of lessons is that teachers allow sufficient time for pupils to practise, perform and refine their skills. All teachers give pupils suitable guidance to improve performance. They are careful to ensure that all pupils have an equal opportunity to participate. Teachers make good links with other subjects of the curriculum. Examples of this are the links made to numeracy, through the use of shape and symmetry, and to literacy through the use of descriptive language to describe performance. In good lessons, secure subject knowledge promoted pupils' learning, as the match of activities to prior ability was good. High expectations of the pupils are communicated to them by the quality of guidance given for improvement. Challenges are increased as pupils improve their individual performance. Very good elements of teaching are the correct use of demonstration and use of specific language, the high quality of skills teaching and the level of interaction with individual pupils and the expectation that they will improve as a result of this.

184.There is a clear policy for physical education that includes safety and dress recommendations. The curriculum for physical education has been reviewed since the last inspection. A scheme of work has been implemented and this has improved the quality of the curriculum. Teachers use this guidance for planning and pupils' knowledge, understanding and skills are developed progressively across the school. The planned curriculum meets statutory guidance, but the school is unable to deliver the swimming component of the programme at present. As a consequence, the school is not complying with statutory requirements for physical education at the time of the inspection. Younger pupils have not been able to benefit from the daily swimming lessons that have been given in previous years during the summer term for the last year. There have been arrangements to teach swimming to the older pupils in Key Stage 2 at a nearby pool where they can follow personal survival awards. This alternative resource is not suitable for the younger pupils. The curriculum is enhanced by a residential visit in Year 6. Pupils have the opportunity to have sailing and canoeing lessons and face the challenge of a climbing wall. This provides the opportunity for adventurous activities.

185.Accommodation for the delivery of the curriculum is generally good and the school benefits from a good sized hall, hard play areas and an ample grassed area. The school swimming pool is currently in very poor condition and is unusable. The school hall is equipped with large apparatus, but it is not suitable for the pupils to get out or put away themselves and this restricts their independence. In general, the range and quality of equipment available is good.

186. The co-ordinator manages the subject most effectively and is successful in continually raising the profile of physical education throughout the school. The school offers an excellent range of sporting opportunities within the planned curriculum and through extra-curricular activities. Pupils experience a range of games including, rugby, football, netball, cricket, athletics, badminton and tennis. Regular participation in inter-school competitions at local, county and national level takes place. The school has achieved very good success at these. Standards of performance are very good. The school has a clear policy of inclusion with regard to lessons, clubs and representation and participation at events and there is open access to all these activities. A particular strength of the extra-curricular activities is the 'fun' club that is held once a week and led by the co-ordinator. Pupils are encouraged to enjoy sport whatever their ability or gender. Parents appreciate this opportunity for their children to be involved. The whole school celebrates pupils' achievements and this makes an exceptional contribution to raising confidence and self-esteem.

## 195. **PART C: INSPECTION DATA**

### 195. **SUMMARY OF INSPECTION EVIDENCE**

187. A team of four inspectors, who spent a combined total of 14 days in school, carried out the inspection. During the course of the inspection, the team observed 57 lessons in whole or part, attended assemblies and observed registration periods. A sample of pupils were heard reading and they discussed their reading habits and the books they enjoy. A further sample discussed other aspects of their work with inspectors. A scrutiny of pupils' work was also undertaken. These activities took a total time of approximately 60 hours. Observations were made of pupils in the playground, at lunchtime and around the school. This provided lots of opportunities for inspectors to talk with them. The inspection team scrutinised minutes of governing body meetings, curriculum and other policy documents, teachers' plans, financial statements, pupils' records and attendance registers. Discussions were held with members of the governing body, the headteacher, teaching and non-teaching staff. There were 61 responses to the parents' questionnaire and 27 parents attended the parents' meeting. Discussions took place with parents at this meeting and when they brought their children to school and collected them at the end of the day.

## 188.DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	199	1	46	8

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	9.2
Number of pupils per qualified teacher	22

#### Education support staff (YR – Y6)

Total number of education support staff	4
Total aggregate hours worked each week	64.5

Average class size:	28
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### Financial data

Financial year:	1998/1999
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	£
Total Income	379 023
Total Expenditure	371 400
Expenditure per pupil	1 736
Balance brought forward from previous year	10 197
Balance carried forward to next year	17 820



## PARENTAL SURVEY

Number of questionnaires sent out:	199
Number of questionnaires returned:	61

### 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	54	34	8	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	57	34	2	3	3
The school handles complaints from parents well	26	31	20	10	2
The school gives me a clear understanding of what is taught	33	56	5	7	0
The school keeps me well informed about my child(ren)'s progress	38	49	10	3	0
The school enables my child(ren) to achieve a good standard of work	31	57	10	0	2
The school encourages children to get involved in more than just their daily lessons	49	43	7	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	26	61	8	2	0
The school's values and attitudes have a positive effect on my child(ren)	43	49	18	3	0
The school achieves high standards of good behaviour	34	52	10	0	0
My child(ren) like(s) school	54	31	7	2	2

### Other issues raised by parents

- Parents commented on the family atmosphere created at the school and the way in which children are encouraged and valued. Parents are pleased that their children are offered the opportunity to develop a range of skills and this is supported by the value parents place on extra curricular activities.
- Some concern is indicated by parents that higher attaining pupils are not challenged sufficiently.
- A small number of parents feel that it is difficult to communicate with the school.
- One parent expressed serious concern about the way the school addresses the behaviour of different gender groupings. Another stated they would like more detailed information with regard to individual pupils' attainment at consultation meetings.
- Parents raised some concern about homework. Some felt there is not enough set, others that there is too much.
- One parent raised concern about levels of traffic at the school.