

INSPECTION REPORT

St James' C of E (Aided) Primary School
Elstead

LEA area: Surrey

Unique Reference Number: 125176

Headteacher: Miss M Loveluck

Reporting inspector: Mr M Greenhalgh

Dates of inspection: 27th – 30th September 1999

Under OFSTED contract number: 707838

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Rev W Lang
Date of previous inspection:	March 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr M Greenhalgh Registered Inspector	Design and technology Information technology Physical education	Attainment and progress Attitudes, behaviour and personal development Teaching Leadership and management Staffing Efficiency of the school
Mrs J Gallichan Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Accommodation
Mrs E Wilson	English Art Provision for the under-fives	Assessment
Mr K Johnston	Mathematics History Geography	Curriculum Learning resources
Mr M Magee	Science Music	Pupils' spiritual, moral, social and cultural development Equal opportunities Special educational needs

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MAIN FINDINGS

What the school does well

- Standards in English, mathematics and science are good and help to ensure the pupils achieve their potential.
- The attitudes and personal development of the pupils is good.
- The procedures for staff development are good. The school is working towards achieving the Investor in People award.
- Overall, the quality of teaching is good.
- The school's provision for the moral and social development of the pupils is good.
- The provision for extra-curricular activities is good.
- The school's procedures for financial planning and the analysis of spending patterns are good and help to ensure effective spending decisions.

The governing body is effective in ensuring school improvement.

- The school's systems for monitoring and evaluating standards of achievement in English, mathematics and science are good.

" Where the school has weaknesses

- I. The school does not meet the National Curriculum requirements for information technology. Standards in this subject are below that expected nationally.
- II. Parental involvement in the support for pupils with special educational needs is unsatisfactory and does not meet the requirements of the Code of Practice.
- III. The absence of a clearly identified senior management team structure contributes to some weaknesses in the skills of school management which, on occasion, undermine the good work of the school. These relate mainly to the clarity of the roles of governors and staff, communication between the governing body and staff and the monitoring of lessons.
- IV. Lesson planning does not effectively identify how the different needs of the pupils are to be met in subjects other than English and mathematics.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

" How the school has improved since the last inspection

The school has made satisfactory progress to overcome nearly all the weaknesses identified after its previous inspection in March 1996 and is better than it was. The school has established effective procedures for the management of finances, strategic planning, monitoring and evaluation. All curriculum policies are in place and are reviewed regularly on a three-year rolling programme. Satisfactory assessments of pupils' achievements are made. These help to develop school strategies for the improvement of standards and help teachers to plan lessons. The school has established policies for health and safety, health and sex education and child protection. There are more opportunities available for raising pupils' spiritual and cultural awareness and these areas are now satisfactory. Teachers' lesson planning has improved but there remain weaknesses in setting different objectives for the various abilities of pupils in each

class. Standards have improved in design and technology and are now in line with that expected for pupils of similar ages. However, standards in information technology remain unsatisfactory although the school has adopted a new scheme of work and has just received government funding to improve learning resources. This is having a positive effect on the quality of learning. The management of special educational needs has improved from unsatisfactory to satisfactory, although the school still does not meet the requirements of the Code of Practice because parents are not involved sufficiently in the setting of targets for their children.

The school sets realistic and appropriately challenging targets to raise standards of attainment and the school's capacity for further improvement is satisfactory.

" **Standards in subjects**

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

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

These results show that the school was doing well in English and mathematics but was not doing well in science. In 1999, the school did less well in English and mathematics but better in science, because of improved teaching. This fall in English and mathematics results is mainly due to a higher number of special needs pupils in that particular year group and results in a much smaller percentage of pupils attaining the above average Level 5. However, the number of pupils taking the tests is small. Comparison between different years is therefore unreliable. Standards for the present Year 6 are above the national expectation in English and in line for mathematics and science. Standards in art are above the national expectation, but for information technology they are below the level expected. In all other subjects - design and technology, history, geography, music and physical education - standards are in line with that expected for pupils of their age. The standards achieved by pupils with special educational needs are in line with that expected for their particular abilities.

At Key Stage 1, standards are in line with that expected nationally for all subjects except information technology which are below, and music which are above.

" **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Satisfactory
Science		Satisfactory	Very good
Information technology		Unsatisfactory	Unsatisfactory
Other subjects	Good	Satisfactory	Satisfactory

During the inspection teaching was at least satisfactory in 98 per cent of the lessons. In 61 per cent of lessons it was good or better, in 25 per cent of lessons it was very good or better and in 4 per cent of lessons the teaching was excellent. Teaching was unsatisfactory in just one mathematics lesson. However, the scrutiny of teachers' planning identifies that the teaching of information technology is unsatisfactory throughout the school. The quality of teaching varies between classes, but this is mainly due to the inexperience of some of the teachers. This results in better teaching, overall, at Key Stage 2 than at Key Stage 1. The good teaching of children under five is more consistent than for Key Stages 1 and 2. Although teaching in 'other subjects' is satisfactory overall, teaching by the music specialists is good, as is the teaching of art at Key Stage 2.

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

"

" Other aspects of the school

Aspect	Comment
Behaviour	The behaviour of pupils is consistently good in lessons, when they move around the school and when they are in the playground. There are a few pupils on the special educational needs register with specific behaviour problems. These pupils are managed well by the teachers and learning support assistants.
Attendance	In-line with the national average. However, a significant number of pupils arrive after the start of the school day.
Ethos*	The school puts much effort into analysing standards and is keen to improve these further. Pupils are keen and interested in their work and relationships around the school are good.
Leadership and management	The school is clear in identifying the direction in which it wants to go. The governing body, including the headteacher, is very active in its drive to improve the quality of educational provision offered to the pupils. The school has good monitoring and evaluation procedures. However, the school lacks a clearly defined senior management team structure. This, on occasion, reduces the effectiveness of the school.
Curriculum	Satisfactory. The breadth and balance for children under five years of age is good. In Key Stages 1 and 2, it remains broad and balanced but some aspects of the information technology curriculum are not covered. The school's provision for extra-curricular activities is good.
Special educational needs	Satisfactory provision. Pupils are well supported, particularly those

	with statements. Teachers' planning is not always detailed enough to identify the particular learning objectives for special needs pupils and parents are not involved sufficiently in identifying new learning targets for their children.
Spiritual, moral, social & cultural development	The provision for the pupils' social and moral development is good because pupils are given many opportunities to develop care, consideration and independence. The promotion of spiritual and cultural development is satisfactory.
Staffing, resources and accommodation	Satisfactory. There have been many staff changes in recent years, and although the school has good induction procedures, these changes impede the growth and development of the school. The school has good facilities for the promotion of physical education. Equipment to help raise standards in information technology has improved significantly this term as a result of the government's National Grid for Learning initiative.
Value for money	Taking into account the overall satisfactory progress made by the pupils and the good financial planning, the school is providing satisfactory 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 a few parents are not happy about
<p>V. They find it easy to approach the school with problems or questions to do with their children.</p> <p>VI. The school enables their children to attain a good standard of work.</p> <p>VII. The school keeps them well informed about their children's progress.</p> <p>VIII. The school encourages their children to become involved in more than just their daily lessons.</p>	<p>IX. The school does not achieve a high</p> <p>X. The work their children are expected to</p> <p>XI. The way the school handles complaints.</p>

The inspectors' judgements support the positive views of the parents. The behaviour of pupils is good, apart from that of pupils who have pre-identified behavioural problems, for which additional support is given. The amount of homework given is appropriate for the different ages in the school and the amount pupils are expected to do increases as pupils become older. The school has a clearly stated and satisfactory complaints procedures which parents are encouraged to follow.

"

KEY ISSUES FOR ACTION

The governors, headteacher and staff should now:

- ¹Monitor the delivery of the information technology curriculum so that:

¹ Identified as a priority in the 1999/2000 school development plan to which the school has already given much time

- there is full coverage of the National Curriculum requirements for Key Stages 1 and 2;
- pupils receive equality of access to the curriculum;
- pupils make at least satisfactory progress in all aspects of the curriculum as they move through the school.

(Paragraphs: 11, 13, 108–112)

- Fully involve parents in the review process for pupils with special educational needs as required by the Code of Practice.

(Paragraph: 58, 64, 66)

- Improve the effectiveness of the skills demonstrated by the school's senior management team emphasising, in particular, the roles of staff and governors, the setting of the headteacher's targets linked to pay, the school's systems of communication and the guidelines for the monitoring of lessons.

(Paragraph: 62)

In addition, the governors should consider including the following in the school's action plan:

- Improving teachers' planning of lessons so that the needs of the different pupils are met consistently across all subject areas.
- Ensure the school prospectus and the governors' annual report to parents meet statutory requirements.

(Paragraphs: 27, 57, 66)

§ **INTRODUCTION**

§ **Characteristics of the school**

1. The school is a Church of England, Voluntary Aided primary school, situated in the village of Elstead between the towns of Godalming and Farnham. The school is smaller than average size with 121 pupils on roll. The school now takes pupils from the age of four to eleven years, whereas in the previous inspection it was for ages four to ten. In most year groups the number of boys and girls is similar. However, in Year 3, there are significantly more boys than girls. The number of children under five years of age at the start of the term in which the inspection took place was 16.
2. Although the number of pupils eligible for free school meals is below the national average, attainment on entry to the school is in line with the local authority average, and similar to that expected nationally. The proportion of pupils with English as a second language is high, but these pupils speak English extremely well, are fully integrated into the school and do not receive additional support different to that of the other pupils. The proportion of pupils with special educational needs in the school is, however, high. Approximately one quarter of the pupils is on the register for pupils with special needs, and five have

statements of special educational need.

3. The school has set realistic and appropriately challenging targets for English and mathematics after a thorough analysis of the different cohorts of pupils moving through the school.
4. At the time of the inspection, three new teachers, constituting 50 per cent of the total of class-based teachers, had started at the school at the start of the term. The school, however, has clear and effective induction procedures to support these new teachers.
5. The school aims to improve the quality of education and provide a caring and stimulating environment for all children in the school through meeting their needs, enabling children to realise their full potential and working in partnership with parents and governors to provide the best opportunities for children in the school.
6. The most important priorities identified in the school development plan are:
 - to raise attainment in numeracy through both key stages by implementing the National Numeracy Strategy;
 - to develop information and communications technology across the school by supporting the teaching and learning through implementing the National Grid for Learning initiative;
 - to raise standards in literacy throughout the school through reviewing and improving the delivery of the literacy hour.

