

INSPECTION REPORT

Roundhay St John's C of E Primary
Leeds

LEA area: Leeds

Unique Reference Number: 108007

Inspection Number: 187650

Headteacher: Mrs M C Davies

Reporting inspector: Mr M J Mayhew
22197

Dates of inspection: 15th – 18th November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
Type of control:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	North Lane Roundhay Leeds LS8 2QJ
Telephone number:	0113 2658451
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Appropriate authority:	Governors
Name of chair of governors:	Mr J A B Butler
Date of previous inspection:	January 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mrs M Saunders, (<i>Lay Inspector</i>)		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupil welfare; Partnership with parents and the community.
Mr P Kerr, (<i>Team Inspector</i>)	Special educational needs; Information and communication technology; Art; Physical education.	Spiritual, moral, social and cultural development; Efficiency.
Dr S Parker, (<i>Team Inspector</i>)	Equal opportunities; English; History; Geography.	Leadership and management.
Mr J Wilkinson, (<i>Team Inspector</i>)	Mathematics; Design and technology.	Curriculum and assessment; Staffing, accommodation and learning resources.

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MAIN FINDINGS

What the school does well

- By the time pupils leave the school at the age of eleven, standards in English are high, and a good proportion of pupils reach nationally expected standards and above in mathematics and science.
- The results of the good procedures for assessing pupils' levels of attainment in English and mathematics are used well to plan the broad and balanced curriculum.
- Good links between subjects in both keys stages enhance pupils' progress.
- Nearly all pupils have very good attitudes to learning.
- There are good procedures for monitoring pupils' academic progress and personal development.
- The school is well led and managed.

• Where the school has weaknesses

- I. Standards in information and communication technology are not high enough.
- II. There is no formal written procedure for dealing with child protection issues.

What the school does well far outweighs the weaknesses. The weaknesses identified 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

There has been a good level of improvement since the last inspection. The governors have successfully dealt with the main issues raised at the last inspection. Standards in English, mathematics and science are better and, at the end of both key stages in these subjects, most pupils achieve levels which meet or exceed national expectations. Standards in physical education and history have also improved since the last inspection. Planning for the curriculum is much better, and what is to be learned in lessons is more often shared with the pupils. The school development plan is a more useful document which clearly points the way to raising standards, supported by the improvement in the quality of teaching. The school now undertakes self-review procedures to identify its effectiveness, based on detailed analyses of pupils' attainment and progress. The role of the subject co-ordinators and the deputy headteacher is now more clearly defined, although current staffing circumstances inhibit the creation of a permanent senior management team. The school's current capacity for improvement is satisfactory.

Standards in subjects

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

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

Over the past four years, standards attained by pupils at the end of Key Stage 2 in English, mathematics and science show improvement overall, with a considerable rise in the 1999 science results. The inspection findings confirm that pupils make good progress over their time in the school and attain above national expectations at the end of Key Stage 2 in all three subjects. Standards in reading are particularly high at both key stages, as are standards in writing at the end of Key Stage 2. Pupils make particularly good progress in writing at this key stage. In information and communication technology, pupils make unsatisfactory progress and attain levels at the end of each key stage which are below national expectations. Pupils make good progress in both key stages in geography, history, art and physical education, and reach standards above what might be expected for their ages. They make satisfactory progress in design and technology and in music. Pupils with special educational needs make good progress towards meeting the targets set in their individual education plans.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	good	good	very good
Mathematics	good	good	good
Science		satisfactory	good
Information technology		satisfactory	satisfactory
Other subjects	good	good	Good

The quality of teaching ranges from very good to unsatisfactory. The teaching of children under the age of five is mainly good. In the rest of the school, teaching is satisfactory in 23 per cent of lessons, good in 61 per cent, and very good in 14 per cent. Only two per cent of teaching is unsatisfactory. However, there is a higher proportion of good and very good teaching in Key Stage 2 than in Key Stage 1. These findings about teaching represent an improvement on the last inspection, when 12 per cent of teaching was judged to be unsatisfactory. The overall good quality of teaching does much to establish pupils' good

progress over their time in the school.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Good standards of behaviour are maintained both in and around the school, and pupils have very good attitudes to their work.
Attendance	Satisfactory; attendance levels are broadly in line with the national average.
Ethos*	Good; there is a positive and purposeful ethos for learning; there is a corporate commitment to achieving high standards; the good relationships between staff and pupils secure an encouraging learning environment.
Leadership and management	Good overall; the headteacher gives very clear educational direction and leadership; governors are increasingly well informed and are beginning to take decisions concerning the school's future direction which are based on first hand experience of the school activities.
Curriculum	The curriculum is well planned to provide a good breadth of educational experiences for the pupils; the curriculum for the under fives is well structured to provide for these children's needs; there are good assessment procedures, the results of which help the staff well to plan a challenging and interesting curriculum.
Pupils with special educational needs	Pupils with statements of special educational needs are very well supported; other pupils on the school's register of special educational needs are well supported and make good progress towards meeting the targets set in their individual educational plans.
Spiritual, moral, social and cultural development	Satisfactory overall; there is good provision for pupils' spiritual and moral development.
Staffing, resources and accommodation	Satisfactory overall; the school has a sufficient number of staff who are appropriately qualified and experienced to teach the primary National Curriculum, although a significant proportion of teachers are temporarily appointed; accommodation is well suited to the current teaching strategies; the school is well resourced, apart from some aspects of information and communication technology.
Value for money	The school gives good value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
III. children achieve a good standard of work. IV. the school teaches positive attitudes and values. V. there are high standards of good behaviour. VI. children enjoy coming to school. VII. the work that children are given to do at home.	VIII. Parents are not encouraged to play an active part in the life of the school. IX. the school is not very approachable. X. complaints are not handled well. XI. parents are not clear about what is taught XII. parents are not well informed about the work that children are given to do XIII. the work that children are given to do at home.

Inspectors' views confirm the positive statements made by most parents. Inspectors feel that parents are encouraged to play an active part in the life of the school, despite some restrictions. For example, the decision has been taken to use only school staff to accompany pupils on educational visits. This is because experience shows that the behaviour of some pupils deteriorates when their parents accompany school visits. Parents are well informed about what is taught in the school through regular newsletters about school activities and topics taught, and through formal meetings, for example about literacy and numeracy lessons. Equally, parents have good opportunities to discuss their children's progress on three formal parent/teacher meetings per year, and informally with teachers at the end of the school day and at other convenient times. Annual written reports are particularly informative about pupils' progress in English, mathematics and science, but they do not always clearly define pupils' progress in information and communication technology, or in the other subjects of the curriculum. Homework is given to pupils on a regular basis in accordance with the agreed homework policy.

· **KEY ISSUES FOR ACTION**

The governors, headteacher and staff should continue to work together, and should now:

- raise standards in information and communication technology by:
(*Paragraphs: 15, 27, 32, 56, 61, 65, 117, 118, 120, 121*)
 - * reviewing the current scheme of work to include more planned opportunities for pupils to practise and develop their information and technology skills across the curriculum;
 - * providing training for teachers to raise their levels of expertise;
 - * providing further opportunities for pupils in data handling, word processing skills, use of sensors, and practical applications of control technology;
 - * giving pupils more opportunities to use computers;
- compose, implement and make all staff and governors fully aware of a formal, written child protection procedure.
(*Paragraph: 45*)

The following less important weaknesses should be included within the governors' action plan:
(*Paragraphs: 49, 58, 61*)

- * the temporary appointment status of a significant proportion of the teaching force is making it difficult for the school to implement a range of important initiatives;
- * annual written reports do not consistently provide parents with enough information about pupils' progress in information and communication technology and the foundation subjects, nor do they give enough information about what pupils need to do to raise their levels of attainment;
- * the governing body does not have a structured programme to review the school's curriculum policies on a regular basis.

*

INTRODUCTION

* Characteristics of the school

1.Roundhay St John's Church of England Voluntary Aided School is situated in the northern outskirts of the City of Leeds. The school was built in 1992 to serve pupils in the immediate vicinity of Roundhay, and replaced an older building which was closer to the church of St John's. The building comprises a hall, seven classrooms and a purpose built nursery. There are associated administration rooms and a small library. The nursery has its own enclosed outside play area, and there is a hard-surfaced playground for pupils in both key stages. The school does not have its own grassed playing field, but use is made of the adjoining park for games activities. The nursery has 52 children who attend on a part-time basis, either whole mornings or afternoons. Most of these pupils transfer to the Reception class at the beginning of the year in which they reach the age of five. The rest of the school currently caters for 210 boys and girls.

2. Most pupils live in privately owned accommodation within the school's catchment area of Roundhay. However, an increasing proportion of pupils come from other areas of the city, notably Harehills and Seacroft. Currently, approximately 10.5 per cent of full time pupils are known to be eligible for free school meals. There are 50 pupils on the school's register of special educational needs, with the majority at Stages 1 and 2 of the special educational needs Code of Practice. Sixteen pupils are at Stage 3, one pupil on Stage 4, and five pupils have been assigned statements of special educational needs, a proportion which is slightly above the national average.

3. In terms of reading and mathematics, children's ability on entry to the main school is judged to be broadly in line with what one might be expected for pupils of this age. Their personal development is judged to be above the average.

4. The school's mission statement is rooted firmly in Christian principles which promote relationships and values derived from the Gospels. The school's overriding aim is to help pupils to acquire understanding, knowledge and skills which will prepare them for future life. It is intended that:

- *. pupils will develop lively, enquiring minds;
- *. become proficient in using number and language effectively;
- *. develop self esteem and self discipline;
- *. become appreciative of human achievement;
- *. gain a set of moral values which will lead to tolerance of all others.

1. The school has set itself the following targets for the current school year:

- *. to develop and improve the teaching of literacy and numeracy;
- *. to improve the teaching of information and communication technology;
- *. to monitor the curriculum for the foundation subjects;
- *. to improve the quality and effectiveness of assessment systems.

6. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1

for latest reporting year:

Year	Boys	Girls	Total
1999	17	11	28

6. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	16	17
	Girls	11	11	11
	Total	25	27	28
Percentage at NC Level 2 or above	School	90 (84)	96 (84)	100 (96)
	National	82 (80)	88 (81)	87 (84)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16	15	16
	Girls	11	11	11
	Total	27	26	27
Percentage at NC Level 2 or above	School	96 (84)	93 (91)	97 (98)
	National	87 (81)	86 (85)	87 (86)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2

for latest reporting year:

Year	Boys	Girls	Total
1999	13	15	28

6. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	10
	Girls	15	12	14
	Total	25	22	24
Percentage at NC Level 4 or above	School	89 (77)	78 (81)	86 (58)
	National	70 (65)	69 (59)	78 (69)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	9	11
	Girls	13	12	13
	Total	23	21	26
Percentage at NC Level 4 or above	School	82 (94)	75 (94)	92 (97)
	National	68 (65)	69 (65)	75 (72)

² Percentages in parentheses refer to the year before the latest reporting year

6. **Attendance**

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

		%
Authorised	School	4.8
Absence	National comparative data	5.7
Unauthorised	School	0.1
Absence	National comparative data	0.5

6.

6. **Exclusions**

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

	Number
Fixed period	0
Permanent	0

6. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	14
Satisfactory or better	98
Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

6. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

6. Attainment and progress

1. Most children's ability on entry to the nursery class is broadly average compared with what might be expected nationally for children of this age. Children make sound progress in the nursery and reception class in most of the nationally-agreed areas of learning, but make good progress in their personal and social development, knowledge and understanding of the world and creative development. By the time they are five, most children have reached above expected standards in most areas of learning, including speaking and listening. Their personal development is good, and they quickly settle into the daily life of the school.

2. In the 1999 National Curriculum tests at the end of Key Stage 1, the proportion of pupils reaching the expected level (Level 2) in reading and writing was very high when compared with all schools and with schools whose pupils are from similar backgrounds. The proportion reaching the higher level in reading was also very high, but less than average reached the higher level in writing, and this was also the case in 1998. Nevertheless, the 1999 results were an overall improvement on the previous year. Standards have risen each year since 1996, remaining consistently well above the national average. Evidence from the present inspection indicates that the attainment of pupils presently in Year 2 is very good in reading, good in speaking, and average in writing and listening.

3. In the 1999 national tests at the end of Key Stage 2, the proportion of pupils reaching the expected level (Level 4) or higher was well above the national average in reading and writing. The proportion was also well above the average of schools whose pupils are from similar backgrounds. These results were an improvement on those of 1998, with a significant increase in the number of pupils reaching the higher level in writing. Attainment has been above the national average since 1996. Inspection evidence indicates that the attainment of pupils in the present Year 6 is well above average in reading and writing, and above average in speaking and listening. Attainment in English is higher than in mathematics and science.

