

INSPECTION REPORT

Kirkstall Valley Primary School

Leeds

LEA area: Leeds

Unique Reference Number: 107887

Headteacher: Mr S Myers

Reporting inspector: Mr R A Robinson
21024

Dates of inspection: 27 – 30 September 1999

Under OFSTED contract number: 3832411
School reference number: 187994

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Argie Road Leeds LS4 2QZ
Telephone number:	0113 2756183
Appropriate authority:	Governing body
Name of chair of governors:	Mrs M Greaves
Date of previous inspection:	January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Robert Robinson, Lead RgI	Science	Attainment and progress
	Information technology	Curriculum and assessment
	Religious education	Leadership and management
	Under fives	
Brenda McIntosh, Lay Inspector		Attendance
		Partnership with parents and the community
		Pupils' spiritual, moral, social and cultural development
		Support, guidance and pupils' welfare
Lynn Alvy, RgI	English	Attitudes, behaviour and personal development
	Geography	Staffing, accommodation and learning resources
	History	
	Physical education	
	Equal opportunities	
	Special educational needs	
John Foster, RgI	Mathematics	Efficiency of the school
	Art	Teaching
	Design and technology	
	Music	

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REPORT CONTENTS

Paragraph

Main findings

Key issues for action

Introduction

Characteristics of the school	1 - 4
Key indicators	

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress	5 - 19
Attitudes, behaviour and personal development	20 - 24
Attendance	25

Quality of education provided

Teaching	26 - 35
The curriculum and assessment	36 - 43
Pupils' spiritual, moral, social and cultural development	44 - 48
Support, guidance and pupils' welfare	49 - 54
Partnership with parents and the community	55 - 58

The management and efficiency of the school

Leadership and management	59 - 64
Staffing, accommodation and learning resources	65 - 68
The efficiency of the school	69 - 72

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	73 - 80
The core subjects	81 - 124
Other subjects or courses	125 - 154

PART C: INSPECTION DATA

Summary of inspection evidence	155
---------------------------------------	-----

Data and indicators

MAIN FINDINGS

What the school does well

Pupils make very good progress overall from the age of three to eleven. Children under the age of five make very good progress. Pupils' progress is satisfactory at Key Stage 1 and it is good at Key Stage 2.

Pupils' attainment by the age of 11 in mathematics and science is above the national average and in English, mathematics and science is well above similar schools.

The leadership and management of the school are excellent.

The quality of teaching is very good for children under the age of five and good for pupils at Key Stage 2.

The curriculum and the assessment of pupils are of a high standard.

There is excellent provision for the social development of pupils.

The procedures for monitoring and promoting discipline and good behaviour are excellent, and pupils' behaviour is very good.

Financial planning is excellent and the school gives very good value for money.

Where the school has weaknesses

There are no key issues; however, the following few minor weaknesses were noted during the inspection:

Science for five to seven-year-olds is often taught simultaneously with other subjects and this does not enable the teacher to provide sufficient focus for the subject for all pupils.

The marking of pupils' work in most classes does not sufficiently identify ways in which pupils can improve, although in some classes there is good practice.

The check list used to record pupils' attainments in information technology gives insufficient information to enable pupils' progress to be monitored from year to year. In addition, it is not related to the levels of the National Curriculum.

The school does not monitor and record standards of attainment at the end of the reception year, although it does for all other classes as well as providing an initial assessment on entry.

Kirkstall Valley Primary is a very good school with a wealth of strong features. The strengths of the school far outweigh the weaknesses. No Key Issues were identified in this inspection but the governors' action plan will set out how the few minor weaknesses will be addressed. The action plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made very good progress in addressing the weaknesses pointed out in the previous inspection in 1996.

Pupils' attainments by the end of Key Stage 2 have improved significantly in English, mathematics and science.

The progress made by children under the age of five has improved from good to very good, and pupils now make satisfactory progress throughout Key Stage 1 and good progress at Key Stage 2.

Standards of pupils' attainment have improved in information technology throughout the school to be in line with national expectations.

Pupils are now making satisfactory progress in music.

The role of the governing body has been developed; it is fully involved in the development of curriculum planning. The curriculum is broad and balanced and provides a very good framework for teachers to plan lessons that build upon pupils' previous learning.

The headteacher and governors monitor and evaluate pupils' progress most effectively.

Assessment procedures are of a very high standard and enable teachers to plan the next step of learning for pupils.

The leadership and management of the school are now excellent.

The excellent leadership and management of the school identified in this inspection provide clear opportunities to enable the school to maintain the present high standards.