§ **Key indicators**

Attainment at Key Stage 1²

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

Year	Boys	Girls	Total
1998	14	11	25

² NC = National Curriculum

² National Curriculum Test Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	12	14	12
	Girls	10	11	11
	Total	22	25	23
Percentage at NC Level 2 or above	School	88	100	92
	National	80	81	84

² Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	14	14
	Girls	9	11	11
	Total	21	25	25
Percentage at NC Level 2 or above	School	84	100	100
	National	81	85	86

Attainment at Key Stage 2³

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

Year	Boys	Girls	Total
1998	6	6	12

§ National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	3
	Girls	5	4	4
	Total	9	8	7
Percentage at NC Level 4 or above	School	75	67	58
	National	65	59	69

§ Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	6
	Girls	5	4	5
	Total	9	8	11
Percentage at NC Level 4 or above	School	75	67	92
	National	65	65	72

§ Attendance

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

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

§

§ Exclusions

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

	Number
Fixed period	0
Permanent	0

§ Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	25
Satisfactory or better	98
Less than satisfactory	2

§

³ NC = National Curriculum

PART A: ASPECTS OF THE SCHOOL

§ EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

§ Attainment and progress

1. The school's performance in the National Curriculum Key Stage 2 tests for 1998 was well above the national average for English and mathematics and in line for science. When compared to similar schools the school's performance was above average for English and mathematics but well below average for science. In 1999, the school's performance in science has improved significantly but has fallen in English and mathematics, although this fall is not significant when taking into account the small number of pupils taking the test. National test results were not available at the time of writing the report and therefore a national comparison cannot be made. The main reason for the fall in the proportion of pupils achieving at and above the national expectation is that there was a significantly larger cohort of special needs pupils in the 1999 Year 6 group. The number of pupils taking the tests each year is small and therefore any analysis is unreliable. Nevertheless, the improvement in standards in English and mathematics between 1997 and 1998 was better than that found nationally. At the time of the last inspection, the school had no pupils taking the Key Stage 2 tests.
2. In English, standards in 1998 at the end of Key Stage 2 are well above the national average and above that of similar schools. The proportion of pupils attaining the above average Level 5, Level 4 being average, is also well above that expected nationally. The 1999 test results show that there was a drop in the proportion of pupils achieving the higher Level 5. Inspection findings relating to the present Year 6 show that attainment is above the national expectations for speaking and listening, reading and writing. The progress made by pupils throughout Key Stage 2 is good in all aspects of English. This reflects the good quality teaching during the literacy hour. Pupils with special educational needs make good progress in their reading and writing when working through the reading recovery programme. Those with behavioural problems make satisfactory progress. The development of literacy skills across the curriculum is satisfactory. Good use of writing skills is evident in information technology, particularly in relation to editing drafts and conducting research, although this is not consistent across all classes. Speaking and listening skills are enhanced in lessons such as design and technology in Year 4/5 and physical education in Year 3, where pupils are given the opportunity to discuss the outcomes of their efforts and analyse the work of others.
3. In mathematics, standards in 1998 at the end of Key Stage 2 are well above the national average and above that of similar schools. The proportion of pupils attaining the above average Level 5 is also well above that expected nationally with one pupil achieving Level 6. The 1999 results show a similar fall as that in English for Levels 4 and 5. Inspection findings show that standards for the present Year 6 remain in line with national expectations. The implementation of the numeracy strategy ensures that much of the teaching focus is on number work and that pupils, including those with special educational needs, make satisfactory progress throughout Key Stage 2.
4. In science, standards in 1998 at the end of Key Stage 2 are in line with the national average, but well below that of similar schools. However, the proportion of pupils achieving the above average Level 5 is well above the national average. In 1999, the proportion of pupils attaining the average Level 4 and above rose significantly reflecting the emphasis the school had put on improving the teaching of science during the year. Inspection findings show that progress throughout Key Stage 2 is good, although the attainment of

the present Year 6 is similar to that expected nationally.

5. In information technology, attainment by the end of Key Stage 2 is below that expected nationally and the overall progress through the key stage is unsatisfactory. Whilst progress in communicating and handling data is satisfactory and the attainment of the present Year 6 is in line with that expected nationally, the attainment of pupils in controlling, monitoring and modelling is well below that expected nationally and pupils make unsatisfactory progress throughout the key stage. This is mainly the result of the school not meeting the National Curriculum requirements for information technology, and the unsatisfactory planning of teachers to ensure the optimum use of equipment across all curriculum areas and equality of access for all pupils.
6. At Key Stage 2, attainment in the non-core subjects is above the national expectation for pupils of a similar age in art and in line with the national expectation for design and technology, history, geography, music and physical education. Pupils, including those with special educational needs, make good progress in art and science and satisfactory progress in all other subjects. These standards reflect a similar outcome to that of the previous inspection.
7. At the end of Key Stage 1, in 1998, the proportion of pupils attaining the nationally expected Level 2 and above in the tests is well above the national average and above that of similar schools for writing and mathematics. In science, teacher assessments show that the proportion of pupils attaining Level 2 and above is well above the national average. In reading, the tests show that attainment is above the national average and in line with that of similar schools. The proportion of pupils attaining the above average Level 3 was well above the national average for reading and mathematics, but was below in writing and science. In 1999, although standards in English are less good, one pupil achieved a Level 3 compared to none in 1998. Mathematics results are similar to 1998, although fewer pupils achieved the above average Level 3. In science, results were slightly down with no pupils achieving the higher Level 3. The attainment of the present Year 2 is in line with the national expectation for English and in line for mathematics and science, similar levels of attainment as in 1999. Attainment in information technology is below that expected by the end of Key Stage 1, mainly because of the lack of National Curriculum coverage and the limited access to equipment. The progress made by pupils at Key Stage 1 is good in English, satisfactory for mathematics and science, and unsatisfactory for information technology.
8. In the non-core subjects at Key Stage 1, attainment is above that expected in music and in line with that expected nationally for design and technology, history, geography, art and physical education. Pupils, including those with special educational needs, make satisfactory progress throughout the key stage except in music where progress is good.
9. The progress made by the children under five years of age in the few weeks they have been in school is good for their personal and social development and in their knowledge and understanding of mathematics, particularly number. The progress made in language and literacy, their knowledge and understanding of the world, and their creative and physical development is satisfactory. The teaching is rightly focused on ensuring the children settle quickly into the school and this is already benefiting the children's learning in other areas of the curriculum. Attainment by the time children reach the age of five is above that expected for the children's personal and social development and in line with that expected in language and literacy, mathematics, knowledge and understanding of the world, and in their physical and creative development.
10. Overall, the progress made by those pupils with special educational needs is satisfactory. A good proportion of the pupils make good progress and will achieve standards in line with that expected, particularly in reading and writing as a result of the reading recovery

programme. However, the targets set for these pupils are not always sufficiently challenging and some targets remain the same from one year to the next.

16. Attitudes, behaviour and personal development

11. The attitudes, behaviour and personal development of pupils was seen as a strength of the school at the time of the last inspection and this remains the case. There is some concern amongst parents about whether the school achieves a high enough standard of good behaviour. However, the inspection findings are very positive. Pupils with special educational needs respond in a similar way to the rest of the pupils and this has a positive impact on the quality of their learning. However, a very small number of these pupils have statements relating to problems with behaviour. These pupils do find it difficult to conform to the standards set by the school.
12. In approximately 70 per cent of lessons seen during the inspection, the pupils' response was at least good; in nearly one quarter of lessons it was very good. In only one lesson was the pupils' response unsatisfactory. In this instance, the quality of teaching was unsatisfactory mainly because of the unsatisfactory pace. As a result, pupils became restless and there was an undercurrent of noise.
13. Pupils are very much interested in the work they do, show good levels of concentration and are well motivated. They take a pride in the presentation of their work, for example collaborative writing in Year 5 is beautifully presented in a class book. Pupils enjoy reading a variety of fiction, non-fiction and poetry books and are keen to use the internet for research purposes to enhance the quality of work in subjects such as history. Their positive attitudes are also reflected in their keenness to ask questions and to appraise the work of others, such as during a Year 3 physical education lesson.
14. The behaviour of pupils is good and there have been no exclusions since the last inspection. In lessons, they listen attentively to the teachers and respond enthusiastically to the tasks. They work effectively in pairs and small groups and do not distract each other. Movement around the school is orderly and in the hall at lunch times pupils eat their meals sensibly and display satisfactory manners. In the playgrounds, pupils get on well with each other whilst involved in a wide variety of active and quiet pursuits.
15. The pupils' personal development is good. The pupils' levels of independence when working is much improved since the last inspection when it was identified as a weakness. Pupils are keen to take on responsibility, for example, groups of older pupils are capable of setting out and clearing away the hall for assemblies efficiently and effectively without encouragement from the teachers. Around the school, pupils show much respect for adults and each other and are courteous and polite, for example holding doors open to allow others through first.
16. Children make good progress in their personal and social development. They are confident and keen to learn and show good levels of independence when helping to clear up the classroom and when changing for physical education lessons. Their behaviour is good and the children are beginning to be well aware of the feelings of others.

22. Attendance

17. Attendance levels are satisfactory: the school's figures for the last three years have been in line with the national average, but are lower than those found at the time of the last

inspection. Each day a significant number of pupils, including those arriving by bus, arrive after 8.55am, the start of the school day. This results in some disruption during morning registration, a time often used to develop pupils' speaking and listening skills. Lessons do, however, start punctually after break and lunch times.