4. Pupils make good progress in listening and speaking in Key Stage 1 and good progress in Key Stage 2, and standards at age eleven are good. Pupils listen carefully during the first part of the literacy hour, taking full part in structured discussions. They collaborate well with others in group work. Pupils make very good progress in reading in Key Stage 1. They are systematically taught the relationship between letters and sounds. Progress in Key Stage 2 is good, so that, by age eleven, most pupils read a wide range of fiction and non-fiction books with understanding. The majority read longer texts silently with good concentration. In Key Stage 1, pupils make satisfactory progress in writing, and almost all reach the standard expected of pupils aged seven. However, many lack confidence in writing at length independently. Pupils make very good progress in writing in Key Stage 2, because teachers' expectations are high and pupils are given many opportunities to write at length for a wide range of purposes, both in English and in other subjects.

5. In mathematics, in the 1999 end of key stage tests for seven year olds, the proportion of pupils who reached the expected Level 2, and above, was above the national average. The

proportion reaching the higher Level 3 was also above the average. In comparison with similar schools nationally, the average score for all pupils taking the tests was very high. In the 1999 end of key stage tests for eleven year olds, results compared well with all schools nationally. The proportion of pupils who scored at the expected Level 4, or above, was above the national average, and also above the average when compared with schools with pupils from similar backgrounds. The proportion of pupils who reached the higher Level 5 was in line with the national average. At both key stages, standards are consistently above the national average, and the 1999 results showed an improvement over those of 1998. Inspection judgements confirm that at the end of both key stages, most pupils make good progress and attain standards which meet or exceed national expectations. Pupils in Key Stage 2 make good progress in numeracy skills.

6. In science, the results of the statutory assessments of pupils at the end of Key Stage 1 in 1999 showed that the proportion of pupils reaching the expected Level 2, and above, was well above the national average. These results followed similarly high results in 1998, where pupils scored particularly high results in their knowledge and understanding of physical processes. The proportion of pupils reaching the higher Level 3 in 1999 broadly matched the national average. In comparison with similar schools nationally, pupils results were also well above average. Inspection findings show that most pupils in the current Year 2 make sound progress and meet national expectations for their age.

7. In the statutory tasks and tests taken by pupils in science at the age of 11 in 1999, the proportion of pupils reaching the expected Level 4, and above, was in line with the national average. In the same tasks and tests, the proportion of pupils reaching the higher Level 5 also met the national average. In 1999, the school's results were closer to the national average than were those of similar schools.

8. These results represent a significant improvement over the 1998 results, when the proportion of pupils reaching Level 4 and Level 5 was below the national average. Trends over the past four years show a dip in results from 1996 to 1998, but the higher attainment levels seen in 1999 appear to be stabilised. Inspection findings confirm that, by the end of Key Stage 2, most pupils make good progress and attain the national expectation, with a significant proportion attaining the higher than expected level.

9. In information and communication technology, standards are below expectations at both key stages. This is because pupils do not have sufficient teaching and practice in the various areas of the subject to be able to use information and communication technology in other subjects of the curriculum. Pupils make good progress in some areas in some classes, but overall their rate of progress is unsatisfactory.

10. In the other subjects of the curriculum, pupils make good progress in both key stages in art, geography, history and physical education, and achieve standards which are often above those normally expected for their ages. They make sound progress in design and technology and in music, and achieve appropriate standards by the time they leave the school at age eleven.

11. Pupils with special educational needs, including those with statements of special educational needs, are generally well supported and make good progress towards the targets set for them.

17. Attitudes, behaviour and personal development

12. Pupils' attitudes toward their work and school are very good and are a strength of the school. Most pupils concentrate on their work for long periods of time during whole class teaching, for example during a Year 4 music lesson presented by visiting music staff. Pupils can also work independently, for example during silent reading. They readily ask questions, and many pupils spontaneously make sensible suggestions and present their own ideas during class discussions. Throughout the school, there is a very clear sense that pupils enjoy their lessons and are very keen to learn.

13. Pupils' behaviour is good, both in the classrooms and in the playground. Movement around the school is orderly, with minimum disruption caused to other classes. Pupils are trustworthy and treat with respect the interesting displays created throughout the school. They are polite and courteous, yet also confident, in their interactions with adults. The small amount of challenging behaviour from a few pupils is often dealt with well, but there are some occasions when a more consistent approach could be beneficial. Occasional incidents of serious misbehaviour are dealt with effectively and appropriate records are kept. There has been one temporary exclusion in the past three years.

14. Relationships throughout the school are good, with pupils willing and able to co-operate and to collaborate on tasks. Their ability to sustain concentration and co-operate in team activities enhances attainment, as was seen in a Year 2 physical education lesson. Pupils frequently demonstrate a shared enjoyment of experiences, as during a story read to pupils in Year 4. In the playground, boys and girls happily play football and other games together and pupils from different ethnic groups are fully integrated. Relationships with the adults in the school are also good and pupils are confident to ask for help if they are uncertain about what to do.

15. Pupils are encouraged to consider the values and beliefs of others, and they respond well to this. A Year 3 class considered the similarities and differences between the customs of choosing names for babies in the Christian and the Sikh religions. Pupils showed a high level of interest and a desire to explore the topic further. Parents of nursery children helped with a celebration of Diwali, and older pupils have compared their own families and living conditions with those of a family in another country. Pupils confidently reflect on their feelings and experiences. For example, pupils in Year 1 were encouraged to express how they would feel if they lost their special toy and, in the nursery, pupils shared what made them afraid.

16. Pupils' personal development is good overall. They are very willing to take responsibility and perform a number of routine tasks around the school, such as taking the registers to the office and setting up the hall for assembly. Within classes, all pupils have opportunities to be a monitor, and many pupils offer help without being asked. However, older pupils are keen and able to take on more responsibility within the school community, and are not fully encouraged to do so.

22. Attendance

17. Pupils' level of attendance is satisfactory, and is broadly in line with the national average. However, a significant amount of the recorded absence is due to pupils taking family holidays during term time. Lessons generally start on time and registration is efficiently taken at the start of the morning and afternoon, the time often being used effectively for reading or number work.

23. QUALITY OF EDUCATION PROVIDED

23. Teaching

18. The quality of teaching for the under fives is good overall, both in the nursery and in the reception class. Those who teach the under fives work well together, including the nursery nurses, students and other volunteers. All staff have high expectations of children's ability to make progress, and good efforts are made in the bright and welcoming environment to enhance children's personal and social development. Teachers have a good understanding of the needs of their children, and provide a curriculum which appropriately leads to the nationally expected outcomes for children when they reach the age of five.

19. In the rest of the school, the quality of teaching ranges from very good to unsatisfactory. It is very good in 14 per cent of lessons, good in 61 per cent, and satisfactory in 23 per cent. Teaching is unsatisfactory in only two per cent of lessons. This overall judgement about the quality of teaching reflects an improvement on the last inspection, when 12 per cent of teaching was judged to be unsatisfactory. However, there is a higher proportion of good or better teaching in Key Stage 2 (83 per cent) than in Key Stage 1 (60 per cent). The best teaching is in English in Key Stage 2, where half the teaching is very good and one third is good. Mathematics teaching is good in both key stages, with some very good teaching in Key Stage 2, but there is some unsatisfactory teaching in Key Stage 1. The teaching of science is good overall. There is no doubt that the overall good quality of teaching does much to establish and maintain pupils' good progress over their time in the school.

20. Half of the teachers have considerable experience of working in the primary sector, and this is noticeable in the way that pupils are managed in lessons. Less experienced teachers learn effective techniques from their colleagues, and most maintain high standards of pupils' behaviour. Just occasionally, appropriate class management strategies are not used, some pupils' behaviour deteriorates, the lesson loses pace and pupils do not make sufficient progress. Despite the temporary and recent appointments of three teachers, all teachers are committed to helping pupils to reach high standards. This was seen in a Key Stage 2 English lesson about verbs. The teacher set a vigorous pace to the lesson through clear explanations, which kept all pupils fully involved. She set a challenge for pupils to list words, closely monitored individual pupils' performances, and then quickly fed back to the pupils the class results. In the best lessons, as in a Year 5 English lesson, the teacher reminds pupils of the need to achieve consistently high standards of finished work.

21. Teachers' subject knowledge is good in most subjects, except in information and communication technology, where further training is necessary. A notable feature is the way in which most teachers efficiently use their knowledge and experience across a range of subjects

to support pupils' progress. For example, teachers in Key Stage 1 effectively use the topic of Africa to promote pupils' learning in art, English, geography and music, yet give good emphasis to developing pupils' skills and knowledge in each subject. Similarly, in Year 4, the topic of the Tudors is used as a vehicle to promote pupils' learning in art, English, history, and music. This approach to teaching reflects the good planning that teachers undertake to prepare their lessons. Most planning takes good account of the need to provide challenging work to pupils of differing levels of attainment. However, evidence from a scrutiny of pupils' finished work shows that this is not always the case. For example, in science, sometimes a whole class is expected to copy teachers' written work into their books. Whilst this approach can be beneficial to higher attaining pupils, sometimes average attaining pupils and often those with lower attainment levels are overchallenged. They do not finish the work, and the exercise is wasted.

22. Pupils with special educational needs are usually given appropriate support in lessons, although not all teachers have easy access to pupils' individual education plans. Practice is inconsistent across the school. It ranges from a Key Stage 2 teacher who is fully able to include in her planning support for all pupils in her class who are on the register for special educational needs, to a Key Stage 1 teacher who does not see individual education plans for some of her pupils. Nevertheless, since the recent appointment of a temporary special educational needs co-ordinator, procedures for making individual education plans more accessible to the class teachers are improving.

23. The way in which teachers organise their lessons is good overall. All teachers make introductions to their lessons interesting, and apply a range of strategies to capture pupils' interest. Questioning is used well to remind pupils of previous lessons and to consolidate their learning. In the better lessons, teachers make pupils aware of what it is they are going to learn in the lesson, and then discuss and evaluate at the end of the lesson what new knowledge the pupils have acquired. In the best lessons, teachers use to good effect some of the teaching strategies recommended in the National Literacy Project. For example, in a Key Stage 2 music lesson on rhythm and dynamics, the teacher revised through a musical game what pupils had learned in a previous lesson. Tasks set in the lesson were appropriately challenging yet achievable. At the end of the lesson, the teacher set tasks to consolidate pupils' skills and to assess the progress they had made. All this was conducted in a way that emphasised the 'fun' element of learning.

24. Teachers use the available adult classroom support well, and there are some good examples of teachers, support staff, and parent volunteers or students working closely together. All teachers set homework, mainly consisting of lists of words to learn, reading practice, or the learning of multiplication tables. Other work is set from time to time, and may consist of research work as part of a topic. Parents are divided on the usefulness of the homework set, but some feel that more homework should be given to older pupils to extend their learning.

30.

The curriculum and assessment

25. Provision for the under fives is well planned to ensure that they have suitable opportunities to achieve the learning outcomes desirable for five year olds. The curriculum covers all areas of learning. The nursery and reception classes provide a good foundation for teaching the National Curriculum.

26. The curriculum for pupils of statutory school age is broad and interesting and includes all the subjects of the National Curriculum. However, the curriculum is not sufficiently balanced as pupils do not have enough access to some aspects of information and communication technology. An issue in the last inspection was the imbalance in provision for pupils in design and technology, and physical education. This weakness has been addressed, with significant improvement in both subjects. The school has successfully introduced the National Literacy Strategy and indications are that the teaching of literacy is having a beneficial effect on pupils' learning. The National Numeracy Strategy has been introduced appropriately this term. The allocation of teaching time to these subjects at both key stages is satisfactory.

27. Policies and schemes of work are in place for most subjects. Some policies, such as that for mathematics, are outdated and currently under review in the light of recent National Curriculum initiatives. The curriculum is well planned to provide a wide range of educational experiences for pupils. Since the last inspection, clear improvements have been made in relating medium- to short-term planning consistently throughout the school. There is a whole school policy for guiding teachers' planning to ensure that pupils receive a smooth progression in their learning experiences in each subject, with the exception of information and communication technology. In most lessons, the day-to-day planning is good, with learning targets being clearly identified. One notable feature of the planning is the way in which links are made across subjects, for example between geography and science in Key Stage 1.

28. The governors have published a statement about sex education in the school, but they are currently pondering their position with regard to formulating a sex education policy. An anti-drugs education policy is linked to a personal, health and social education policy. The curriculum provides equality of access and opportunity for all pupils, regardless of gender, ethnicity and social background. The special educational needs Code of Practice is applied and the provision for pupils with special educational needs is good overall and meets statutory requirements. A suitable range of extra-curricular activities is provided, and includes sport and musical activities. The school makes good use of specialist, peripatetic, instrumental teachers for brass and violin.

29. There has been good development in assessment procedures since the last inspection. At both key stages, links between planning and assessment are developed well to ensure the provision of a challenging and interesting curriculum. Assessment procedures for pupils new to the reception class are well established. Non-statutory testing is used regularly in Years 3, 4 and 5, and statutory tests are set at both key stages. The results of tests are carefully analysed and are used appropriately to focus co-ordinators' and teachers' planning. A more detailed record of pupils' attainment, suitably linked to National Curriculum levels, is maintained in the core subjects. Data from test results are meticulously analysed and used effectively to organise support and to set targets for English, mathematics and science attainment. For example, following an analysis of last year's results, the school has identified writing in English as a focus for development. Information is also used to identify pupils who may have special educational needs and to provide appropriate support. More recently, assessment procedures have been introduced to monitor progress in the Literacy project. A separate cohort tracking file is maintained in which the performance data of both individuals and of specific groups is recorded for reference purposes. Individual pupils' portfolios of work are kept and present a clear picture of progress in English, mathematics and science. Annotated samples of other pieces of work are sometimes kept, though there has not been the same emphasis on collating work related to information and communication technology.

30. The school has a marking policy but this is not consistently applied. The quality of marking is variable, and in many cases does not give pupils effective targets for future development. Teachers maintain records of pupils' reading and spelling progress, and a home/school reading diary ensures good links with parents. Teachers are helped to know their pupils well through the quality and use of day-to-day assessment.

36.

36. Pupils' spiritual, moral, social and cultural development

31. The school makes sound provision overall for pupils' spiritual, moral, social and cultural development. Provision for spiritual and moral development is good, and satisfactory for social and cultural development provision.

32. The good provision for spiritual development resides in classroom practice and the quality of the displays around the school, and is an improvement on the sound provision reported at the time of the last inspection. Reflection in assemblies, which is generally cursory, does not make a strong contribution to this aspect of the pupils' development. 'Circle' time is well used in some classes when pupils are encouraged to discuss their thoughts and feelings about their experiences. For example, children in the nursery talk about what they are afraid of, which helps them to become self-aware and to appreciate that other people have similar feelings. In Year 1, pupils explore their feelings about their special toys and, in Year 4, pupils discuss how they cope with change in their lives. Through their involvement with the a charitable project, Year 2 pupils come to an appreciation of the importance of family love when they compare their own homes and families to the home circumstances of the African boy the school is supporting. In Years 5 and 6, pupils have opportunities to explore and express their feelings and the wonders of the world through poetry and other forms of personal writing. For example, pupils in Year 6 consider the responses of individuals caught up in the two World Wars. The school's approach to writing across the curriculum provides many such opportunities for pupils to find out about themselves and the natural and human world around them in a spiritual way. The religious education syllabus introduces the pupils to range of beliefs, for example through displays about Diwali. However, different customs are not always presented in a way that encourages appreciation and respect, because not all of the teachers are sufficiently aware of the importance of this aspect of the pupils' development. The school does not provide a very strong lead overall in this respect. Although the school's mission statement refers to the pupils' spirituality, this is not a prominent feature of its aims, and the various strands of good provision are not pulled together to give a coherent spiritual dimension to the whole school.

33. The school promotes good moral values and teaches its pupils to distinguish clearly between right and wrong on the basis of Christian principles, maintaining the good standards reported at the last inspection. Parents strongly appreciate the moral values that the school embodies. Assemblies are used effectively to illustrate good moral behaviour through stories from the Bible and a wide variety of other sources. Teachers set a good moral example through their dealings with each other and with the pupils. The school's code of conduct relies for its effectiveness on positive relationships and respect for others, rather than on reward for good behaviour and sanctions for poor behaviour. Further opportunities to develop and extend good relationships are offered throughout the curriculum. For example, pupils in the nursery talk about what they like to take on picnics, and discuss the pleasure of sharing.

34. In many lessons, pupils work in pairs and groups for some of the time, giving them the experience of co-operating and collaborating towards a shared goal. A range of monitoring responsibilities is delegated to the pupils as they move through the school. In addition, they are given increasing freedom to prepare and present class assemblies. The school's programme of visits and extra-curricular activities extends the range of opportunities for pupils to meet people in different contexts and to take leading roles in a group. These activities contribute positively to their preparation for secondary school and adult life. In some classes, the pupils study community involvement and citizenship. For example, they compare the different roles that adults play, such as nurses and community police officers, with their own membership of clubs and groups outside school.

35. Provision for the pupils' cultural development is satisfactory. The curriculum is used effectively to convey cultural values and celebrate cultural achievements. Pupils are given opportunities to see paintings by various famous artists and listen to music by different composers on a daily basis. For example, a vibrant display of the pupils' paintings in the style of David Hockney brightens up one of the classrooms, and each year a group of pupils visits the Yorkshire Sculpture Park. During assemblies, pupils listen to recorded music of the great composers, for example different tracks from a jazz suite by Shostakovich. Trips to the theatre have been organised, and visiting theatre groups perform in school. Visiting performers include Indian musicians and dancers. The school provides further insight into the cultures of different countries through the geography curriculum and an 'Action Aid' project. However, the contributions that different cultures make to life in Britain are not as extensively highlighted and explored as they could be to help prepare the pupils fully for life in a multicultural society.

41. Support, guidance and pupils' welfare

36. Provision for the educational and personal support and guidance of pupils throughout the school is good overall. A rigorous programme of assessment and pupils' personal development formally monitors pupils' academic progress and attainment. This programme is effectively undertaken by class teachers and the headteacher, and by informal observation of pupils facilitated by the positive relationships which pervade the school. A draft scheme of work is used to promote pupils' personal, social and health education across the curriculum, but its effectiveness now needs to be monitored to ensure that all pupils are receiving the appropriate level of input. A good contribution to pupils' personal development is made in those classes which make regular use of a 'circle time' approach. All pupils are well known to staff and there is a good system to identify and monitor those pupils who may be causing concern, including those pupils with special education needs. The school monitors pupils with special educational needs very effectively from the nursery onwards and organises appropriate support for them.

37. Whilst attendance is actively promoted through the prospectus and other information to parents, the school's records of attendance for past years do not always provide adequate information in relation to unauthorised absences for holidays. The school is actively discouraging parents from removing pupils for family holidays during term time.

38. The school's behaviour policy contains clear guidelines for dealing with poor behaviour, with a good emphasis upon the use of praise. There is a sound anti-bullying policy which again provides clear strategies for staff to use both as prevention and as action against bullying. There is good use of a serious incident book to record all forms of poor behaviour, including racist incidents and bullying. Many staff are imaginative in their dealings with behaviour problems and these are usually dealt with quickly and effectively.

39. The school does not have any written formal procedures in relation to child protection. There has been whole school training for the staff on the subject and there is an appropriately nominated child protection teacher. However, not all staff are aware of the unwritten procedures, and this is a weakness.

40. The school provides a safe environment for pupils, and buildings and grounds are maintained to a high standard. Day-to-day procedures for first aid and for caring for pupils who are unwell are satisfactory. There is good adherence to safe working practices in the classrooms. As recorded in the last report, there remains an issue of the safety of pupils in the car park at the beginning and end of the school days, despite the efforts of the school management to improve the situation.

46. Partnership with parents and the community

41. A significant number of parents have concerns about the quality of the partnership that the school has with parents. For example, they are not happy with the amount of information that they are given about their child's progress, nor are they satisfied that the school encourages them to play an active part in the life of the school. The inspection finds that the school provides good quality information to parents about its work, both through the prospectus and governors annual reports to parents, and the regular newsletters which give information relating to specific events. Copies of the most recent information sent home are available at the front entrance to enable parents to check that they are receiving letters from the school. Sound information concerning the curriculum is provided on a half-termly basis and is displayed in classroom windows along with other notices, such as requests for materials or equipment. The school tries to deal sensitively with complaints.

42. Parents of pupils with special educational needs are kept well informed and regularly consulted about their child's progress. All parents are invited to annual reviews, and currently all attend. Involvement of parents is good in practice.

43. Annual reports to parents about their child's progress provide good information about attainment and progress in English, mathematics and science, and identify areas for improvement. However, they do not always clearly define pupils' progress in information and communication technology, or in the other subjects of the curriculum, nor provide clear individual targets. There is good provision for parents to meet with class teachers on a termly basis to discuss their child's progress should they wish to do so, and teachers make themselves available to talk to parents at the end of the school day.

44. Parents are encouraged to become involved in the school through an active parent/teacher association which raises funds for the school and organises social events. Parents were consulted about the recently formulated home/school agreement, and there has been a recent

audit of parental skills to help the school make better use of particular expertise that many parents can offer. Several parents currently help in the school, but since the introduction of the literacy and numeracy hours their help has been restricted to the afternoon sessions, when it is felt that their contribution has a more positive impact on pupils' progress. The school has taken a decision that only members of the staff should accompany educational visits and outings, because the behaviour of some pupils had deteriorated when their parents accompanied such visits. During the week of the inspection, parents of Year 4 pupils were invited to a performance of their children's project work in music from the Tudor period.

45. Pupils receive regular homework in line with the school's homework policy, and most parents actively support their children in this work. Many also support their children in their school studies with carefully chosen visits in their own time to places of interest, and in the provision of relevant books.

46. The school's links with the community are good. Links with both St. John's church and the local Methodist church are good, and pupils make good use of the local area for study, for example by a visit to Oakwood. Good use is made of local sporting organisations to provide extra-curricular activities. Links with Roundhay High School are particularly beneficial in providing a smooth transition for pupils moving there for their next phase of education, and also in providing additional curriculum support. For example, Indian musicians from Roundhay High School visit the school, and science, maths and English teachers provide a morning of lessons in Year 6. There are appropriate links with the local police and the school makes good use of the local library. All this provision makes a positive contributions to pupils' personal and academic development.

52.

52. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

52. **Leadership and management**

47. The school is well managed and has made good progress in addressing the issues raised in the last inspection. The headteacher has a clear vision for the school, firmly centred on raising standards. She is working energetically and with steady determination in difficult circumstances to achieve this end. The acting deputy head, staff and governors give good support, and there is a positive commitment to teamwork. Under the headteacher's very strong leadership, the school has enjoyed the success of steadily rising attainment, against a background of lengthy and continuing difficulties over staffing. The main difficulty has been the long-term absence of the deputy headteacher. The problem is now in its third year and remains unresolved. As a result, a senior member of staff has been obliged to act as deputy head for over two years. The job description has been revised to take account of the temporary nature of the placement, and the holder has been successful in the role. However, this is a heavy load because she remains a full-time class teacher and the co-ordinator for English. In addition, a significant number of teachers are on temporary appointments, in part because of the lack of a permanent deputy head. The continuing need to resolve staffing problems is putting the school management under great pressure, though it is to the credit of all concerned that standards have risen during this time. The school has a satisfactory capacity to improve, but its potential is hampered by the lack of a permanent senior management team. The present uncertainties continue to cause parents, staff and governors anxiety.

48. There has been a good improvement since the last inspection in developing the roles of co-ordinators and involving them in the management structure. Co-ordinators now have appropriate job descriptions and play a significant part in monitoring the curriculum and pupils' attainment. They have recently been given release time from class teaching duties to develop their roles. The temporary teachers show strong commitment to the school; one has taken on a co-ordinators' role. However, breaks in continuity have put pressure on some aspects of provision, particularly that for information and communication technology.

49. The governing body has successfully supported the school during its difficulties, and it fulfils its statutory duties. Regular reports by the headteacher and subject co-ordinators keep the governors well informed, so that they are able to form a strategic view of the school's development. Sub-committees meet regularly, and the curriculum committee is beginning to gain a clearer view of the work of the school. Named governors oversee provision for literacy, numeracy, and pupils with special educational needs. There is no scheme to involve governors in monitoring class teaching. Governors have recently reviewed the policy for homework. They need now to develop a formal agenda to guide their monitoring of the full range of the school's policies and curriculum documents.