23. **QUALITY OF EDUCATION PROVIDED**

23. **Teaching**

18. The quality of teaching is good with some variation between subjects and between classes. This is a significant improvement on the previous inspection when unsatisfactory teaching contributed significantly to the unsatisfactory quality of learning in one-quarter of the lessons. The main reason for the variation between classes is the teachers' differing amount of experience. This results in the quality of teaching being better at Key Stage 2 than it is at Key Stage 1. The good teaching for the under-fives is more consistent than for Key Stages 1 and 2. Teaching is particularly good in English at both key stages because of the quality of the planning, and in music because of the teacher's knowledge and understanding of the subject. The teaching in science at Key Stage 2 is very good with lessons being very well organised with high expectations, well matched to the needs of the pupils. In art at Key Stage 2, the teaching in one lesson was very good as a result of the quality of the teacher's advice and the very good opportunities given to pupils to evaluate each other's work. The teaching of music by the specialist teacher and the peripatetic teacher is consistently good throughout the school.
19. During the inspection, all but one lesson was at least satisfactory. The unsatisfactory lesson was a Key Stage 1 mathematics lesson. In this instance, the teacher did not organise equipment well which resulted in the pace of the lesson becoming too slow. Well over half the lessons (61 per cent) were at least good with approximately one-quarter (25 per cent) being very good. Two lessons were excellent, one in a Key Stage 1 English lesson and the other in a Reception personal and social development lesson.
20. The teachers' knowledge and understanding of the curriculum is good overall. There are particular strengths in the teaching of literacy, art and science at Key Stage 2, music and for the teaching of the under-fives. There are, however, weaknesses in information technology, particularly affecting the effective teaching of skills associated with controlling, monitoring and modelling.
21. Teachers' expectations for pupils' achievements are good in the core subjects of English, mathematics and science. Planning is such that the objectives for learning for pupils of different abilities are well identified. This is not as consistent for the non-core subjects and information technology. Planning, apart from literacy and numeracy lessons, tends to be broad and does not seek to vary expectations according to pupils' abilities, particularly with regards to the more able pupils and those with special educational needs. This, in turn, weakens the quality of day-to-day assessments in the non-core subjects and information technology. In literacy and numeracy, on-going assessment is well structured and effectively linked to the initial learning objectives identified in the planning. Marking is good. Comments used by teachers are positive but also clearly identify areas for improvement, this has a positive impact on the progress pupils make. The planning for those pupils with special educational needs following the reading recovery programme is good enabling pupils to make good progress in their ability to read and write.
22. Lessons are well organised and a wide variety of teaching methods is used to help stimulate interest amongst the pupils. There is particularly good organisation in the literacy lessons. Lessons begin with a clear indication of the lesson aims which are shared

effectively with the pupils. Group work is also well organised and the lessons usually finish with a good review of the progress made, with teachers using good questioning techniques to ascertain pupils' achievements. The good methods and organisational strategies of the literacy lessons are not used consistently in other subjects. In numeracy, teaching is at an early stage in delivering the numeracy strategy. In a few lessons, it is the inexperience of the teacher that slows down the pace of the lesson.

23. Pupils, including those with special educational needs, are well managed and good relationships exist between staff and pupils. All teachers use positive discipline strategies and show much respect for the pupils. As a result, the pupils respond and behave well and are keen and eager to produce work of a good standard. Those pupils with pre-identified behavioural problems are managed effectively and teachers are well supported by the learning support assistants. Some teachers' lack of experience in dealing with particular behavioural problems does, on occasion, mean that they spend too much time on these pupils or do not notice the impact they are having on other pupils. In these instances, the pace of the lesson slows and progress becomes satisfactory, and in one mathematics lesson, unsatisfactory.
24. Resources available to the teacher are generally well used. Learning support assistants give effective support to the teacher, although their skills are not always used sufficiently to support group work and are focused too much on individual pupils. Equipment is well used to support the teaching of practical subjects, such as design and technology, art and physical education. In the one unsatisfactory mathematics lesson, resources were neither well organised nor used effectively, resulting in unsatisfactory progress. In information technology, learning resources are not always used well and there are long periods of time when equipment, such as computers, is not used. This contributes to the unsatisfactory progress made in the pupils' knowledge and skills in information technology. The use of videos and the Internet do, however, enhance the quality of history teaching.
25. Homework is used satisfactorily to support pupils' learning. Pupils from an early age take books home to read every night. As pupils get older homework is used effectively to support the learning of spellings and times tables. The amount pupils are expected to do increases at a satisfactory rate. The oldest pupils do a variety of tasks across different subject areas mainly comprising of research tasks or finishing off work started in the classroom thus helping to consolidate learning.
26. The quality of teaching for the under-fives is consistently good and was excellent in one personal and social development lesson. Children benefit greatly from the teacher's and nursery nurse's good understanding of the age group and the requirements of the curriculum. Planning is sound and the expectations of pupils' achievements appropriately high. Activities and resources to support learning are carefully chosen to encourage the children's interest and motivation. This was particularly evident in the personal and social development lesson when much was made of the patterns made by rising smoke created after extinguishing the flame of a candle. Warm relationships between staff and pupils exist and this promotes the good relationships that exist between pupils.

32. **The curriculum and assessment**

27. Since the previous inspection the school has maintained a broad and balanced curriculum for Key Stages 1 and 2 and for the under-fives.
28. The curriculum provided for children under five in the Reception class is good. Proper account is taken of the recommended areas of learning when activities are planned.

Children are offered a good range of suitable experiences through which they develop essential skills and understanding in preparation for the National Curriculum. The transition from under-fives to Key Stage 1 is well managed so that children progress confidently to the next stage of their learning.

29. All National Curriculum subjects are taught at Key Stages 1 and 2. French is also taught, although currently the school is awaiting the appointment of a new teacher for that subject. Personal, social, health and sex education are taught within the context of science lessons. Visiting theatre groups are used to enhance pupils' awareness of the harmful effects of drugs.
30. There is important emphasis on the teaching of literacy and numeracy. The school has embraced both national strategies well and a sensible amount of time is allocated to both subjects. Sufficient time is given to science, but this is not true of information technology, and statutory requirements for this subject are not met in full. The curriculum does not enable pupils to use information technology sufficiently to control or monitor events or use models and simulations, for example to predict changes, or to use spreadsheets. The non-core subjects, including French, are given sufficient time to enable satisfactory standards to be maintained overall.
31. Long-term curricular planning for all subjects is satisfactory. The national guidance for the teaching of literacy and numeracy is used effectively. Planning for these subjects is well focused and skills are approached in a systematic way. The school has adopted national subject guidelines for information technology, science, history and geography. However, systematic discussion amongst staff on the effectiveness of implementing the documents has not included the new members of the teaching staff. This omission results in learning objectives in some lessons becoming confused so that pupils do not clearly understand the particular context of what they are learning. In a geography lesson, for example, the geographical purposes of the activity were overshadowed by the emphasis on science concepts such as devising 'fair tests' when looking at different kinds of glass. In all medium-term planning there is insufficient consideration given to pupils' differing abilities. Non-core curriculum policies do not refer sufficiently to the need to differentiate between teaching programmes for the wide range of pupils within the school, particularly the most able and those having special educational needs. This tends to lead to satisfactory rather than good progress made by these pupils.
32. Access to the curriculum for all pupils is satisfactory, with the exception of information technology, where the use of equipment is not monitored or recorded, resulting in pupils having inequality of access within the same class.
33. The school offers a good range of sporting and non-sporting activities outside of normal school hours. Clubs such as netball, soccer, art, small games and the choir are well attended. The curriculum is further enriched by the opportunities for camping and residential visits to Swanage and Eyam in Derbyshire. There are also theatre visits and school productions at Christmas and Easter to promote valuable learning experiences for pupils.
34. Assessment and record-keeping practices have improved since the previous inspection. Pupils are more involved in evaluating their work, and assessment information is used satisfactorily to inform teachers' planning and set targets. The policy has been updated and sets out clearly the school's procedures and systems and provides suitable information to guide teachers in their use. The school's procedures for assessing pupils with special educational needs are sound although pupils are not sufficiently involved in evaluating how well they have done. The requirements of the Code of Practice are met except for the lack of involvement of parents in the setting of objectives for the pupils.
35. The results of national and in-school tests are analysed and careful records built up for each pupil in the subjects of English, mathematics and science. This enables the school to

produce targets for year groups which are realistic and challenging and the records show, at a glance, pupils' attainment levels and progress made in these subjects. Teachers' marking has improved and guides pupils in improving their work. Comments on each pupil's performance in all subjects are recorded in teachers' assessment books. This is usually a good method of building a cumulative record of progress and attainment, but its usefulness in this case is diminished by poor organisation of the recording format. End-of-year reports are kept year on year and these too are useful in tracking each pupil's attainment and progress. Information gained from the school's Baseline Assessment procedures used as children enter the Reception class are used well to group pupils and to inform curricular planning.

36. Teachers' planning has become more focused with the identification of clear learning objectives. On the whole, these are shared with pupils and as a result, pupils are aware of what is expected of them. However, there is still a need to improve the match of curriculum to pupils' varying needs in subjects other than English and mathematics.
37. Some significant samples of pupils' work are assessed and kept, year by year, to form a school portfolio reflecting English, mathematics and science. National Curriculum levels are assigned to the work and agreed by teachers across the school. This process strengthens teachers' awareness of national standards so that they are accurate in their judgements when assigning levels to pupils' work. The portfolios also serve as a means of monitoring and evaluating standards across the school.

43. **Pupils' spiritual, moral, social and cultural development**

38. Pupils' moral and social development is well promoted in the school. Provision for pupils' spiritual and cultural development is satisfactory. Parents agree that the school's values and attitudes have a positive effect on the pupils. The example set for pupils by staff and governors around the school is good. This is a similar overall finding to that of the last inspection.
39. The provision for the development of spiritual awareness is satisfactory, but it is not systematically planned across the curriculum. Daily acts of worship meet statutory requirements and contribute well to pupils' understanding of the Christian faith, and reinforce a sense of concern for one another. Time is made available in assemblies for quiet reflection, but music and singing are not used to the full to promote spiritual development.
40. The provision for moral development is good. All staff promote good behaviour and pupils are guided to exercise personal control. Circle times, that focus on pupils' personal and social development and assemblies often contain a very clear moral message. For example, one teacher used a good story to illustrate the importance of being kind and also returning kindness. The school's award-winning Peer Mediation scheme has helped greatly to reinforce good behaviour.
41. Social development is well promoted across the curriculum and there is a strong emphasis on pupils undertaking increasing responsibilities as they get older, a weakness identified in the previous report. The school has developed a good scheme of 'response partners' and older pupils help younger ones to read and write stories. Pupils are encouraged to appraise their own work, although pupils with special educational needs are insufficiently involved in setting and reviewing their own targets. There are residential visits to places like Swanage and Derbyshire, and staff provide a number of after-school clubs where pupils are involved in activities such as board games, textiles and netball. The school also takes part in sports activities with other local schools.