50. The curriculum and quality of teaching are well supported and monitored. The headteacher gives a very effective lead in setting standards for the quality of teaching. She gives good support by regularly teaching classes in music, where there is a shortage of staff expertise. Standards of teaching in the literacy hour have been raised because the headteacher has observed teaching in all classes and given advice. The local education authority adviser has given further support. Arrangements for professional development are now co-ordinated by the acting deputy headteacher, and management of this aspect has improved since the last inspection. Training is linked to needs identified in the school development plan. National initiatives in literacy and numeracy have properly been the recent focus, but further input is needed in information and communication technology.

51. Co-ordinators play a very positive role in developing the schemes of work and resources for their subjects. Curriculum planning is well supported because the headteacher monitors medium-term plans at the start of every half term, and the success of long-term plans is reviewed by all staff at the end of the year. The headteacher analyses attainment in English and mathematics very thoroughly, to identify gender and ethnic issues, to compare attainment with that of other schools, and to track the progress of each year group through the school. From this analysis, she writes a perceptive commentary for all staff, to explain the implications for teaching through the school. This is a significant strength in her leadership. Such close analysis of attainment has not been extended to other subjects, although monitoring of standards is now part of the role of co-ordinators.

52. The school is making good progress in meeting the wide range of aims expressed in its mission statement. All staff are consistent in stressing the importance of high standards in attainment and behaviour and, as a result, pupils understand and respect the school's aims. In general, the major aspects of the school's work are guided by well-informed policies, but there is no formal programme to guide staff and governors in a thorough and regular review of all policies. As a result, some policies are now out of date, such as those for mathematics and information and communication technology. Others are inadequate or unclear, such as that for child protection.

53. The school has a good development plan, and the process has been significantly improved since the last inspection. The plan is clearly focused on raising attainment through improved provision. Costs are clearly identified in terms of the time and resources needed to achieve success, and persons responsible for leading initiatives are identified. Subject co-ordinators play an important role in suggesting targets for the plan, and in evaluating the effectiveness of action taken, in relation to standards of pupils' attainment. National initiatives in literacy and numeracy have been given appropriate priority, and official strategies have been effectively implemented. Nevertheless, the plan has not given enough attention to the development of information and communication technology to ensure that provision meets revised national expectations. The plan is now in the third year of a four-year life, and new long-term targets now need to be added. The school has recently adopted a formal process of self-review, in consultation with the local education authority. This procedure is proving very useful in identifying areas of concern to be included in the development plan, and it is to be applied annually.

54. The school has a good ethos. Staff share high expectations for attainment and behaviour. They give pupils strong encouragement to do their best, and demonstrate good role models in their commitment, hard work and enthusiasm for learning. All pupils are given equality of opportunity, and those with special educational needs and those from other ethnic backgrounds are well integrated. Provision for pupils with special educational needs follows the official code of practice and these pupils make good progress. Overall, pupils respond well to the thoughtful, caring management that shapes their education. They have very positive attitudes towards learning, and enjoy the opportunities the school provides.

60. Staffing, accommodation and learning resources

55. There is a sufficient number of suitably qualified staff to match the demands of teaching the National Curriculum in a primary school. Most year groups are in classes of thirty pupils or less. The largest year group of 39 pupils in Year 4 has been divided into two separate classes with two full time teachers allocated. In this way, teachers are deployed to ensure that all pupils receive appropriate attention, including pupils with special educational needs. However, the temporary appointment status of a significant number of the teaching staff makes it difficult for the school to implement a range of important initiatives. For example, not all curriculum subjects have been assigned co-ordinators, even though the role of the co-ordinator has been further developed since the last inspection. The initial qualifications of some staff do not directly match the subjects of the National Curriculum for which they now hold responsibility, but the majority of teachers have attended suitable courses to support their curriculum responsibilities, particularly in literacy and numeracy. The school recognises there are still specific weakness in some teachers' ability in information and communication technology, which limits pupils' attainment and progress in the subject.

56. All staff have been issued with appropriate job descriptions which are related to the priorities for development identified in the school development plan, and procedures are in place for them to monitor through the school the quality and standards of those subjects for which they are responsible. Procedures for formal teacher appraisal have been in abeyance whilst the school awaits the publication of revised national recommendations. However, the headteacher does undertake some monitoring of teaching and learning in lessons, and offers feedback to teachers. Arrangements for the mentoring of newly qualified teachers by the

headteacher are established and provide effective support to the staff.

57. All the support staff are suitably qualified and are successfully encouraged by the school to develop their expertise in managing and supporting pupils. They have appropriate job descriptions and are suitably directed to follow the classroom planning to meet the needs of the pupils; in most cases, planning is undertaken in partnership with the teachers. Specialist peripatetic instrumental teaching provides good quality support to promote some pupils' learning. Voluntary helpers are welcome, and a good number of parents support work in the classroom and in extra-curricular activities. The school makes good use of visiting students to further support learning.

58. The school's accommodation provides a good learning environment for primary aged pupils. The site superintendent and his cleaning staff maintain the school building and its surroundings to a high state of cleanliness and order. Despite the difficulty of accommodating pupils and parents for assemblies, the hall is used for a range of activities, and the well stocked compact library has sufficient space for both fiction and non-fiction sections. The internal appearance of the school is enhanced by the attractive displays of pupils' work in classrooms and corridors. The unusually high number of pupils in Year 4 means that some shared space cannot be used for its originally planned purpose, but the temporary system works effectively. Playground markings on the hard core surfaces assist pupils' games, although the area of the hard-surfaced playground is rather cramped for the number of pupils. A substantial secure outside area is used regularly by the nursery, and the reception class has a similarly secure outside space. Whilst the school does not own playing fields, pupils benefit from the adjacent substantial park to support their physical education and extra-curricular games activities.

59. The provision of learning resources is good overall, despite some shortages. Most curriculum subjects are supported by a good range of quality resources, except in information and communication technology, where the range of computers and software is under review and is in need of upgrading. The school makes good use of outside agencies, such as the local authority loan services, to provide many good quality artefacts and books. Regular class visits to local places of interest enhance the resources available to the school.

65. The efficiency of the school

60. Overall, the efficiency of the school is good. The quality of financial planning and control is good and the school makes efficient use of most of its available resources. All the key issues raised by the last inspection relating to efficiency have been addressed and good improvements have been made.

61. The headteacher and governing body now plan improvements based on clearly defined educational priorities. Subject co-ordinators contribute to the process by submitting plans for improvements in their own subjects, including staff development. A realistic time-scale is applied to each improvement target and success criteria are stated. The governing body undertakes a monitoring role to ensure that the plans are implemented, and in many cases there are measurable criteria for success. For example, improved results in national tests reflect the success or failure of moves to raise standards in the core subjects. In some cases, the development plan timetable is not being kept to, but this is largely due to the delay in establishing a permanent senior management structure which is necessary to keep all the

various strands of development on course. The setting up of the school's own admission

appeals procedures has stabilised the projected admissions on which the school's income depends. However, because of the nature of its catchment area, the school loses pupils each year as a result of family mobility, which leads to a steadily declining income. This problem has not yet been addressed. The school is currently sustaining a large year group by employing an extra teacher. The governors had planned for this by allowing the extra expenditure to bring the budget surplus down from a high to average level. However, the unusual expense of keeping temporary staff on role pending the outcome of a long term staff absence has undermined this careful planning, leaving the school vulnerable to deficit.

62. Efficient use is made of available resources to improve standards in all subjects, except information and communication technology, where a lack of teacher expertise limits the use made of the available computers. Teachers are sensibly deployed to maintain single-age year groups. Temporary co-ordinators make a good contribution in the circumstances, often meeting the responsibilities of their posts as if they were permanent. For example, the provision for special educational needs is being re-organised and improved by the efficient work of a temporary co-ordinator who is seconded from her normal class teaching role. The classroom assistants appointed to support pupils with Statements of Special Educational Needs make a very efficient contribution to progress because they provide good support to other pupils in the course of their duties. The extra funds allocated to the school for special educational needs are used up entirely in this provision.

63. The accommodation is well used. Classroom space is used effectively to accommodate the extra-large Year 4 group without impeding other classes. The hall is put to good use for physical education and dining, as well as assemblies and lessons involving more than one class, for example during the Year 4 music day. The library and group-teaching area are used effectively to support learning. Teachers responsible for the under-fives make very good use of the outdoor areas to provide a balanced programme of physical development, and the pupils in the rest of the school benefit from good use of the adjacent field for cross-country running, football and other physical education activities.

64. The quality of financial control is good. The governors monitor the budget through monthly reports and set clear, appropriate limits on the amount the headteacher can spend or transfer to different budget headings without their authorisation. There has been no external audit of the school's finances since just before the last inspection, and the recommendations of that audit have been implemented. The two part-time secretaries have clearly defined and separate roles, which they fulfil very efficiently, ensuring that the headteacher and governors have all the information they require on finances and pupils. The day-to-day administration runs very smoothly, leaving the headteacher free to concentrate on educational and pastoral matters.

65. The pupils have above average attainment on entering the school, but they make good progress and maintain positive attitudes and good behaviour. When account is taken also taken of the good standard of teaching and the pupils' good personal development, the school gives good value for money despite its relatively high pupil unit costs.

71. PART B: CURRICULUM AREAS AND SUBJECTS

71. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

66. Children under the age of five are taught in the school's nursery on a part-time basis, and in the reception class full time. Children enter the nursery when they reach the age of three. Currently there are 52 children on roll, who attend either each morning or afternoon. About half of the children transfer to the reception class, which has a September and a January intake. The rest of the children transfer to other schools in the locality. Most children's attainment on entry to the nursery is broadly in line with what might be expected of children of this age. By the time they are five in the reception class, nearly all children reach the desirable outcomes for children of that age, but most exceed the expected outcomes in terms of their personal and social development. They make sound progress in most of the nationally-agreed areas of learning, but make good progress in their personal and social development, knowledge and understanding of the world, creative development, and in their ability to speak and to listen.

72. *Personal and social development*

67. Children quickly learn to co-operate in groups, and to work with confidence on their own. They share and work well together with each other, for example when using a range of equipment outside to make a rocket, or when sharing tricycles to follow an imaginary road. Children settle quickly at the beginnings of sessions, confidently deciding on the tasks that they are going to undertake. They look after equipment, handle books with care, and concentrate on their tasks for long periods of time. When it is time to clear away, they do so sensibly and with the minimum of fuss. In 'circle time', it is noticeable how most children take a keen interest in what others have to say. They increasingly respond well to adults' questions, and think carefully before speaking. In this way, friendships are nurtured so that, by the time they become five, most children work and play in complete confidence with each other, organise themselves well, and take sensible decisions. All children stop work and listen to their teacher on command.

73. *Language and literacy*

68. Children make sound progress in the area of language and literacy. They handle books on a regular basis, and are fascinated by stories and rhymes they hear. In the nursery, a few children begin to read simple texts so that, by the time they are in the reception class, some children recognise words with a competence normally expected of older children. In both the nursery and the reception class, children make good use of computers to 'read' their own stories. These interactive displays, together with good opportunities to listen to stories read by adults, ensure that children quickly learn about the nature of books. By the time they are in the reception class, most children can write their own name; some can write their friends' names. A few children competently copy their teacher's writing, for example about their favourite toys. Most children have good speaking and listening skills. For example, in one of the regular 'circle times' in the nursery, many children confidently contributed to a discussion about 'what I like on a picnic'. In another example of children's competence in language and literacy, reception children understand the concept of rhyme when they discuss rhyming couplets, such as 'tricks' and 'bricks'. Good use is made of role-play to develop language. For instance, the role-play corner has been set up to represent an airline cabin and a duty free shop. It is currently arranged as a small home where children take on roles and activities to do

with family life.

74. *Mathematical development*

69. Progress is sound in the area of mathematical learning. By the time they are five, most children can count and know the names of numbers up to ten. Some children make good progress, and can accurately add together in their heads small numbers to ten. Children in the nursery are given a good grounding in numbers, and much of the conversation between adults and children has a positive effect on children's mathematical learning. For example, good use is made of counting rhymes which children learn quickly, such as '5 currant buns'. They count toy soldiers in the sand tray, measure out ingredients to make chocolate sauce for croissants, or begin to learn about fractions when they hear how the 'Hungry Caterpillar' bit apples in half. Most pupils can name simple two-dimensional shapes, such as a circle or a triangle. In the reception class, most children recognise single digit numbers, and some children can write the numbers to ten. However, they still write some figures the wrong way round. Children learn to use mathematical language correctly, such as 'longer than' and 'bigger than' when they compare shapes they have made from malleable materials.