42. The arrangements to promote pupils' cultural and multi-cultural awareness are satisfactory. Music lessons involve listening to European composers like Satie and Mozart, or moving to dance music from other countries like Egypt. Pupils have the opportunity to appreciate the art of other countries like South Africa and Colombia, but these arrangements are not yet systematically planned across the curriculum.

48. **Support, guidance and pupils' welfare**

43. There is a consistent and caring approach by staff to the care and welfare of pupils, a similar outcome to the findings of the previous inspection. Then there was a lack of school policies in relation to the care, welfare and guidance of pupils. These are now in place for sex and health education, child protection and health and safety. Induction procedures for the under-fives are good and the regular contact with pre-school groups within the village ensures a smooth transition to school. Pupils are prepared well for their transfer to secondary education through increased homework as they move through the school and encouragement to take on more responsibility as they get older.
44. Procedures for monitoring pupils' academic and personal development are satisfactory. Useful records are kept on each pupil and teachers are now plotting individual targets year on year which helps to track progress. Support to pupils provided by learning support assistants is satisfactory overall. However, they concentrate their efforts on the specific needs of individuals with special educational needs, restricting their impact on a wider group of pupils.
45. Absence is not systematically monitored to identify patterns of poor attendance, and the importance of prompt arrival in the morning has not been communicated effectively to parents. Nevertheless, registers are marked clearly and consistently and absence is followed-up if no message has been received. Statutory requirements for recording and reporting absence are not fully met as figures for absence are not published as percentages in the prospectus.
46. There are good procedures to promote good discipline and behaviour. There is a consistent approach to praising good effort and behaviour and school rules are clearly displayed in classrooms. Reward systems have been established and are valued by pupils. Bullying is taken seriously by the school and incidents of unacceptable behaviour are recorded carefully.
47. The school has effective child protection procedures and the policy gives useful guidance to staff. The headteacher is the designated teacher responsible and has received training to support this role. Pupils are taught how to keep themselves safe through discussions in circle time and special activities such as cycling proficiency training when they reach Year 6. Sex and drugs awareness education is taught through science and supported by visits from theatre groups. Although there is a policy for personal and social education there is no guidance to teachers on what should be covered throughout each year to ensure an effective and consistent programme for all pupils as they mature.
48. Arrangements for first aid, care of sick pupils and the administration of medicines are satisfactory. Fire drills, checks of fire fighting, electrical equipment and physical education equipment are carried out regularly. Supervision at lunchtimes is good. Satisfactory attention is paid to matters of health and safety and the premises are inspected each term to identify potential dangers. There is, however, easy access to the uncovered pond, and the shed by the nature area and this presents a potential danger.

54. Partnership with parents and the community

49. Parents are supportive of the school with only a few parents expressing concern, particularly regarding the way the school handles complaints, homework and behaviour. The parent-teacher association works hard to raise funds for the school to improve facilities and resources. Parents maintain the swimming pool and this has a positive impact on standards achieved. A small number of parents and other volunteers from the community come into school regularly to help in classes, especially with reading, and this has a positive impact on pupils' learning.
50. Parents are very much involved in their children's homework. The school has recently clarified its homework policy through information provided in the fortnightly newsletter and the home/school agreement which was sent out to parents for consultation. The policy enables parents to have a clear view of what is expected. They hear their children read and respond to the school's requests for artefacts to support topic work. Many of the African artefacts displayed in the library have been loaned by parents. The school seeks to encourage more parents to help in school.
51. Information to parents is good, a similar finding to that of the last inspection. The fortnightly newsletters are clearly written and provide good information about school events and activities. Details of what is to be taught in each class is also included at the beginning of the term. The prospectus is well presented and gives parents a good overview of life at St James' Primary School. The governing body has improved the presentation of the governor's annual report to parents and this provides parents with a good review of the school's activities over the past year. A small amount of statutory information is missing from both documents.
52. Written reports are good and pupils add their own comments about what they think they are good at and not so good at. Each subject is reported on separately and reports on pupils' progress fully meet statutory requirements. Parents have the opportunity to meet with teachers both formally and informally. Pupils' progress is discussed at termly consultation meetings and parents are involved in target setting. Parents' involvement in the setting and reviewing of educational targets for pupils with special needs, as required by the Code of Practice, is unsatisfactory. Parents are not involved in regular discussions about appropriate targets to meet each pupil's particular needs.
53. Good links with the community have been maintained since the last inspection and enhance pupils' personal development. There are good links with the church. The Rector is a regular visitor to the school and pupils visit the church for services and to support topic work. Pupils' work is displayed in the local shop and the school choir visits homes for the elderly. School news is included in the village magazine. Pupils go out into the community as part of their studies and recently considered the condition of the local recreation area, wrote to the local council and received a response. This kind of interaction with the community increases pupils' awareness of citizenship and contributes to life in the community. There are some business links, local shops are visited, and the Investor in People initiative is sponsored by a national company. The school recognises the importance of promoting the school and has established a governing body marketing committee to strengthen the school's links with the community.
54. There is particularly good liaison with two local pre-school groups; this impacts positively on the continuity in pupils' learning as they join the school. Established links with the secondary school ensure pupils are familiar with the school and some members of staff before they transfer.

60.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

60.

60. Leadership and management

55. The school has made good progress in its leadership and management since the last inspection. The governing body is now very much involved in the strategic management of the school and the development of the curriculum. Statutory requirements for health and safety, child protection, health education and sex education are now met. Co-ordinators are actively involved in setting curriculum priorities in the school development plan and are involved critically in monitoring and evaluating their areas of responsibility. The school development plan is now a good tool for improvement and has clearly identified success criteria from which the school can easily monitor and evaluate its progress. This has a positive impact on the attainments achieved by pupils.
56. Overall, the governing body, including the headteacher, provides effective leadership and works well in partnership with the staff. Despite three new members of staff, the team spirit amongst the teaching staff is strong and the school is soundly placed to make further improvements. There is no senior management team structure and this contributes to some weaknesses in the skills of school management which, on occasion, undermines the good work of the school. The headteacher is sometimes left in a difficult position when wanting to delegate management responsibilities to other members of staff. Communication between the governing body and the staff sometimes leads to uncertainty and this is particularly so regarding the responsibility for the linking of pay to clearly identified and realistic goals. Management roles for staff and governors are not defined but this is something the school has identified and planned to achieve in the near future.
57. The amount of information available to governors is impressive, enabling informative decisions to be made on the future of the school. Staff and governors are involved effectively in monitoring lessons but guidelines are not in sufficient detail to ensure consistency and a clear understanding of the interpretation of outcomes so that there is no loss of confidence or self-esteem for those monitored. The school development plan is a clearly laid out document that identifies the school's long- and short-term goals. It is well linked to the budget and outlines clearly how it is to be monitored and evaluated. Overall, the school's aims and policies are well understood by those involved and are effectively implemented.
58. The special needs co-ordinator and designated governor work effectively together to ensure that the needs of those pupils on the special needs register are met. The organisation and administration of the provision meets all but one of the requirements of the Code of Practice, and that is the low level of involvement of parents in the development of targets in each pupil's individual education plan. The management of the under-fives is good. The co-ordinator ensures good liaison with the local playgroups and ensures that the children's needs are well catered for.
59. The school is keen to improve standards and realistic and appropriately challenging targets are set for the future. Pupils are encouraged to work hard and are well cared for, resulting in pupils showing good levels of keenness and interest in their work. All pupils are treated equally, although the access given to pupils to information technology is not effectively monitored and means that some pupils get much greater access than others.
60. The governing body meets all statutory requirements except for: the coverage of the information technology curriculum; the effective involvement of parents in the pupils' individual education programmes; and the information in the prospectus and governors'

annual report to parents. In the prospectus, the attendance data is not in the prescribed format. In the annual report to parents, there is no statement on the progress made in implementing the action plan from the last inspection and there is no information on school security.

66.

Staffing, accommodation and learning resources

61. There is a good number of teaching staff for the size of school including a part-time music specialist and a teacher of French, although at the time of the inspection the post of French teacher was not filled. All members of the teaching staff are appropriately qualified. Their experience is varied with two new, relatively inexperienced teachers, joining the staff at the start of the term. The new members of the staff have been well supported by the school with a mentoring system in place to support the least experienced. There is a good number of suitably qualified and experienced learning support assistants, special educational needs assistants and a nursery nurse to support the teachers in the classroom. All members of staff are set targets to achieve as part of their professional development and the school is well on the way to achieving the Investor in People award. Professional development was identified as a weakness in the last report, and therefore the school has made good progress. The school has an above average amount of support for school administration, and there is an adequate number of other non-teaching staff. Good information is available to staff in the school's staff handbook to help them to be aware of the school's expectations and routines.
62. The accommodation is good allowing all subjects of the National Curriculum to be taught effectively, contributing positively to the standards achieved. This is a similar outcome to that found in the last inspection. Classrooms are large enough for the present size of classes in school. The hall is spacious providing ample room for school assemblies, lunches and indoor physical education. Additional areas such as the kitchen room and library/resource area provide space for teaching small groups and individuals. Level playgrounds and the large playing field provide very good facilities for play and physical activities. The adventure equipment and swimming pool are additional assets. An attractive environmental area with a pond and seating enhance learning opportunities. There is, however, no secure separately identified outside area for the under-fives.
63. Maintenance of the building and premises is good. Decoration is of a satisfactory standard although the Reception class is of a poorer standard than the main building. There is no signing to direct visitors to the front entrance of the school, which reduces the level of welcome new visitors receive. Toilet and cloakroom facilities are adequate and the standard of cleaning throughout the school is good. Although early in the term, display is satisfactory. In most classes there is information to encourage pupils to work independently but at this early stage of the term there is not much of the pupils' work displayed. Opportunities are missed to stimulate further interest because of limited labelling.
64. Resources to support teaching and learning are satisfactory overall. Provision has improved since the previous inspection. There are good resources for information technology and for physical education. The school is well equipped for gymnastics. There is a good range of small equipment for games. The swimming pool, well-drained field and hard surfaces enable a full range of activities to take place. Although music resources are satisfactory, the school does not have any electronic musical instruments. For children under five there is an insufficient quantity of large construction equipment and toys to ride on. This inhibits the children's physical development.