Knowledge and understanding of the world

70. Children make good progress in developing their understanding of the world around them. They are beginning to know the days of the week, and the month in which their birthday falls. They gain a good sense of chronology when they compare old and new toys. For example, one girl in the reception class used the word 'rusty' to describe something which is old. Some talk with confidence about what they did yesterday or a few days ago. In the reception class, children use a range of resources to develop their geographical skills. For example, they know what a map is and what it is used for, and some children can describe the route they take to get to school. Children know about and experience celebrations, such as Diwali, and learn about the natural world when they go on a walk to nearby 'Oakwood'. Children are used to computers and can name the various parts. They are familiar with cassette recorders and headphones, which they use in the listening centre to follow a story. They plant seeds and watch them grow. They look at and talk about animals, for example the site superintendent's dog which he brought into the nursery.

76. *Physical development*

71. Satisfactory progress is made in the area of physical development. Children practise their fine motor skills and become adept in controlling equipment, such as paint brushes, pencils and modelling equipment. They spread butter on to bread for their morning snack, and fashion play putty into various shapes, using a press or a rolling pin. Their hand-to-eye co-ordination progresses well and they mould, use scissors, cut and stick with increasing fine control. Children in the nursery have good opportunities to practise and perform dance sequences, for example when an adult experienced in Indian dance led them. They show good levels of competence when they peddle a range of tricycles and other wheeled toys. In the reception class, pupils show a good awareness of different parts of their bodies, and move around the classroom with care and a good perception of available space.

77. *Creative development*

72. Progress in creative development is good. By the time they are five, all children know the names of the primary colours; many can name a good number of secondary colours. In the nursery, children confidently explore paints and paint mixing. There were some good examples of cut out, painted, autumn leaves which showed the use of an interesting range of colours and shades. By the time they are in the reception class, most children can produce good quality drawings and paintings of themselves. Children take a particular interest in their drawings and paintings when the stimulus is to do with a topic they are studying. For example, they drew their favourite teddy, doll or bicycle after talking about their favourite toys. Some of these paintings showed some understanding of proportion and shape. Children learn songs which they accompany with actions, such as clapping to create rhythmic patterns. Their co-ordination and skills improve as they play simple percussion instruments to accompany their singing, or clap in sequence around a circle.

73. The teaching of children under the age of five is mainly good, both in the nursery and in the reception class. There is no unsatisfactory teaching. The staff have a good understanding of the needs of these children, and plan a good range of experiences which promotes children's progress in all the recommended areas of learning. Work is planned carefully for the term and for each day, and the work designated for support staff and adult volunteers is clearly identified. Work in the reception class is well planned to promote development in Key Stage 1 of the National Curriculum as children become capable of such work.

74. Those who teach the under fives work well together, including the nursery nurses, students and other volunteers. Planning is undertaken both within each class and across the two classes to ensure that there is a smooth progression in pupils' learning. Teachers make very good use of available resources to support the planned activities, including the use of the local environment and of visitors to the school. For example, an air hostess recently visited the nursery to talk about her work. Good use is made of assessment to identify children's attainments and to help focus teachers' attentions on individual needs. All staff have high expectations of children to achieve, and every effort is made to enhance children's personal and social development so that they become confident to take part in all that is on offer and to learn.

80. **ENGLISH, MATHEMATICS, AND SCIENCE**

80. **English**

75. In the 1999 National Curriculum tests at the end of Key Stage 1, the proportion of pupils reaching the expected level (Level 2) in reading and writing was very high when compared with all schools and with schools whose pupils are from similar backgrounds. The proportion reaching the higher level in reading was also very high, but fewer than average reached the higher level in writing, and this was also the case in 1998. Nevertheless, the 1999 results were an overall improvement on the previous year. Standards have risen each year since 1996, remaining consistently well above the national average. Evidence from the present inspection indicates that the attainment of pupils presently in Year 2 is very good in reading, good in speaking, and average in writing and listening.

76. In the 1999 national tests at the end of Key Stage 2, the proportion of pupils reaching the expected level (Level 4) or higher was well above the national average in reading and writing. The proportion was also well above the average of schools whose pupils are from similar backgrounds. These results were an improvement on 1998, with a significant increase in the number of pupils reaching the higher level in writing. Attainment has been above the national average since 1996. Inspection evidence indicates that the attainment of pupils in the present Year 6 is well above average in reading and writing, and above average in speaking and listening. Attainment in English is higher than in mathematics and science.

77. Standards in listening are satisfactory by the end of Key Stage 1. The majority of pupils listen carefully to their teachers, but the attention of some wanders when teaching is slow or not well focused. Some pupils do not listen patiently to others or wait for their turn in discussions, though pupils generally respond quickly to teachers' instructions. Standards in speaking are good. Pupils talk confidently in informal discussions, expressing themselves clearly in standard English. Those with higher attainment give longer answers, and most do so when prompted by the teacher. In the best lessons, teachers show considerable skill in controlling pupils' enthusiastic talk without repressing their interest.

78. Pupils make good progress in listening and speaking in Key Stage 2, and standards at age eleven are good. Pupils listen carefully during the first part of the literacy hour, taking full part in structured discussions. They collaborate well with others in group work. By age eleven, most use formal language appropriately when explaining their reasoning to the class. They are confident in speaking to larger audiences for different purposes. Opportunities to extend their experience of speaking roles through drama are infrequent. Nevertheless, in a Key Stage 2 assembly, a group of Year 6 pupils confidently performed a play they had written. They projected their voices clearly and expressively, and responded well to others on cue.

79. Standards in reading are very good at the end of both key stages because substantial time and resources are given to this aspect and progress is carefully monitored. Pupils make very good progress in reading in Key Stage 1. They are systematically taught the relationship between letters and sounds. Reading materials are carefully graded so that pupils at all levels gain confidence in sounding out unfamiliar words. By age seven, most pupils read aloud with a very good level of understanding. They talk confidently about the plot and characters, and give good reasons for their reading preferences. They are confident in finding facts in information books. Most pupils read at home frequently, encouraged by their parents.

80. Progress in Key Stage 2 is good, so that, by age 11, most pupils read a wide range of fiction and non-fiction books with understanding. The majority read longer texts silently with good concentration. Their ability to explain the meaning and make comparisons with other books is well above average. Those with high attainment explain authors' techniques and their intended effects. Most pupils have developed reading preferences, and choose books that are challenging. The school takes pupils to a local library and many visit regularly with their parents, but the pupils interviewed were not confident in explaining how to find books in a library.

81. In Key Stage 1, pupils make satisfactory progress in writing, and almost all reach the standard expected of pupils aged seven. However, many lack confidence in writing at length independently. In this respect, standards of pupils presently in Year 2 are lower than the results of the 1999 National Curriculum tests suggest. Most pupils write with adequate control by age

seven, with well-formed letters, though few achieve a joined style. However, they have a wide vocabulary and standards of accuracy in spelling and punctuation are good.

82. Pupils make very good progress in writing in Key Stage 2, because teachers' expectations are high and pupils are given many opportunities to write at length for a wide range of purposes, both in English and in other subjects. Standards are very good by age eleven. Pupils produce perceptive poetry in a variety of styles, and stories using techniques such as dramatic speech to hold the reader's interest. The careful attention to accurate description begun in Year 2 is very well developed, so that Year 6 pupils write telling thumbnail descriptions of people in portraits, linked to their studies in art. Literacy hour discussions show that pupils have a very good knowledge of grammar. There is a good policy for the teaching of spelling, and teachers have high expectations for accuracy. Most pupils proof-read their own work with confidence. Consistent expectations throughout the school ensure that pupils learn to take care over presentation.

83. Pupils with special educational needs make progress in line with that of other pupils in both key stages. Teachers plan lessons and organise their classrooms so that these pupils have appropriate work and adequate support whilst taking a full part in the planned curriculum. Less proficient readers are given additional individual instruction in letter-sound relationships so that their progress is maintained.

84. Pupils' high attainment in literacy supports their progress in other subjects. They use information books effectively to locate key facts. They write clear and well illustrated explanations of their reasoning. The best work blends a strong personal response with a confident use of technical language, as in the science commentaries by Year 5 pupils in their studies of light. In all subjects, pupils' written work is generally carefully constructed, coherently argued and attractively presented.

85. Pupils' attitudes to English are generally good, and very good when teachers catch their interest, for instance with a dramatic reading. Attitudes towards reading of all kinds are very good. Pupils in both key stages co-operate well in discussions of the shared text. Most pupils in all classes work hard and behave well, though some younger pupils have difficulty settling to work independently. Standards of concentration improve considerably from Year 4 onwards, and they are very good in the upper years. As a result, all pupils are able to concentrate on individual tasks, and the rate of progress increases significantly. Pupils increasingly take responsibility for their own standards, and they are proud when their best work is shared with others in displays and class anthologies.

86. Teaching is satisfactory or better in Key Stage 1, and one very good lesson was observed. A key feature of the very good lesson was the enthusiasm the teacher showed for the rich variety of words to describe sense impressions. Pupils caught her enthusiasm and delighted in the music of rhymes and other sound effects in the language. The teacher controlled their excitement very skilfully, so that it was channelled into vocabulary building in the independent work that followed. In another lesson which was otherwise satisfactory, the pace became too slow when the inattentiveness of some pupils distracted the teacher. The work that pupils produced independently was inconsistent, because targets for quantity and quality were not clear enough and pupils were not kept on task effectively. Standards of writing are satisfactory by age seven, but expectations for extended writing through the key stage are not high enough, and the present scheme of work needs to be reviewed.

87. In Key Stage 2, half the teaching is very good, one third is good and the remainder is satisfactory. Pupils are interested in the lessons because teachers make imaginative choices of books and other resources. Teachers interact well with the class to explain the language features of examples and so extend pupils' knowledge. Practical tasks are generally well organised, though across the school there are variations in the way teachers focus their attention during group tasks. In some classes, groups do not work well when they are supposed to be independent. Lower attaining groups have difficulty when tasks are not structured well enough, or they are not given clear targets to meet, or the teacher does not monitor their progress at a distance to keep them on task. This is less of a concern when teaching assistants are available, because they give very effective support during group tasks. Pupils' standards of accuracy are generally high for spelling and punctuation, but few teachers consistently expect the use of dictionaries during drafting or allow time for pupils to proof-read their work before handing it in.

88. Teachers generally reinforce the lesson's targets during the final whole class review, but this phase is often too brief. The school needs to reconsider how to make best use of the review phase. Marking of pupils' work is thorough. Teachers give encouragement well, but generally not enough is asked of pupils in response to the marking, such as corrections or further work on the weaknesses identified. However, good use is made of homework to extend reading and spelling skills, with other spoken or written assignments at times.

89. Teachers across the school have worked hard to master the requirements of the National Literacy framework, and they have good subject knowledge. The best lessons are planned in detail, and lesson targets are shared with pupils at the start of the lesson so that all work to a common purpose. The targets are reinforced through the stages of the lesson and, in the best lessons, they guide teachers' assessment of pupils' progress. Teachers offer good models of language in their own speech and when writing on the board. Many read aloud dramatically, helping pupils to understand and raising their interest in books. Good examples of the written word are very well displayed around the school.

90. The subject is well managed. The National Literacy Strategy is in place, and all classes now have a literacy hour in their timetable each day. Substantial additional time is given to reading each week. The quality of teaching has been monitored effectively by the head teacher and a local authority adviser. Teachers show strong commitment to increasing their effectiveness by sharing best practice. The curriculum is particularly effective in coverage of reading and the range of writing in Key Stage 2, but more detail is needed on how speaking skills are to be developed through the school.

91. Assessment procedures are good, and those for assessing reading have improved significantly since the last inspection. The development of extended writing in Key Stage 1 and early Key Stage 2 needs to be monitored more closely. Nevertheless, attainment is rising because assessment information is closely analysed so that teaching and resourcing can be quickly adjusted to meet pupils' changing needs. For instance, it became apparent early this year that Year 5 pupils were unlikely to meet the targets set for them, so the class is being given additional support. Resources for reading have been greatly extended since the last inspection and are now very good. They include a wide range of information books and a structured reading programme to improve the comprehension skills of older pupils. The subject makes a very positive contribution to the ethos of the school.

97. Mathematics

92. In the 1999 end of key stage tests for seven year olds, the proportion of pupils who reached the expected Level 2, and above, was above the national average. The proportion reaching the higher Level 3 was also above the average. In comparison with similar schools nationally, the average score for all pupils taking the tests was very high. In the 1999 end of key stage tests for eleven year olds, results compared well with all schools nationally. The proportion of pupils who scored at the expected Level 4, or above, was above the national average, and also above the average when compared with schools with pupils from similar backgrounds. The proportion of pupils who reached the higher Level 5 was in line with the national average.