70. **The efficiency of the school**

65. The school has improved the management of finances significantly since the last inspection, particularly in respect of the way it monitors and evaluates the effectiveness of spending. Also, there is now a satisfactory balance between staffing and learning resources. The use of information technology equipment, however, remains an issue. Nevertheless, recent developments through the National Grid for Learning and the adoption of a new scheme of work have helped to create an environment where the school is better placed to use information technology more effectively across all areas of the curriculum.
66. The school, chiefly through the hard work of the current chairman of the finance committee, has worked effectively to match the budget to the priorities identified in the school development plan. This has been despite recent difficulties in acquiring accurate budget information, exacerbated by the loss of the administrative officer. There have also been some significant improvements in the way the school analyse its financial data. This includes a detailed salary analysis. This development in strategic management is already beginning to give the governing body good quality information on which to base future spending decisions. The governors also monitor effectively the funds allocated to special educational needs and other grants received. The governors are well aware of the long-term budget situation and use finances available in the short term to ensure present pupils get maximum benefit from the resources available, for example the additional spending this year on learning support assistants. The matching of funds to priorities is further enhanced by the regular input of money to the school by the parents through the parent/teacher association.
67. The last audit report, conducted in 1998, identified no significant weaknesses and that the school's financial control and administration procedures are satisfactory. Both office administrators work effectively alongside each other with clearly defined tasks and roles. The school also employs a temporary bursar who has a very good working knowledge of the local authority's financial systems.
68. The strengths of the teaching and non-teaching staff are used effectively, particularly in relation to the under-fives, the teaching of music, and in the role of co-ordinator where two teachers share the management of subjects. This is popular amongst the staff and helps to create continuity between each key stage. Funds are also used effectively to support a comprehensive programme of staff development that helps to promote improvements in standards. The special educational needs learning support assistants provide satisfactory support to teachers and the pupils they are assigned to. However, their effectiveness in supporting group work is less efficient, although the school has identified additional training sessions for this section of the staff. The accommodation is used satisfactorily, especially the hall for Year 5 registration, physical education and music lessons, assemblies and lunches. Most learning resources are also well used to promote learning. However, information technology equipment is under-used which has an adverse effect on the standards achieved, and the library is not used effectively to promote good library skills at Key Stage 1.
69. Taking into account the satisfactory progress made by pupils throughout the school and the good financial planning the school is providing satisfactory value for money.

75. **PART B: CURRICULUM AREAS AND SUBJECTS**

75. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

70. All children may be admitted in the September prior to their fifth birthday. Those born between September and December will be admitted full-time in September, whilst those born in the spring have the option to start part- or full-time in September. Children born in the summer months, from April to August, can start part-time in September and then come full- or part-time in January until after Easter, when they will be expected to attend full-time. At the time of the inspection, 16 children were under five. Profitable links with the nursery school and pre-school group form part of the school's good induction arrangements which provide a pleasant and orderly introduction to school life for both children and their parents. The results of early assessment show that children enter school with levels of attainment in line with those expected nationally for this age group. The work is planned carefully to provide a good, broad and balanced curriculum within which all of the required areas of learning are addressed. From the evidence of the children's first few weeks in school, children make satisfactory progress in language and literacy, creative and physical development, and in gaining knowledge and understanding of the world. They make good progress in developing personal and social skills and in mathematics. By the time they are five, they attain standards consistent with those expected nationally for this age group in all of the required areas of learning, apart from personal and social development where attainment is above the expected level. Children move on to the National Curriculum as soon as they are ready.
71. Children's personal and social development is given high priority so that progress is good and attainment is above that expected for this young age. Although they have had only a few weeks in school, due to skilful teaching strategies, children already know the classroom routines well and feel secure as part of the classroom community. They demonstrate good attitudes to their work, are confident and keen to learn. They show independence by clearing up after activities and by undressing and dressing for physical education lessons, with only a little help. By playing number and matching games children are learning the importance of taking turns. As a result of excellent opportunities, they explore and share their feelings as a class group and are beginning to be aware of the feelings of others. They take part profitably in religious and cultural events such as the Harvest and Christmas Festivals. Behaviour is good. Anti-social behaviour is effectively discouraged through positive attitudes, the implementation of a few simple rules and the encouragement offered by staff for all forms of good behaviour. Behavioural difficulties are identified quickly and professional help from the local education authority is sought immediately. Clear enjoyment is a feature of the concentrated effort that the school's youngest pupils bring to their tasks and activities.
72. Children make satisfactory progress and by the time they are five, attain standards in language and literacy, which are consistent with those expected nationally. Children benefit from well-structured literacy hour lessons. The use of language is promoted well in all curricular areas. As a result, children talk and role-play confidently in the classroom's home corner. They are confident too when speaking to the class audience about their feelings. They listen well to their teacher's explanations and instructions. A good range of resources and materials to foster reading and writing skills are prepared thoroughly by the class teacher. Consequently, children make a sound start with early reading skills and enjoy sharing books and being read to. They talk about the pictures and characters in books confidently and recognise some letter sounds. The classroom book corner inhibits the development of library skills, due to the unsatisfactory organisation of the shelving. All

recognise their names. Children draw pictures, write symbols and some recognisable letters to represent their stories.

73. By the time they are five, children's attainment in mathematics is equal to the national expectations. In their few short weeks in school, children have made good progress, due to the class teacher's good provision in numeracy lessons. They practise skills successfully: skills such as counting objects to ten and recognising the numerals. The teacher's good use of mathematical language together with activities involving shapes result in children naming and describing the properties of shapes well. To reinforce the use of correct mathematical vocabulary and understanding of addition and subtraction operations, children sing a wide variety of rhymes and jingles such as 'Five Little Speckled Frogs'. However, there is a shortage of number games to reinforce learning. Time is used well in lessons and children benefit greatly from the good balance between teaching time and time to practise and consolidate their skills.
74. The curriculum provides well for developing a respectful awareness of the world around them so that children make satisfactory progress and have a sound understanding of this area of learning. Within the topic 'Myself' children are given good opportunities to talk about their homes, families and experiences. Good opportunities too are provided for children to be aware of nature: they listen to the birds, observe seasonal changes, plant bulbs and study pond life, thus steadily building recognition of features of living things, patterns and change. The school grounds, which include a pond, are used effectively for such work. When back in the classroom, children reinforce learning soundly by making drawings of the leaves and snails they observed and pictures of the changing seasons. Materials are explored effectively and skills of cutting, gluing, joining and drawing are used satisfactorily for a variety of purposes such as making junk model vehicles, houses and furniture. They use computer skills satisfactorily in several curricular areas such as mathematics when they match numbers and shapes. They enjoy listening to taped stories, but a shortage of accompanying books to allow children to follow the text as the story unfolds, inhibits the activity's usefulness in promoting reading skills.
75. In their physical development, children make satisfactory progress and attain standards that are expected nationally. Children grasp an awareness of space successfully in routines and games, which involve fast running and skipping. They move confidently and with increasing co-ordination and show a growing ability to balance using different parts of the body. The class teacher encourages pupils who have mastered movement skills to demonstrate their expertise to their peers and so help them to improve their performance. A shortage of wheeled vehicles for outdoor use inhibits greater development of body management skills. Children are given many opportunities to strengthen their fingers so that they use scissors, pencils, paint brushes and a good variety of construction toys well. Teachers are diligent about keeping children safe in movement lessons and when handling tools.
76. Through activities that include art, music, mime and imaginative play, children make satisfactory progress in creative development and attain standards that are equal to those expected nationally. Children learn to mix paint, which they use effectively to make sponge paintings. A sound variety of suitable activities is provided so that children are motivated and sustain interest. They take part in singing lessons and show good rhythm and melody. They memorise the words soundly as they sing. Good opportunities are provided for children to listen to music and they use their imaginations well to mime nursery rhymes. They enthusiastically sing and perform action songs.

82. **THE CORE SUBJECTS**

82. **English**

77. The 1998 National Curriculum test results at the end of Key Stage 2 show that the number of pupils attaining the expected Level 4 in English was well above average. The proportion of pupils reaching Level 5 was well above average. When compared with similar schools pupils' performance was above average. Taken over time, the trend of pupils' attainment in English rose steadily. Similarly to Key Stage 1, comparisons of 1999 English results with the school's 1998 results show a fall in the level of attainment, but to a lesser extent. This too is due to the proportion of pupils with special educational needs in the year group.
78. The 1998 National Curriculum test results at the end of Key Stage 1 show that the number of pupils attaining the expected Level 2 was above average in reading and well above average in comparison with the national average in writing. The proportion of pupils reaching Level 3 was well above average in reading and below average in writing. When compared with similar schools pupils' performance was average in reading and above average in writing. Taken over time, from 1996–1998 the trend of pupils' attainment in reading and writing rose steadily. It is too early in the year to have statutory comparative data for 1999, however comparisons of 1999 reading and writing test results with the school's 1998 results, show a fall in the level of attainment. This is due to a large number of pupils in the year group having special educational needs.
79. The present pupils' attainment levels in speaking and listening, at the end of Key Stages 1 and 2 are above those expected for pupils of these ages. Pupils listen attentively and speak clearly in lessons across the curriculum. They use a good range of vocabulary confidently. They have useful and agreeable discussions, building constructively on each other's points of view. Good examples include Year 3 pupils' discussion of fair testing in a science lesson and small groups of Year 4 pupils' deliberations over musical compositions. Pupils with special educational needs benefit from the interaction of such small groups and participate profitably. By the end of Key Stage 2, pupils read aloud with confidence, accuracy and clarity to class audiences. Some have very mature reading aloud styles as a result of hearing taped stories and taking on board the techniques of the readers. In both key stages, pupils benefit greatly from the good opportunities provided to build their confidence in speaking at class assemblies to the school audience, which includes parents. There are few opportunities for pupils to build formal debating skills, however, there is an after school 'English Challenge' club that gives opportunities for the development of spelling and listening skills for those that attend.
80. The present pupils' attainment levels in reading at the end of Key Stage 1 are consistent with the national average and in Key Stage 2 they are above the national average. Year 2 pupils have a good grasp of initial sounds and are increasing phonic skills competently. They build up unfamiliar words well. Across Key Stage 1, pupils have a high level of interest in reading, discuss stories keenly and show a good understanding of their respective books. However, their book vocabulary is limited. Pupils with reading difficulties benefit considerably from an intensive reading programme and the good guidance of a specialist reading recovery teacher. Year 6 pupils have good skills in reading with accuracy and fluency and in drawing information from the text to support their points of view. They use book language well and describe simple features of the writer's craft interestingly. Dictionary skills are sound. Pupils research information satisfactorily. The school's central library is of limited use in promoting such skills. Books are too tightly packed together on shelves and there is a lack of labelling and organisation of books, which hinder pupils' use.
81. The present pupils' attainment levels in writing at the end of Key Stage 1 are consistent

with the national average and in Key Stage 2 they are above the national average. Key Stage 1 pupils write for several purposes and audiences and structure their writing well. A good example of this is their stories of 'A Monster in the Garden'. Handwriting and spelling skills are less well developed. Handwriting is often untidy, letters are irregularly sized and spaces between words are omitted, making it difficult to read. Spelling of simple words is often incorrect. By the end of Key Stage 2, pupils write successfully in a wide range of forms such as persuasive, factual, poetry and narrative. They use information technology skills well to draft and present their work. Good examples include Erik the Viking and Fables. They use their writing skills successfully across the curriculum. For example, in history they wrote a good quality Viking Fact File and when looking at sources of information, they wrote interesting telegrams. Pupils with special educational needs are supported well and tasks are matched to their needs so that they make sound progress in accordance with their prior attainment.

82. Progress overall at Key Stage 1 and Key Stage 2 is good. The good provision made in literacy hour lessons has a positive effect on the progress made by pupils of all ability groups. During these lessons, pupils across the school make at least satisfactory if not better progress. In Year 1, pupils make very good progress in extending understanding of initial and final letter sounds in words and in evaluating different versions of a story. Year 2 pupils make satisfactory progress in sequencing a story and in extending phonic skills. Year 3 pupils make good progress in understanding past and present tenses and in differentiating between spoken and narrated words in a story. Pupils of Years 4 and 5 make very good progress in understanding verb endings and in planning a story. Year 6 pupils make satisfactory progress in identifying strange and imaginary words in a text and in dictionary skills. Progress in these lessons is consistent with the quality of teaching. Over time, pupils of Key Stage 1 make good progress in gaining skills of reading and writing and good progress in speaking and listening. Key Stage 2 pupils make good progress over time in all aspects of English. Pupils with special educational needs make satisfactory progress in relation to their prior attainments. However, those involved in the reading recovery programme make good progress in their reading and writing skills.
83. The pupils' response to their work at both Key Stages 1 and 2 is good. They are confident and demonstrate a positive attitude to learning. Across the school pupils listen well to their teachers' explanations and instructions and employ themselves well to tasks: they work hard during lessons. Pupils relate well to their teachers and each other. They demonstrate good team-work by producing such good quality, collaborative writing as Year 5's beautifully presented class book entitled 'Missing'. They are secure about asking for help when necessary. Most pupils take a pride in presenting their work neatly. They are confident speakers and attentive listeners. Pupils of all ages and ability groups have a positive attitude to reading and enjoy reading poetry, fiction and non-fiction titles. Pupils of Year 5 and Year 6 have very mature reading habits. They have established preferences of titles and authors and gain great enjoyment from reading.
84. The quality of teaching is good. There are some variations between classes and this is mainly due to the experience of the teacher. The quality of teaching in one third of lessons is satisfactory; in one third it is good and in the remaining third it is very good or excellent. This is an improvement on the teaching reported in the previous inspection, and contributes strongly to pupils' good attitudes to their work, and to the satisfactory and good progress they make. Some of the best teaching seen was in Years 1 and 4/5 where teachers have very good subject knowledge and understanding and high expectations of pupils' English abilities. Other successful features of teaching seen across the school include thoroughly planned lessons with clear learning objectives, which are shared with the pupils, engaging them immediately. A wide range of successful teaching methods are used such as clear lesson introductions, reinforcing techniques throughout the lessons and worthwhile plenary sessions to consolidate the learning focus. Teachers use the

assessment skill of questioning adeptly to elicit precisely what pupils know, understand and can do. This information is then used to good effect to support and extend pupils' understanding. Tasks are structured carefully to match pupils' learning needs. Suitable resources are carefully made and used to support the learning focus. Pupils with special educational needs are supported well within classes. Lessons are conducted at a good pace conveying to pupils that learning time is valuable for maximising progress. Less successful features of teaching occur when lesson introductions are unclear. For example the learning objectives are not always shared with the pupils, or if they are shared, are not emphasised well enough, causing pupils to be unsure about what is expected of them. Additionally, reinforcing techniques sometimes are lacking and result in opportunities to strengthen the learning focus being lost. Some of the resources used for demonstration purposes are too small to be seen at the back of the classroom and there is a shortage of dictionaries for use by Year 6 pupils.

85. The subject is led and managed well. Pupils' attainment and progress are tracked yearly and targets set as a result. Some significant samples of pupils' written work are assessed and kept, year by year, to form a school portfolio. National Curriculum levels are assigned to the work and agreed by teachers across the school. This process strengthens teachers' awareness of national standards so that they are accurate in their judgements when assigning levels to pupils' work. Pupils are involved in self-assessment and as a result have a greater understanding of what they need to do to improve their work. These factors, together with the effective implementation of the literacy hour are having a positive effect of pupils' progress and attainment.

91.

Mathematics

86. The results of the 1998 National Curriculum tests for Key Stage 2 indicate levels of attainment in which the proportion of pupils reaching the expected level is well above the national average, and a significant proportion of pupils attaining a higher level. Attainment was above the average for similar schools. The results of the 1998 National Curriculum tests at the end of Key Stage 1 show that levels of attainment were well above the national average, and above average for schools with pupils from similar backgrounds.
87. The unpublished results for 1999 indicate lower attainment at both key stages mainly as a result of a higher proportion of special needs pupils in each cohort. At Key Stage 1, although a slightly higher proportion reached the expected Level 2, there is a significant drop in the proportion of pupils at the higher Level 3. Attainment was also lower at Key Stage 2 than in the previous year, with a smaller proportion of pupils reaching Level 4 or Level 5.
88. Inspection findings show that current standards are in line with national averages at the end of both key stages. This reflects the overall judgement on standards in the previous report. There is a strong emphasis on number work. Pupils in Year 2, for example, are developing a sound understanding of addition and subtraction to 20 and count in 10s, 5s and 2s, as far as 100. In Year 6, pupils have a good understanding of number and calculate accurately. They understand the equivalence between common fractions and also some fractions and percentages. Pupils use mental strategies effectively to solve number problems. Key Stage 1 pupils recognise the common two-dimensional shapes but there is little recorded evidence of work involving weight or using non-standard units of measure. Year 6 pupils describe differences between obtuse and acute angles, measure accurately and demonstrate an understanding of volume by calculating the number of centimetre cubes needed to build different shapes. There is insufficient evidence of work on data handling at the end of Key Stage 2 to make a judgement on present standards in

this area. Computers are not used sufficiently, for example to store and present data in different ways, though there are examples of pupils' earlier investigative work in the earlier part of Key Stage 2.

89. Pupils make satisfactory progress overall in both key stages. Good progress was seen in a Year 1 lesson due to high teacher expectation and the pace of learning. In one lesson for example pupils confidently added numbers to 10, recognising 'doubles' and 'near doubles' and all identified $3 + 6$ as the equivalent of $6 + 3$. In one Year 2 mathematics lesson progress was unsatisfactory as a result of the unsatisfactory organisation of resources by the teacher. In most lessons pupils consolidate and improve number skills at a steady pace. Progress in other aspects of mathematics is less evident at present in lessons due to the timing of the report and the school's early emphasis on number in the planning. Samples of earlier work, however, indicate that pupils learn the required skills in shape, space and measure and carry out investigative work at a reasonable pace and make satisfactory progress by the end of Key Stage 2. Pupils with special educational needs make satisfactory progress against the targets set for them in their individual education plans.
90. Pupils' attitudes to work are satisfactory. Most settle down to tasks quickly and persevere even when finding it challenging. They seek help when it is required and talk confidently about their work. Behaviour is generally good, though a minority, in Year 3, find it difficult to sustain concentration when not supervised directly. Pupils share resources sensibly and work together effectively, as for example in Year 4/5 when investigating number patterns.
91. The quality of teaching overall in mathematics lessons is satisfactory. In about one third of lessons teaching is at least good and occasionally very good. One lesson seen during the inspection was unsatisfactory. Overall, standards have improved since the previous inspection because of the higher proportion of good teaching. In all lessons, teachers monitor pupils' progress effectively and manage pupils well. Planning is satisfactory and good relationships are established in classes. In the most effective lessons the teachers create a sense of urgency and enthusiasm. No time is wasted in settling pupils down and involving them in rigorous questioning to consolidate earlier learning. Lesson plans are good with a clear focus on what all pupils will know by the end of the lesson. Interesting and challenging activities are prepared in order to speed progress, such as finding number patterns in order to solve problems or, as seen in a Year 1 lesson, having to explain to others how a solution was found. Teachers have high expectations of behaviour and pupils' work, and establish very good relationships to promote mutual respect and a good working environment. Where teaching is least effective, the teachers' input is too brief with too little consolidation or questioning to assess pupils' understanding. The different tasks provided are not well matched to pupils' abilities, being too difficult for the less able pupils and too easy for others.
92. The subject co-ordinators are newly appointed to the school and currently work from information left by the previous co-ordinator. Management time has been allocated for the future but the existing systems for monitoring progress or standards throughout the school are not, as yet, carried out.

98.

98. **Science**

93. In the 1998 National Curriculum tests in science, Key Stage 2 pupils reached standards which were in line with the national average. This result is consistent with the previous two years. The standards reached were, however, well below the average for similar schools, but this may be accounted for by the high percentage of pupils with special educational needs within the school and a relatively small cohort of pupils. In 1999, there was good

improvement which is much due to the school's effective analysis of previous results and the putting into place of a scheme of work ensuring a better coverage of all aspects of the subject through the key stages and the very good teaching. The full range of inspection evidence shows that the attainment of the current Year 6 is in line with that expected nationally.