93. At both key stages, standards are consistently above the national average, and the 1999 results showed an improvement over 1998. Inspection judgements confirm that at the end of both key stages, most pupils make good progress and attain standards which meet or exceed national expectations.

94. Most pupils in the reception class identify a missing number in a sequence to ten and some correctly match numbers with objects they have counted. In practical activities, they can count accurately the number of bean bags thrown and record their results appropriately. Higher attaining pupils count on accurately to 20 with the use of apparatus. In Year 1, most pupils 'count on', using a number line, and can add two numbers together. However, only about a third of them recognise written numbers above ten and many make mistakes when writing specific figures. In Year 2, many pupils can add and subtract numbers up to 10 mentally, and some higher attaining pupils extend their knowledge by working with numbers up to 50. They sequence numbers competently, recognise patterns such as an odd and an even series, and explain their reasoning confidently. They are beginning to understand the concept of multiplication as multiple addition. For example, they recognise five sets of two objects both as addition and multiplication. They solve simple problems accurately, though lower attaining pupils find difficulty with simple division when problems are reversed. Pupils make good progress in their experience of data handling. At the end of the key stage, most pupils are able to collect, record and interpret data in the form of block graphs.

95. In Key Stage 2, pupils make good progress in numeracy skills. Pupils in Year 3 extend their knowledge of number using suitable multiplication tables to work out simple problems involving shopping. The majority can use appropriate strategies, but require support when recording remainders to division problems. In Year 4, higher attaining pupils can repeat many multiplication tables both forward and in reverse. Some competently multiply three-digit numbers. Lower attaining pupils use the terms 'factor' and 'product' correctly, though they still require support when these terms are applied to larger numbers. Most pupils in Year 5 can convert units of metric measurement competently to three decimal places, though the lower attaining pupils are uncertain when recording their results as decimetres or centimetres. In Year 6, higher attaining pupils use mathematical instruments, such as a compass and a protractor, to accurately construct triangles and quadrilaterals. They understand how to calculate the internal angles of the different shapes, and use appropriate strategies to check their answers. Overall, pupils in this year group demonstrate good knowledge and understanding of mathematical concepts. Throughout the key stage pupils develop their numeracy skills successfully and are able to apply their understanding of appropriate strategies effectively to problem solving.

96. At both key stages, pupils' attitudes to mathematics are good. Most are enthusiastic about their work and enjoy their lessons. They generally co-operate well and share resources sensibly. They willingly answer questions and contribute their ideas confidently when encouraged to do so. Most pupils work quietly and sustain concentration through their set work. Occasionally, however, small groups of pupils in Key Stage 1 are restless and inattentive, and some disruption of the lesson occurs. Pupils willingly take responsibility for the handling of books and equipment, and treat resources with respect.

97. The quality of teaching ranges from very good to unsatisfactory, but is good overall. Nearly a quarter of teaching is very good, a further quarter is good, and eight per cent is unsatisfactory. A higher proportion of good teaching is seen in Key Stage 2, where some very good teaching is also seen.

98. In most lessons, teachers have positive relationships with their pupils. Lessons are well managed and appropriate use is made of the available resources. The better than satisfactory lessons proceed with good pace and rigour, and deadlines are set for the completion of activities. A wide range of activities to meet the needs of different pupils is provided and teachers' planning contains specific learning objectives. Effective use is made of the end of lesson review to encourage pupils to discuss their work competently. Most lessons contain several of these characteristics. All these characteristics were evident in a Year 6 lesson about drawing and measuring angles. The teacher had high expectations of the pupils, and made clear the importance of the pupils to achieve accuracy and quality in their work. In the unsatisfactory lessons, the pace is slower; some pupils lose interest and their behaviour deteriorates. The style of questioning does not encourage pupils to think mathematically, and higher attaining pupils sometimes do not make sufficient progress because the work is too easy for them. Opportunities for pupils to use computers to support learning are limited in most classes.

99. The curriculum provided is appropriately broad and balanced and meets statutory requirements. It is beginning to be based on the National Numeracy Strategy, and the school has recently implemented the recommended lesson structure. The subject co-ordinator is aware of the need to review the present school policy in the light of recent national initiatives. Good use is made of a range of commercial schemes to help teachers when they are planning their lessons. In this way, they ensure that the curriculum provides a smooth progression in pupils' learning. Since the last inspection, more effective assessment procedures have been established, and these are used well to inform target setting for groups and individual pupils. The school makes effective use of a wide range of resources to support the curriculum, although pupils have too few opportunities to extend their mathematical learning through the use of computers.

105. Science

100. The results of the statutory assessments (by teachers) of pupils at the end of Key Stage 1 in 1999 showed that the proportion of pupils reaching the expected Level 2, and above, was well above the national average. These results followed similarly high results in 1998, where pupils scored particularly high results in their knowledge and understanding of physical processes. The proportion of pupils reaching the higher Level 3 in 1999 broadly matched the national average. Pupils' results were also well above average when compared with pupils in

similar schools. Inspection findings show that most pupils in the current Year2 make sound progress and meet national expectations for their age in the subject.

101. In the statutory tasks and tests taken by pupils at the age of 11 in 1999, the proportion of pupils reaching the expected Level 4, and above, was in line with the national average. In the same tasks and tests, the proportion of pupils reaching the higher Level 5 also met the national average. In comparison with pupils from similar backgrounds nationally, pupils in 1999 attained levels close to the national average. These results represent a significant improvement over the 1998 results, when the proportion of pupils reaching Level 4 and Level 5 was below the national average. Trends over the past four years show a dip in results from 1996 to 1998, but the higher attainment levels seen in 1999 appear to be stabilised. Inspection findings confirm that, by the end of Key Stage 2, most pupils make good progress and attain the national expectation, with a significant proportion attaining the higher than expected level. In both key stages, pupils with special educational needs make satisfactory progress overall, but often make good progress in Key Stage 2.

102. By the age of seven, pupils know that water can exist in the different forms of solid, liquid and gas. They understand the effects of ambient temperature on water, and use scientific words appropriately, such as 'evaporation', to describe how water in puddles 'vanishes'. When setting up investigations into water evaporation, higher attaining pupils understand the need for a 'control' and describe the form it might take. Pupils in this key stage classify materials and decide whether they are hard or soft. For example, they look at samples of metals, plastics, rubber and cotton, and decide how to group them. This work is extended to classifying materials into 'natural' or 'man-made' groups, and most pupils can describe characteristics of each. Pupils investigate magnets and know that they attract only certain metals.

103. Much of the science work in this key stage is undertaken as part of topic work which includes aspects of other subject areas. For example, pupils in Year 2 use African drums to investigate how sounds are made. They find out about animals which live in Africa and compare them with animals living elsewhere, including those commonly seen in this country. Pupils in Year 1 look at a range of lamps from history, and investigate where they get the energy to make light. For example, they know that some lamps need electricity, and that others use oil or wax. One boy in a Year 1 lesson confidently explained how a candle melts wax to make an oil which it burns to make a flame.

104. By the age of 11, most pupils have a good understanding of how the human body works. They describe the functions of some of the more important organs, and explain the relationship between the heart, blood and lungs. They relate the food requirements of carnivores and herbivores to the shape and make up of their teeth, but only the higher attaining pupils have a good understanding of animal classifications. Pupils at this age can name and describe the effects of a range of forces, such as friction, gravity and magnetic. They relate their knowledge of forces to investigations they have carried out. During Key Stage 2, pupils undertake a good range of scientific investigations, and make good progress in writing clearly about what they have found out. However, they have too few opportunities to predict what might happen, or to undertake independently designed investigations.

105. The sound progress that pupils make in Key Stage 1 accelerates in Key Stage 2. This is because more emphasis is placed upon the need to carry out investigations, and pupils have good opportunities to use their scientific knowledge to extend their learning. Topics in science

are revisited on a regular basis. For example, pupils in Key Stage 2 find out more about solids, liquids and gases, and then write at greater length and in greater depth.

Nevertheless, progress for lower attaining pupils is not as good as it could be, because they are too often asked to copy the same written work as that undertaken by the higher attaining pupils. Consequently, lower attaining pupils are often overchallenged, their work is not completed or they do not understand what they are writing, and their learning is not sufficiently extended

106. The response that pupils make to their science lessons is good, and sometimes very good, particularly when lessons include work of a practical nature or first-hand experience. For example, some Year 5 pupils were totally absorbed when they experimented with concave and convex mirrors to see what reflective effect these had on a thin line of light from a torch. Some of the higher attaining pupils in this lesson were motivated to think about and discuss the opposite effects on light of a convex lens and a convex mirror. The great majority of pupils listen attentively to their teachers, and carry out their instructions thoughtfully.

107. The quality of teaching is good overall, with no unsatisfactory teaching. Teachers plan their lessons well to ensure that pupils consider a wide range of scientific facts and concepts. This is a significant factor, which contributes to the improvements in science standards at the end of Key Stage 2. Nevertheless, sometimes teachers are not clear about what it is the pupils are to learn, nor are pupils made clear about the purpose of the lesson. Greater emphasis is now put on the practical aspects of science, and this promotes pupils' progress. However, there is still some way to go before all teachers incorporate this approach to science as an essential ingredient to increase pupils' rate of progress.

108. Most teachers have high expectations of pupils to achieve, a characteristic which is most often seen in lessons where the teacher emphasises the need for accuracy in writing and the recording of results and ideas. This was evident in the Year 5 lesson about the reflection of light. The good lessons are interesting to the pupils and move at a pace which keeps them fully involved in what they are required to do. Just occasionally, as in a lesson in Key Stage 1, the teacher is too easily distracted by some restless behaviour, the pace of the lesson slows, and many pupils lose interest.

109. Work is usually marked, but too often the marking consists of a series of ticks and a few words of praise. Only a few teachers mark pupils' work in sufficient depth or set pupils targets to improve the quality of their work. Most teachers use questioning well at the beginning of lessons to establish pupils' levels of understanding and to consolidate previous learning, but few evaluate at the end of the lesson what progress pupils have made.

110. The subject co-ordinator has worked hard to improve the quality of the science curriculum. A detailed analysis of the results of statutory assessment tests led to revision of the curriculum and to emphasising the need to give pupils more practical investigation opportunities. Teachers' medium-term planning is monitored appropriately by the co-ordinator, and the policy of incorporating aspects of other subjects within science teaching is effective. Few lessons are evaluated in terms of the quality of teaching and learning, but the headteacher rightly sees this as a way forward to further raise standards. Resources for the subject are plentiful, and there is a good programme of renewal and extension as available finances allow.

116. OTHER SUBJECTS OR COURSES

Information and communication technology

111. Standards are below expectations at both key stages. This is because pupils do not have sufficient teaching and practice in the various areas of the subject to be able to use information and communication technology in other subjects of the curriculum. By the end of Key Stage 2, higher attaining pupils use computers for some purposes to the expected level for eleven year olds. They write and edit texts, explore imaginary worlds, enter and store data, and draw shapes to plan. However, the level of competence of pupils in many of these areas depends to a large extent on the amount of practice they have at home. The average and lower attaining pupils in Year 6 have only rudimentary knowledge, understanding, and skills across the subject. Some of them cannot use computers without adult support, and lack confidence in many areas. However, by the end of Key Stage 1, pupils have reasonable keyboard skills and can use a mouse to click on icons and drag pictures across the screen. They draw and ‘paint’ simple pictures on the screen and program a ‘robot’ to carry out simple moves. Nevertheless, their level of skills across the subject is below expectations for their age. These findings contrast with the findings of the last inspection, when standards were judged to be in line with expectations. However, in the interim period, standards have improved in the country generally at a faster rate than they have in the school.

112. Pupils make good progress in some areas in some classes, but overall their rate of progress is unsatisfactory, including those pupils with special educational needs. In the reception class, pupils gain confidence in using computers through regular access to them. They develop skills in drawing simple pictures, using the mouse to select colours, and in drawing shapes and erasing lines and areas. In Years 3 and 4, pupils make good progress in basic word processing skills through direct teaching and opportunities to learn from one another. Effective direct teaching of specific skills also enables pupils to make sound progress in basic data handling in Year 5, but by this time they have a lot of catching up to do to bring their attainment to the expected level. For example, pupils do not regularly use information and communication technology to sort, classify and display information they gather in other subjects, such as weather data in geography. Consequently, opportunities are lost for pupils to make good progress in the direct application of the skills they have.

113. Pupils have positive attitudes to the subject. They enjoy using computers and are willing to apply themselves to difficult tasks when given the chance. They can be trusted to handle equipment sensibly and to take turns equally. They behave well and concentrate on the tasks they have been given. In the reception class, children approach computers with confidence and talk about what they are doing. In some lessons, pupils show that they are willing to share their skills with other pupils who are not as confident as they are, and they work together amicably.

114. The standard of the small amount of teaching seen was satisfactory overall, with some elements of good teaching. Teachers manage the pupils well, give clear instructions, organise access to computers effectively, and check that each pupil understands what is being taught. They also take some opportunities to teach and apply skills across the curriculum. For example, all the pupils in a Year 4 class learned how to load and use a word-processing package in a well-organised literacy lesson aimed at getting the pupils to write clear instructions. Teachers’ medium- and short-term planning shows the intention to teach skills across the programmes of study in each year, but overall they lack the expertise to implement

these plans effectively. The management rightly sees the need for teachers to be trained further in information and communication technology, and has identified this need within the current school development plan.

115. The recently appointed subject co-ordinator brings a good level of much-needed expertise to the planning of the subject. She has organised the available resources to provide each year group with a clear guide to suitable programs for each area of the subject, and has indicated the types of computer on which the programs will operate. However, many of the school's computers will not run up-to-date software, and this makes it difficult to cover the full programme of study in each year. Some teachers have sufficient expertise to be able to make the most effective use of the available computers. The school is waiting for its turn to be linked up to the National Grid for Learning, but this may not happen for quite some time. In the meantime, pupils are not making sufficient progress in using information and communication technology as a learning tool, and this is a weakness.

121. **Art**

116. At both key stages, standards are at least in line with those normally found for pupils aged seven and eleven. The good progress noted at the last inspection has been maintained.

117. In the reception class, pupils paint realistic figures and faces, and create models with a range of 'junk' materials. In Year 1, they learn to print, using black and white to achieve a light and dark geometric pattern. Pupils make very good progress in lessons in Year 2 when using a range of media. They draw pictures of the whole class, putting in a great amount of detail, and use pastels to draw very effective facemasks after looking at pictures from Africa. In this task, pupils demonstrate skills in colour mixing, and achieve texture and effect above expectations for their age. They also develop good skills with collage, choosing material carefully to represent the different textures and shapes in a face.

118. Pupils in Year 3 make good progress in the use of colour when they produce paintings in the style of David Hockney. The paintings done by Year 4 pupils to illustrate their studies of Tudor houses are of good quality. Paintings fill the 'canvas' and show good detail, texture and proportion. In a series of well-planned lessons in Year 5, pupils learn to appreciate how various artists use colour to create moods. Scrutiny of previous work done by Year 6 pupils indicates good progress across a range of techniques, including weaving, pastel and collage. Pupils achieve very good textures and colours, and their ability to show perspective is above expectations for their age. Pupils with special educational needs make good progress along with other pupils and often achieve standards well matched to their age.

119. Pupils respond well to lessons. They show great interest and sustain concentration for long periods of time, for example when Year 2 pupils become completely absorbed in their pastel drawings of facemasks. From the early years, pupils have a good sense of personal responsibility. They prepare well for their tasks, work independently and tidy up after themselves. Relationships are very good during lessons and a good working atmosphere is created. Behaviour is generally good, and pupils abide by the rules governing noise and movement in lessons.

120. The standard of teaching is good overall. It is never less than satisfactory and is sometimes very good. The very good teaching is characterised by very good preparation of a range of resources to support a variety of activities planned to meet clear learning objectives. All the pupils are clear about what they have to do, and respond to the interesting and challenging tasks with enthusiasm. The teacher makes good use of the classroom assistant and parents to support groups of pupils, leaving her free to encourage and support individuals with challenging observations of their work. All the teachers display work in ways that reflect the value they place on the pupils' efforts and achievements, and this spurs them on to greater effort. Teachers use the work of artists effectively to give pupils a wide spectrum of starting points, and an appreciation of the possibilities offered by the use of different media.

121. Planning is well organised to match the National Curriculum programmes of studies so that pupils gradually extend their skills and do not repeat work. The co-ordinator gives good support to teachers, makes sure that resources are kept up-to-date and ensures that the pupils benefit from seeing a wide range of art. For example, there is a visit to the Yorkshire Sculpture Park, and professional artists visit the school to work alongside the pupils. The current project for the subject is to obtain a visiting artist for the millennium through the 'Artists in School' initiative. The subject makes a good contribution to the pupils' spiritual, cultural and personal development.

127. **Design and technology**

122. All pupils, including those with special educational needs, make satisfactory progress throughout the school, and they acquire appropriate skills, knowledge and understanding in the subject. In many lessons, pupils are confident in their basic designing skills and gain experience in the use of a wide range of materials and equipment. There has been some improvement in the standards achieved since the previous inspection because more challenging work is given and pupils are better encouraged to use their own ideas.

123. Across both key stages, pupils' experience and understanding of the complete designing, making and evaluating process is developed. For example, pupils in Year 2 evaluate clearly their finished constructions of African village huts, for which they used straw and cardboard. They recognise different features in the real pictorial examples and relate them to their own design. Most pupils develop their manipulative skills well, and use scissors and raffia competently, though lower attaining pupils still require support. Year 4 pupils design and plan large, illuminated Gothic capital letters. They use a range of textiles in their designs and, in small groups, discuss and evaluate their own attempts. In Year 6, pupils measure, mark and cut out their design for a slipper and complete a finished article, using different joining techniques. Although to some extent these activities are undertaken as prescribed tasks, pupils are encouraged to identify problems and to evaluate their work as they proceed.

124. The quality of pupils' response is good overall and they clearly enjoy being engaged in practical activities. They listen attentively, and most follow instructions carefully. They concentrate on their work and persevere, even when they encounter problems they have not yet the skills to resolve. Behaviour is good and pupils share their equipment sensibly and safely.

125. The quality of teaching is good overall. Most tasks are generally matched to the levels of

pupils' abilities. Lessons are well planned and move at an appropriate pace, and all relevant resources are readily available for the activities. One strong aspect of the planning is the strong links made with other subjects, for instance in Year 2 geography work on Ghana. Most teachers have high expectations of their pupils to achieve, manage the pupils well and encourage them to complete the set tasks. In all lessons, the use of appropriate encouragement is given to pupils to maintain their concentration and to take a pride in their work.

126. Currently there is no curriculum co-ordinator for the subject. However, in contrast to the situation at the time of the previous inspection, most staff now understand the National Curriculum orders and are more confident to teach all required aspects of the subject. The curriculum is now broad and balanced and is helpfully based on recent national guidelines.

132.

132. **Geography**

127. Pupils make good progress in both key stages, so that they reach good standards by ages seven and eleven. The curriculum is well constructed to develop their understanding across a broad range of topics. Pupils with special educational needs make progress in line with that of other pupils. They follow the same curriculum, and teachers give them effective support in matching work to their needs.

128. In Key Stage 1, pupils successfully interpret maps, atlases and globes to locate their own home in relation to the school and the world beyond. Pupils aged seven understand how the climate affects life in this country as compared with other climate zones. They compare the life-styles of families in Ghana with their own experience. They make good progress in drawing maps, and in using symbols and grids.

129. In Key Stage 2, pupils study a good range of topics, including weather patterns, river formation and use, and influences on tourism. They make detailed comparisons between this country and elsewhere, studying life in a typical rural community in India. By age eleven, their accounts of processes are detailed, setting out well illustrated explanations of physical and human effects on the environment. They make reasoned interpretations of evidence found in maps, photographs and factual data. Drawings are careful and accurate, and written work shows a good understanding of technical terms. This attention to scientific detail is evident in their fieldwork, including local studies. Map drawing skills are developed consistently through the school, and overall standards are high in each year.

130. Pupils' attitudes are good, and Year 2 pupils showed very high interest in a visitor's commentary with slides on life in Ghana. They were very keen to identify and interpret key features of life styles, making appreciative comparisons with their own experience. Written work in both key stages shows care in use of correct terminology, accuracy in drawing, and interest in issues related to improving the environment.

131. No lessons were seen to enable a judgement to be made on the quality of teaching. The subject is well managed. The scheme of work has been revised recently in line with official guidelines. The curriculum has improved since the last inspection, in that there is now less dependence on commercial worksheets. Assessment procedures are satisfactory, and sound use is made of assessment information to guide the design of tasks to match pupils' levels of attainment. There are very good links with other subjects, particularly history, to deepen

pupils' understanding of differences over time and place. Resources are good, and extended effectively through presentations by visitors and by visits into the local community and further afield. A residential field trip gives Year 6 pupils practical experience in applying their knowledge and skills. The subject makes a good contribution to pupils' cultural development.

137. **History**

132. Pupils make good progress in both key stages, with the result that the standard of their work is above that generally found for pupils at the ages of seven and eleven. Pupils with special educational needs are set appropriate tasks, for which they are well supported, so that they make good progress. The work of all pupils becomes progressively more precise and accurate in recording and interpreting evidence. They gain good practice in literacy skills when they write well structured accounts, justifying their arguments with evidence. Standards have improved since the last inspection, when they were average.

133. Pupils aged seven have a clear sense of what has changed over time in the context of their own families and everyday life. They have good skills in looking for evidence of change in written texts, photographs, and objects from the past. They compare the differences in detailed discussions and brief written commentaries. Their study is extended to include some of the major events in English history, such as the plague and the fire of London. The study of famous people includes David Livingstone, for whose missionary work pupils in Year 2 showed an appreciative response in discussion.

134. Pupils aged 11 have a good understanding of a range of historical periods up to recent times, including the Roman and Saxon invaders, Tudors and Victorians. They have good skills in identifying and interpreting evidence from a range of sources, including documents and objects from the periods studied. Pupils in Year 3 study the map of Europe to identify where invaders came from, and explain why they settled in particular areas of Britain. All pupils project well into the lives of people in distant times through their imaginative writing. They show good understanding of causes and consequences of major events, such as the reasons why children were evacuated during the second world war. The majority write detailed commentaries, explaining the significance of changes over time. Those with higher attainment use their research skills to construct a detailed account on topics such as the road-building methods of the Romans.

135. Pupils show strong interest in history, and respond enthusiastically to a curriculum that is well designed and resourced to excite their curiosity. For instance, in a lesson on changes in the design of lamps, a Year 1 class was intrigued by an excellent range of examples from the past, and delighted by a Victorian teacher's lamp which included a bell. The artefact made them look carefully and think hard to explain what they saw, leading them to compare their own experience with that of Victorian children. Because they are interested, pupils work hard, and generally make good progress in lessons. They listen attentively to the teachers and give full answers to questions. Pupils work well collaboratively and enjoy discussions about the past. They take a pride in their work and stay on task to complete it to a high standard.

136. The quality of teaching is good in almost two thirds of lessons and satisfactory in the remainder. Teachers have good subject knowledge, and they communicate this with enthusiasm in the best lessons. Lessons are well planned. The standard of resources is very high, due in part to the high quality of artefacts from the local authority's loan service. Teachers lead class discussions skilfully so that pupils note important details and suggest explanations for themselves. Tasks are generally well designed to give an appropriate challenge to pupils at different levels of attainment.

137. Management of the subject is good. The policy and scheme of work have been effectively revised, following official guidelines. The subject is well planned to provide progression in understanding from simple to more sophisticated concepts. Assessment procedures are satisfactory, and teachers' judgements are guided by the levels of the National Curriculum. Satisfactory use is made of assessment information to plan appropriate work for pupils at different levels of attainment.

138. There are good links with other subjects, such as geography and art, and pupils are given good opportunities to extend literacy skills through research tasks involving the use of information books. The subject makes a good contribution to pupils' cultural development, through visits to local sites of historic interest and visitors who enact historical roles.

144.

144. **Music**

139. Only three lessons were seen in music. Further evidence was obtained from talking to pupils and staff, a scrutiny of teacher's planning, and attending a Year 4 music project conducted by staff from the local education authority peripatetic music service. It is clear that pupils experience a balanced music curriculum during their time at the school. Teachers plan lessons to include all the elements of the National Curriculum programmes of study. Good opportunities are taken to explore music in other subjects of the school curriculum. For example, Year 2 pupils listen to African music, and pupils in Year 5 make simple musical instruments in their design and technology lessons.

140. All pupils, including those with special educational needs, make sound progress. By the end of Key Stage 2, pupils attain standards that compare satisfactorily with what might be expected of pupils of this age.