94. End of Key Stage 1 teacher assessments made in 1998 and 1999 show attainment of seven-year-olds to be in line with the national average, but well below the average of similar schools mainly because of the low number of pupils attaining the above average Level 3. In 1999, the proportion of pupils attaining the average Level 2 fell with no pupils attaining Level 3. The full range of inspection evidence shows that the attainment of the current Year 2 is in line with that expected nationally, a similar outcome to that found in the previous inspection.
95. At the end of Key Stage 2, pupils explain how plants and animals depend on each other. They list the ways in which seeds are dispersed and devise tests to determine the best conditions for seeds to germinate. Pupils use their knowledge of how plants grow to predict what the human body needs. They measure and record accurately and present their findings clearly. Pupils make sensible comparisons between the growth of plants and animals, and higher attaining pupils give logical suggestions for the differences. They know how shadows are formed, and can develop their own ideas on how to investigate predictions they have made.
96. At the end of Key Stage 1, pupils recognise fruit and seeds such as oranges, mangoes, conkers and acorns. Higher attaining pupils identify the parts of a plant such as root and stem. Pupils make charts to show what different animals eat, and the more able know that some animals are carnivorous.
97. Pupils, including those with special educational needs, make satisfactory progress in Key Stage 1, and good progress in Key Stage 2. Attainment is below what one would expect in relation to progress, especially at Key Stage 2, because, in the past, there have been too few opportunities for pupils to consolidate skills and knowledge which they have previously learned. When teachers give such opportunities then there is a closer match between attainment and progress. For example, in a lesson about the interdependence of plants and animals, pupils were encouraged to discuss work they had done earlier and then formulate new ideas which were noted by the teacher on the whiteboard. This then formed the basis for some very good written work.
98. There was no evidence of the use of information technology to support science. However, teachers do encourage discussion, writing and oral presentation to support the pupils' literacy skills and Year 3 pupils had to devise effective ways of measuring shadow length changes to support their numeracy work.
99. Most pupils enjoy science and respond well in lessons. They are keen to get on with an activity, and the transition from whole-group discussion to group activities works well. Many pupils work hard without supervision, individually, in pairs and in small groups. Occasionally, some pupils with special educational needs become bored during the whole group parts of lessons and have to be removed to work separately with the learning support assistant.
100. Teaching is satisfactory in Key Stage 1, and in Key Stage 2 it is very good. Sometimes, especially where there is a new teacher, teaching is not yet matched well to the earlier learning and attainment of pupils. Teachers have a good knowledge of the subject and generate a warm, friendly working environment. Where the teaching is very good, the teacher is very skilful in questioning the pupils to check their understanding and to generate excitement about the activities proposed. Relationships and discipline are usually

good, and lessons have a sensible balance of practical work, listening and recording. Teachers use their own materials to complement the adequate resources of the school. In one lesson, the teacher brought in her own collection of shoes and baby clothes to demonstrate how humans grow. The school pond is a really good resource for the school giving good access for pupils to investigate, and being used by other subject teachers for art work, for example. Boys and girls receive equal attention from teachers, although pupils with special educational needs are sometimes overlooked during questioning and in teachers' planning. The management of the subject is good. The two co-ordinators work well together, have a good grasp of standards and know what needs to be improved further.

101. Since the last inspection, the average attainment of pupils has been maintained and progress which they make has improved at Key Stage 2. Teaching in Key Stage 2 has improved, although the work is still not always matched to the ability of the pupils either through the use of groups or through differentiated planning and materials.

107.

107. **Information technology**

102. Attainment at the end of Key Stages 1 and 2 is below the national expectations and progress through the key stages for pupils, including those with special educational needs, is unsatisfactory. This is because the school concentrates on developing pupils' skills of communicating and handling information and does little work on controlling, monitoring and modelling. As a result, pupils make satisfactory progress and attain levels in line with that expected at the end of each key stage for communicating and handling data. This includes word processing skills and the use of the Internet to acquire information to support project work in other subjects. However, pupils make poor progress and attain standards well below that expected for controlling, monitoring and modelling. Attainment and progress is also affected by the teachers' unsatisfactory organisation of resources and monitoring of pupils' access to equipment. Consequently, equipment such as computers is under-used and some pupils in the same class get better access than others. The school is well aware of its shortcomings and has identified the development of the pupils' information technology skills as a priority in the school development plan. The school has also improved the learning resources available through purchasing more computers and other information technology equipment such as programmable toys. Although progress has been made since the last inspection, it has not yet had sufficient impact to raise attainment in all areas to the level expected nationally.
103. The school is developing the use of information technology across all curriculum areas and there is much evidence that this is being implemented successfully. The Internet is used effectively to support history project work, spreadsheets are used to help identify shopping list costs in mathematics, as well as the production of bar and pie charts to support the communication of the pupils' findings about the ability of pupils in the class to skip. The computer is also used to control electronic arms and the creation of birthday cards in design and technology. The 'My World' program is used to develop pupils' interest, knowledge and understanding of the geography of the world.
104. Pupils have good attitudes towards computers and the tasks they are set. Many pupils are keen to use computers at home and often choose to use them during their free time in school. When working in pairs during lessons, they discuss their work sensibly and share the use of the keyboard amicably. They are confident in their use of information technology vocabulary and are keen to talk about the programs they use. They behave well when using computers and make good use of their time.
105. Despite improvements in the teachers' attitudes towards computers the quality of teaching

remains unsatisfactory overall at Key Stages 1 and 2. There are weaknesses in the teachers' knowledge and understanding of the whole curriculum, and teachers do not organise the use of equipment effectively to ensure optimum access. Some teachers do teach the skills needed to communicate and handle information effectively. This was seen for example, in a Year 3 lesson when the teacher took the pupils through the skills needed to edit a piece of writing on the computer. The teachers' planning for information technology is unsatisfactory in that there are no clear objectives related to the range of abilities in the class, and this leads to weaknesses in the teachers' abilities to assess the progress pupils are making.

106. The two co-ordinators have a firm understanding of the progress needed to bring the information technology curriculum up to a satisfactory standard. The subject is part of the school development plan and clear actions are defined. But there are insufficient monitoring procedures in place to ensure full coverage of the curriculum and equality of opportunity for all pupils.

112.

OTHER SUBJECTS

112. Art

107. Pupils at Key Stage 1, including those with special educational needs, generally make satisfactory progress and attain standards that are expected for pupils of this age, with some better attainment in Year 1. At Key Stage 2 pupils make good progress and attain standards above those expected for their age. These inspection findings show that sound standards have been maintained since the previous inspection at Key Stage 1, and improved at Key Stage 2. This is due to good quality teaching at Key Stage 2, which is informed by good subject knowledge and understanding.
108. Pupils develop drawing, painting, printing and close observational skills well throughout the school. Year 1 pupils mix paint effectively and use it to make good self-portraits. Year 2 pupils extend these skills soundly by observing and drawing each other's eyes. Such skills are systematically built upon well throughout Key Stage 2 when pupils produce good quality, close observational paintings of pond life using very fine brushes on colour wash backgrounds. They observe fresh flowers and effectively paint them using fine brushstroke techniques. Additionally, pupils know about the work of famous artists both from their own and other cultures. A good example is their South African Bushmen paintings. An impressive applique wall hanging depicting the hymn 'All Things Bright and Beautiful' demonstrates Key Stage 2 pupils' good needle-craft skills. Information technology skills are used satisfactorily to present some of the work.
109. Pupils have good attitudes to their work and greatly enjoy it. They pay close attention to explanations and follow carefully instructions about such matters as perspective. They choose the materials and subject in which to represent perspective. They work hard, relate well to each other and are appreciative of their teachers' guidance. Sensitive and encouraging support from teachers makes pupils confident about asking and answering questions, enabling them to improve their work. Their appreciation of art from their own and other cultures, and the thought they put into their work, contribute soundly to spiritual, moral, social and cultural development.
110. The quality of teaching at Key Stage 1 is satisfactory and at Key Stage 2 it is good. Strengths include high expectations of pupils' artistic abilities, for example to show perspective in drawings. Time is used productively and resources are prepared well: they successfully support the learning focus. Educational support assistants give valuable help, particularly to pupils with special educational needs. Lessons are motivating and tasks

challenging. As a result pupils are occupied purposefully and behaviour is good. The subject is informed by very good expertise, which is shared profitably; teachers are guided in the progression of skills. Consequently, lessons are planned thoroughly and have clear aims. Literacy skills are nourished soundly in art through writing captions, descriptive writing which pupils represent in art form and researching information. Numeracy skills too are fostered soundly by using symmetry, perspective and three-dimensional modelling. A good example of this is the very effective three-dimensional, modrock model of a snail.

111. The subject is managed well. There is a well-structured, skill-based scheme of work, which helps standards of attainment and progress. The school has sufficient consumable resources but there is a shortage of books for pupils' use in the central library. Additionally, books are not arranged orderly enough and are packed too tightly which inhibit pupils' access. Displays throughout the school are limited in promoting enquiry, giving information and valuing pupils' work.

Design and technology

112. Standards of attainment in design and technology are in line with that expected for pupils of a similar age and all pupils, including those with special educational needs, make satisfactory progress throughout Key Stages 1 and 2. During the inspection, only one Year 4/5 lesson was seen, but scrutiny of work and teachers' planning also took place.
113. Pupils in Reception and Year 1 produce models of a satisfactory standard using parts such as hinges and doors to make them realistic. In Year 2, they develop satisfactory skills of design from which they are able to make vehicles to test effectively on various surfaces. In Year 3, they make bridges out of different materials and then test them to analyse the different strengths and weaknesses. In Years 4 and 5, pupils have a sound understanding of the mechanics involved in producing a moving toy. They use measuring equipment and tools, such as saws and drills, to produce a prototype from which they identify problems before making their final product. In Year 6, pupils incorporate computers effectively into their work to control such things as electronic arms.
114. In the one lesson seen, the pupils' attitudes, behaviour and personal development were satisfactory. Pupils worked effectively in groups discussing the problems experienced in producing the group prototype. Some pupils, however, were not as actively involved as they could have been and one group was very much dominated by the boys. When sharing their ideas with the rest of the class pupils demonstrated sound levels of confidence.
115. The teaching in this lesson was satisfactory. The planning was well linked to the school's scheme of work and had clear objectives. The lesson was well organised and sufficient saws and drills were made available to ensure the groups worked effectively. Good opportunities were given for pupils to share their experiences and to discuss points that would be useful to them when they came to make their own models. The teacher, however, did not always ensure that all pupils listened to the discussions or that all were participating fully in the group activities.
116. The management of the subject is satisfactory. A good portfolio of work had been collected which helps to identify the satisfactory progress made through the school. However, there are no systematic assessment procedures in place to enable teachers to build on the attainment already achieved by the pupils. This impedes the progress made by pupils as they move through the school.