141. Pupils in Key Stage 1 sing confidently and rhythmically. They accompany their singing with suitable actions, and most can move in time to increasingly complicated rhythms. Pupils learn new songs easily. They practise and perform songs with improving quality. It is not possible to make judgements about the progress pupils make in other aspects of the subject in Key Stage 1 because only one lesson was observed in this key stage. In Key Stage 2, pupils in Year 3 make very good progress when they learn to read musical notation and develop good singing skills. They can answer and ask questions to a sustained beat, altering the rhythm as required by the phrasing. They quickly understand that musical notation gives instruction about rhythm, and begin to interpret and appraise the sounds they make. By Year 6, pupils appraise songs appropriately, and discuss their characteristics and form, such as humour and the use of pauses. Pupils at this age sing with good clarity and pitch. The quality of their work improves when they are given challenging activities, such as when singing 'It's a long way to Tipperary' and 'Pack up your Troubles' in harmony in two groups. Pupils in Year 4 make good progress when they take part in a music project with specialist music teachers. For example, some play recorders, drums and shakers to accompany a dance representative of Tudor times. This work is particularly valuable as it adds significantly to the history curriculum.

142. From those lessons seen and from talking to pupils, it is obvious that most pupils enjoy their music making, and their studies of music. They take an interest in a range of instruments,

including those typical of Tudor times, such as a crum horn, and enjoy the challenge of singing in harmony. Some pupils take part in a recorder group as an extra-curricular activity, and this gives them opportunities to work together and gain self-esteem. All younger pupils are keen to take part in songs which demand body actions made in time to the music, although some pupils become silly and have to be firmly controlled by the teacher. Nevertheless, learning is good at these times because the teacher ensures that pupils are practising skills which improve their understanding of tempo, pitch and dynamics. Older pupils in Key Stage 2 listen well to their teachers. They concentrate on the tasks set and try hard to improve the quality of their singing and playing.

143. The quality of teaching is good overall. Few teachers have specific expertise in music, but the way that lesson planning includes aspects of the music curriculum in studies of other subjects helps to enrich pupils' learning. However, the music co-ordinator is in a position to teach specific music lessons to most pupils, and this is very effective. These lessons move at a pace which ensures that all pupils are fully involved and able to contribute effectively. The work given is usually appropriately challenging, so that most pupils achieve a good rate of progress. Just occasionally, not enough attention is given to the need for pupils to learn independently. For example, the singing is strongly led by the teacher, with the result that it is difficult for the pupils to hear how well they are performing.

149.

Physical education

144. There have been good improvements since the last inspection. A very effective co-ordinator is in place, the curriculum is well organised, teaching is good and pupils now make good progress and reach standards at least in line with those normally expected for their ages.

145. Pupils make good progress in 80 per cent of lessons because they are challenged to improve their existing skills. Pupils in Key Stage 1 make good progress in their ability to use their bodies and the space around them to create a series of balances and movements. They put some of these to music to create attractive and controlled dance and drama routines, for example when they search for water in an imaginary African village. In Key Stage 2, pupils develop awareness of space, and of their team mates and opponents in games involving handling and passing a ball. They dodge, throw and catch, and direct a ball to a selected target. They continue to develop good ball-game skills so that, by the end of the key stage, they reach standards which are in line with, or above, expectations for their age. They control a football well and pass accurately, showing good awareness of the overall game. Girls and boys make equally good progress in games, dance and gymnastics because they are all encouraged to participate fully in all the activities. Pupils with special educational needs, including physical disabilities, make good progress because of the good quality support they receive in lessons.

146. Attitudes are very positive throughout the school. Pupils enjoy the subject and join in enthusiastically, putting great effort into their performances in dance and gymnastics, and concentrating on building games skills. They can be trusted to treat equipment sensibly. Older pupils are good at organising their own team games to practise skills without having to be supervised. They have a good sense of fair play and sportsmanship. Behaviour is good in the majority of lessons. Occasionally the unsatisfactory behaviour of one or two pupils slows down the lesson for all the pupils. As they move through the school, pupils gain in self-confidence and show good qualities of leadership as well as co-operation in group activities.

147. The standard of teaching is good overall. It is never less than satisfactory and is consistently good in Key Stage 2. Teachers have good confidence in their subject knowledge, following the re-organisation of the subject and improved in-service training and leadership. This is reflected in the clarity of the learning targets and instructions in each lesson, the good quality of the guidance that teachers give to pupils during activities, and the brisk pace at which lessons proceed. Teachers are aware of the importance of warming up for exercise and enable the pupils to develop an appreciation of the benefits it can bring them. They continually evaluate pupils' performances and give clear pointers for improvement. The teachers' planning includes good provision for pupils with special educational needs, and good use is made of available resources to support lessons. Relationships are good and teachers generally manage the pupils very well, achieving good standards of discipline without slowing the pace of the lessons. Occasionally, however, the teacher has to spend time asserting authority and getting order rather than teaching, which slows the rate of progress for all the pupils in the class.

148. The curriculum is very well organised, giving a clear picture of how pupils are to develop skills in all areas as they move through the school. Pupils' progress is tracked through teachers' observations and, in athletics and swimming, through national awards schemes. There is a good range of extra-curricular activities to provide pupils with opportunities to participate in competitive games. Some of these are open to all pupils and are run by teachers, for example, lunchtime cross-country running. Other sessions such as after-school football and basketball are run by professional coaches with the help of parents, and have to be paid for. All these activities contribute well to the social development of the pupils involved, giving them the experience of putting in effort on behalf of a team and representing their school, for example in cross-country meetings. The co-ordinator continually up-dates resources, keeps the subject moving forward through inclusion of targets in the school development plan, and gives good support to the staff, generating and maintaining a very good ethos for learning.

154.

Swimming

149. The inspection of this school included a focused view of swimming, which is reported below.

150. Pupils' attainment in swimming at the end of Key Stage 2 is above the nationally agreed expectations for eleven year olds. With very rare exceptions, all pupils attain the National Curriculum requirement of being able to swim twenty-five metres, and most achieve considerably beyond it. Many pupils attain recognised Amateur Swimming Association awards at different levels.

151. Two lessons were observed, involving Year 4 and Year 5 pupils. The standards in these age groups are above expectations. Higher attaining pupils swim front crawl confidently and with a good style and breathing technique for at least one hundred metres. Some pupils swim much greater distances. Pupils also have water-safety and survival skills at least in line with expectations for their age. For example, many pupils in Year 4 can swim through under-water obstacles, retrieve an object from two metres depth and do a forward roll in the water. Pupils with average attainment within this group swim at least twenty-five metres confidently with a recognised stroke, and retrieve objects from the floor of the pool. Lower attaining pupils in both year groups are beginning to swim without the use of armbands. Their confidence has

improved considerably over a short period of time and they are well on course to complete ten metres unaided. Nearly all of them can already retrieve an object from a depth of 0.6 metres.

152. In the lessons that were observed, the pupils made good or very good progress and they make good progress over time. The lower attaining pupils are given the right balance of challenge and support to overcome their fears and begin to gain confidence in the water. Improving swimmers benefit from clear direct instructions that enable them to improve their swimming technique and confidence and safety in the water. They learn to use all the recognised swimming strokes and to breathe correctly. They make good progress in under-water skills through the interesting and challenging activities provided. Higher attaining pupils improve their technique and stamina because they are given separate demanding activities to undertake.

153. Pupils are highly motivated to learn, and they enjoy their swimming. All pupils, including lower attaining pupils and pupils with special educational needs, listen carefully to instructions, apply themselves wholeheartedly to their tasks, and try very hard to do what is asked and to improve their performance. Pupils positively benefit from their swimming lessons, and their achievements raise their self-esteem. Their behaviour is very good when travelling to the baths, when getting changed, and in the lessons, and they are courteous to adults at all times

154. The quality of teaching is very good overall. Teachers have good or very good subject knowledge and they use this to very good effect when making teaching points and giving demonstrations of how to improve a particular stroke. For example, they teach the pupils how to keep their bodies straight and breathe efficiently when swimming front crawl. Teachers give specific guidance and help to individual pupils, giving them good feedback on their performance, which the pupils can use to make further improvements to their technique. Lessons follow very clear detailed plans which provide interesting and progressively challenging activities for all attainment levels. Lower attaining pupils, including those with special educational needs, are well supported to gain confidence, while competent swimmers are set challenges that tax their skills and improve their stamina. The teacher in charge organises the available adult help very effectively. The teaching groups all get off to a brisk start and the good pace is maintained throughout the lesson. Good records are kept of pupils' progress so that each lesson clearly builds on pupils' existing skills. Teachers pay due attention to the rules of water-safety and survival, and develop the pupils' skills in these areas from the beginning, including with non-swimmers, through interesting and challenging activities.

155. The curriculum for swimming is very effectively organised and planned by the PE co-ordinator. The teachers are provided with detailed lesson plans that fit into a clear scheme to develop swimming and water-safety in a gradual, systematic manner. The school takes advantage of a national scheme of swimming and water-safety awards to further motivate the pupils and help them to keep track of their progress and achievements. Good records are kept, including the awards the pupils have gained, so that grouping and lessons can be continually adjusted to suit pupils' emerging needs. The policy for physical education includes details of the arrangements to teach swimming, which is seen as an integral part of the subject.

156. Pupils in Years 4 and 5 have one half-hour swimming lesson each week for two terms. The pupils build up their skills and confidence over these two terms and very few pupils are unable to swim by the age of eleven. There is no extra provision for pupils who do not learn to swim in this time.

162. **PART C: INSPECTION DATA**

162. **SUMMARY OF INSPECTION EVIDENCE**

157. A team of five inspectors, including a lay inspector, carried out the inspection. It took place over a period of four days, starting on 15th November 1999.

158. The main evidence considered by the inspection team for the report was gathered from:

- *.51 lessons or parts of lessons covering all classes, including pupils identified as having special educational needs;
- *.observation of other learning situations, including 'circle time';
- *.talking to a large number of pupils about their work;
- *.observing separate class, key stage, and whole school assemblies;
- *.listening to a sample of 21 pupils read;
- *.scrutinising a wide range of samples of pupils' previous and current work from each year group, including displays of pupils' work around the school;
- *.discussions with the headteacher, other staff, governors and parents;
- *.a scrutiny of a full range of school documentation, including the school development plan, policy documents, schemes of work, and other associated documentation;
- *.examination of attendance records, budget statements, teachers' planning, records of pupils' achievements, and reports to parents.

1. Before the week of the inspection, the Registered Inspector held a meeting attended by 33 parents, and the team considered the responses that parents made in 67 questionnaires, this number being 32 per cent of all questionnaires sent out to parents.

166. DATA AND INDICATORS

166. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR- Y6	210	5	50	18
Nursery Unit/School	26	0	2	0

166. Teachers and classes

166. Qualified teachers (YR – Y6)

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

9.5

Number of pupils per qualified teacher:

22

166. Education support staff (YR – Y6)

Total number of education support staff:

6

Total aggregate hours worked each week:

137.5

166. Qualified teachers (Nursery school, classes or unit)

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

1

Number of pupils per qualified teacher:

26

166. Education support staff (Nursery school, classes or unit)

Total number of education support staff:

2

Total aggregate hours worked each week:

45

Average class size:

26

166. **Financial data**

Financial year:

1998/1999

	£
Total Income	467 210.00
Total Expenditure	467 882.00
Expenditure per pupil	1 879.00
Balance brought forward from previous year	45 380.00
Balance carried forward to next year	44 708.00

166. **PARENTAL SURVEY**

Number of questionnaires sent out:

210

Number of questionnaires returned:

67

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	21	43	15	16	4
I would find it easy to approach the school with questions or problems to do with my child(ren)	27	42	12	12	7
The school handles complaints from parents well	4	22	31	28	7
The school gives me a clear understanding of what is taught	12	43	22	15	4
The school keeps me well informed about my child(ren)'s progress	10	39	19	27	4
The school enables my child(ren) to achieve a good standard of work	9	63	18	4	1
The school encourages children to get involved in more than just their daily lessons	12	43	25	13	3
I am satisfied with the work that my child(ren) is/are expected to do at home	12	42	28	13	1
The school's values and attitudes have a positive effect on my child(ren)	22	52	19	3	1
The school achieves high standards of good behaviour	10	58	22	4	1
My child(ren) like(s) school	40	46	9	3	0

166. **Other issues raised by parents**

Some parents feel that the academic testing undertaken by the school puts unnecessary pressure on the pupils.

Parents are concerned about a high level of staff absence and the possible resultant negative impact on their children's progress.

Parents want to be kept better informed about the current staffing situation, including the long term absence of the deputy headteacher.