122. **Geography**

117. Attainment in geography is in line with national expectations for pupils of similar ages in Key Stages 1 and 2. Pupils, including those with special educational needs, make satisfactory progress throughout the school. These standards and progress have been maintained since the previous inspection.
118. Pupils in Years 1 and 2 increase their knowledge of the world by looking at maps, the globe and through computer programs. They locate England and other countries whose names are familiar to them such as France, Spain and America. Pupils in Year 2 learn investigative skills. They make decisions about types of glass, and which would be helpful to improve the sight of those who live in poorer countries. In Year 4 pupils learn about the importance of water and carry out thorough research of their own use of water, as compared with its use in Nigeria for example. The local environment provides an effective resource when pupils carry out a survey to see where improvements might be made. Literacy skills are practised well when they compose and write letters to the Borough Council about their findings and in the replies they receive. Older pupils use residential field trips to Eyam in Derbyshire to improve mapping skills and compare different localities.
119. Attitudes to geography are good. In lessons pupils show enthusiasm by sharing ideas and asking relevant questions. Behaviour in lessons is good because pupils are motivated and interested in what they are doing. The books which pupils made following a previous visit to Eyam, provide a good example of the care and pride which pupils take in their work.
120. The overall quality of teaching in the lessons observed is satisfactory. Teachers use resources efficiently to support pupils' learning. In the lesson on water, geography resources were supplemented by a story which promoted better understanding of the importance of rainfall in some parts of Africa. Lesson planning is generally satisfactory and based upon national subject guidelines. These are not always adapted to suit the needs of pupils however, and the geographical focus is sometimes lost because objectives are not clear.
121. Two teachers share the role of geography co-ordinator and provide satisfactory management of the subject. The policy is reviewed regularly and there are sufficient resources to meet the needs of the curriculum. Both these areas were identified as weaknesses in the previous inspection. Teachers' planning is monitored to ensure progress through the Programme of Study. However, there are no formal systems for monitoring the standards and progress of pupils' work or assessing and recording the skills pupils learn as they progress through the school. A development plan has been formulated which includes the integration of current documentation into a scheme of work designed to meet the specific needs of pupils in the school.

127.

History

122. Attainment in history is in line with national expectations for pupils of similar ages in Key Stages 1 and 2. The satisfactory progress which pupils make, including those with special educational needs, has been maintained since the previous inspection.
123. Pupils in Year 1 develop their sense of the past by comparing their own toys with those used earlier in the century to see the changes which have taken place. Year 2 pupils begin to develop a sense of chronology by learning about events and people in history. Good progress was seen in a lesson about the great fire of London, when pupils read extracts from Samuel Pepys' diaries to help their understanding of the event. In Key Stage 2 pupils

make satisfactory progress in their understanding of the Egyptian and Greek civilisations, about their cultures and beliefs and how their way of life may have influenced life today.

124. Pupils enjoy history lessons. They are keen to ask questions to gain more understanding and offer their own ideas during discussion, for example as to how the fire of London may have been put out more quickly. Older pupils concentrate effectively on their work, carefully studying written evidence including the Internet to find the information they need. Pupils are well motivated and behave well during lessons. Relationships are good. Pupils share resources and listen respectfully to others' opinions, when working in groups.
125. The quality of teaching is satisfactory. Teachers have a sound knowledge of the subject and plan their lessons well. They use resources effectively to heighten interest as well as understanding. The video extract used in a Year 1 lesson, for example, promoted some valuable discussion, as did pictures of Egypt, when pupils were deciding on the importance of the River Nile to the ancient Egyptian way of life. Relationships in the classroom are good. Teachers liaise well with special needs assistants who have a well-established role in the classroom. Planning is satisfactory but does not clearly identify the different expectations for pupils of different abilities.
126. The management of the subject is satisfactory. The two co-ordinators who are also jointly responsible for mathematics, are both newly appointed members of staff. Both recognise the need to monitor the subject and to ensure that a school specific scheme of work is developed, using as a basis the documentation already in place.

132. **Music**

127. The school has a part-time (5¾ hours per week) specialist teacher for class music as well as other specialist teachers for individual instrumental tuition. As a result, pupils, including those with special educational needs, make good and sometimes very good progress in Key Stage 1. This is a similar outcome to that found in the previous inspection. Attainment in Year 2 is above that expected for their age. Pupils learn to sing in tune during whole-school hymn practice, and use sheets of paper to make a variety of sound effects. They accompany a song with hand gestures and finger-clicks. Pupils learn to play the recorder, and can stop and start on cue. In one lesson, for example they describe their feelings having listened to a piece of French orchestral music.
128. Progress in Years 3 and 4 lessons at Key Stage 2 was satisfactory in one and good in the other. Attainment is in line with that expected for pupils of a similar age. Pupils compare ancient and modern musical instruments like Egyptian pipes and the oboe. They learn to compose simple pieces of music, and listen attentively to the sounds of different instruments.
129. Pupils respond satisfactorily to music on the whole. During recorder lessons, and when listening to recorded music, pupils behave well and show good concentration. Sometimes, however, pupils find it difficult to move from activity to activity quietly and responsibly, and during whole-school hymn practices many pupils become restless and inattentive.
130. Teaching is good overall although the quality of teaching in lessons varies between satisfactory and very good. All lessons were taken by the specialist teacher. The teacher makes very effective use of resources and has good subject knowledge. She provides a wide variety of recorded music for the pupils to listen to, and explains the tasks and activities clearly. Lessons are not well differentiated to match the wide range of ability within each class. The peripatetic teachers make a very good contribution to the music teaching within the school, and pupils learn piano, keyboard, saxophone and clarinet.

Although hymn practices are held, pupils do not sing in assemblies.

131. The management of music is satisfactory. The music policy is a useful document but does not contain specific details of how music can be used to support pupils' literacy and numeracy development or to give them experience of other cultures. The co-ordinator is insufficiently involved in school development planning and has not been appraised, although this is planned for in the Investor in People programme. She has received very little training to keep her skills and knowledge up-to-date.

Physical education (PE)

132. Standards in physical education are in line with that expected for pupils of a similar age and pupils, including those with special educational needs, make satisfactory progress throughout Key Stages 1 and 2. Lesson coverage during the inspection included the development of ball skills, balancing, stretching and curling.
133. Pupils in Year 1, move confidently around the hall demonstrating sound skills in balancing a bean bag on different parts of the body and a satisfactory awareness of space. In Year 2, these skills have developed at a satisfactory rate and pupils are beginning to work effectively in small groups and teams. By Year 3, pupils link different movements together effectively to create simple sequences that combine curling and stretching movements. They practise their routines well to improve them and demonstrate them with confidence to other members of the class.
134. Pupils have satisfactory attitudes towards PE. They move in to the hall in an orderly fashion, although noise levels are sometimes too high which reduces their levels of concentration. Pupils listen carefully to instructions, try hard to do their best when carrying out tasks and behave well during the activities. In one lesson, the behaviour of one of the statemented pupils distracted other pupils, reducing their levels of attentiveness. When working in pairs or in teams, pupils co-operate effectively to complete the tasks and show a keenness to work together to win. When older pupils are given the opportunity to appraise the work of others they do so in a sensitive and constructive way.
135. Overall, the quality of teaching is satisfactory, but ranges between satisfactory and good. Relationships between teachers and pupils is good enabling pupils to have the confidence to perform in front of others and to try new things. All teachers show firm discipline, however in two lessons the amount of time needed to ensure the pupils with behavioural special needs co-operated, distracted time and attention away from the teaching of the whole class. In these lessons, the pace slowed from good to satisfactory. The inexperience of some teachers also meant that such things as unsatisfactory positioning whilst addressing the pupils meant that not all pupils were encouraged to pay attention. In the best lessons, pupils were given good opportunities to discuss and practise their movements and questioning techniques were effective in extending pupils' thinking.
136. The management of physical education is satisfactory. The co-ordinators are new to the school but are already aware of the need to establish a new scheme of work to ensure a tighter control on the progress and expectations of pupils as they move through the school. The school does not assess the performance of pupils systematically as they move through the school and this impedes the progress made by pupils.

142. **PART C: INSPECTION DATA**

142. **SUMMARY OF INSPECTION EVIDENCE**

- The inspection was carried out by a team of five inspectors over four days.
- During the period of the inspection, 44 lessons or part lessons were observed, pupils' work was scrutinised, discussions took place with pupils, a sample of pupils were heard reading and pupils were examined in their mathematical knowledge; adding up to a total of just over 40 hours.
- Inspectors attended school assemblies and registration periods in all year groups.
- A comprehensive range of school documentation, including the school development plan, teachers' records, records on pupils with special educational needs, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school register were inspected.
- Discussions were held with members of staff, governors, pupils, parents and administrator.
- A parents' meeting was held prior to the inspection at which 19 parents expressed their views about the work of the school.
- The responses to the 26 questionnaires completed by parents were taken into account during the inspection.
- The budget figures and the most recent audit report were examined.

2

DATA AND INDICATORS

2

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
2 YR – Y6	121	5	32	11

2

Teachers and classes

2

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):

7.29

Number of pupils per qualified teacher:

16.6

2

Education support staff (YR – Y6)

Total number of education support staff:

5

Total aggregate hours worked each week:

102

Average class size:

20.2

2

Financial data

Financial year:

1998/99

£

Total Income	278,102
Total Expenditure	267,794
Expenditure per pupil	2,213
Balance brought forward from previous year	15,413
Balance carried forward to next year	25,721

PARENTAL SURVEY

Number of questionnaires sent out:	93
Number of questionnaires returned:	26

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	20	60	12	8	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	30	57	13	0	0
The school handles complaints from parents well	5	45	36	9	5
The school gives me a clear understanding of what is taught	12	56	24	8	0
The school keeps me well informed about my child(ren)'s progress	24	52	20	4	0
The school enables my child(ren) to achieve a good standard of work	25	58	17	0	0
The school encourages children to get involved in more than just their daily lessons	32	52	12	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	12	44	28	16	0
The school's values and attitudes have a positive effect on my child(ren)	32	48	12	8	0
The school achieves high standards of good behaviour	28	44	8	20	0
My child(ren) like(s) school	32	60	0	8	0

Percentages of responses are rounded to nearest integer, sum may not = 100%

Percentages given are in relation to total number of returns, excluding nil replies.