Standards in subjects

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

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

Inspection findings agree with the performance of pupils by the age of 11 in the national tests for English and mathematics; however, inspection evidence shows the performance in science to be above average. The national tests in 1999 indicated the number of pupils who achieved the level expected of their age fell in English but improved in mathematics and science. The differences between the inspection findings and the national test results are due mainly to the different number of pupils with special educational needs in each group of pupils. Standards in information technology are in line with national expectations at the end of both key stages. In religious education pupils' attainment is average by the time pupils are 11. Pupils make good progress in art and satisfactory progress in design and technology, geography, history, music and physical education. Most children by the age of five achieve the level expected of their age in personal and social development, in language and literacy, in mathematics, in knowledge and understanding of the world, in physical development and in creative development.

Quality of teaching

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

The quality of teaching is good overall. 1 per cent of lessons observed was excellent, 25 per cent were very good, 45 per cent were good, 26 per cent were satisfactory but 3 per cent were unsatisfactory. The teaching of children under the age of five is very good. The teaching of English and mathematics is good at Key Stage 1 and Key Stage 2. The teaching of science is satisfactory at Key Stage 1 and good at Key Stage 2. The teaching of information technology, and religious education is satisfactory at both key stages. The teaching of art and geography is good and music is satisfactory at both key stages. The teaching at Key Stage 2 of history is good and physical education is satisfactory. It was not possible to make judgements on the quality of teaching of design and technology at either key stage or of history and physical education at Key Stage 1 because of the timetabling of lessons during the inspection period.

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	Pupils demonstrate a very good attitude to their work. They behave very well both in and around the school, show initiative, readily complete tasks and strive to improve.
Attendance	Attendance is satisfactory. Most pupils arrive at school on time and most lessons start promptly.
Ethos*	There is a very good ethos. There are very good relationships within a caring and supportive atmosphere with a very strong commitment to high standards.
Leadership and management	The leadership and management of the school are excellent. The headteacher provides exceptional leadership and is extremely well supported by committed and capable staff and governors.
Curriculum	The curriculum throughout the school is of a high standard. The curriculum is very broad and balanced and very good assessment procedures are used very well to enable teachers to plan the next step of learning for pupils.
Pupils with special educational needs	Pupils with special educational needs are very well supported and make good progress.
Spiritual, moral, social & cultural development	There is excellent provision for pupils' social development and very good provision for spiritual, moral and cultural development. Pupils respond well in all these areas.
Staffing, resources and accommodation	There is a well qualified staff supported by most effective classroom assistants. Resources support teaching and learning well. Accommodation is attractive and well maintained.
Value for money	The school gives very good value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • They are encouraged to play an active part in the life of the school. • Their views are sought and listened to. • They find the school extremely approachable. • Standards of work and behaviour are high. • The amount of homework is sufficient. • They appreciate the values and attitudes the school teaches. • Their children are happy at the school. 	<ul style="list-style-type: none"> • No significant concerns were expressed about any

Inspectors' judgements confirm the parents' positive views.

KEY ISSUES FOR ACTION

There are very good systems in place to maintain the quality of education provided and there are no key issues for action by this school; however, in the context of the school's many strengths the following minor points for improvement should be considered in the governors' action plan:

- I. Teach science at Key Stage 1 to the whole class consistent with the current organisation at Key Stage 2. (Paragraphs 18, 30, 111 and 112)
- II. Build upon existing good practice by some teachers in order to improve the marking of pupils' work by more consistently identifying for the pupils the ways in which they can improve. (Paragraphs 34, 93, 103 and 111)
- III. Improve the present information kept on the progress of different cohorts by including details of pupils' attainments at the end of the reception year. (Paragraph 42, 94, 103 and 112)
- IV. Record pupils' attainments in information technology, at least once a year, matched to the levels of the National Curriculum. (Paragraphs 42 and 117)

INTRODUCTION

Characteristics of the school

1. Kirkstall Valley Primary School is situated to the north west of Leeds close to the centre of the city. It serves a mixed area that has some social disadvantages. Unemployment in the area is above the national average. The catchment area consists of a mixed area of housing which is about half local authority owned and half privately owned or rented. Forty-three pupils are learning English as an additional language; this is above average. Attainment of the majority of pupils on entry to the nursery is well below the level usually seen in three year-olds. At the time of the inspection there were 20 children under the age of five in the reception class and 37 in the nursery.
2. There are 184 pupils in Key Stage 1 and Key Stage 2: 86 boys and 98 girls. In addition there are 12 boys and 25 girls in the nursery who attend either for morning or afternoon sessions each day. Pupils are admitted to the school in accordance with the local education authority's admissions policy within a defined catchment area. Thirty-three per cent of the full-time pupils are eligible for free school meals at the present time; this figure is above the national average. Forty-seven pupils are on the register of pupils with special educational needs and two of these pupils have a statement of special educational needs. The attendance rate is slightly below the national average and the rate of unauthorised absence is above the national average. There have been no exclusions recently at the school.
3. The pupils are taught by eight full-time teachers, including the headteacher, and two part-time teachers. The school building is attractive and was built in 1992. It has 7 classrooms, a hall, shared areas incorporating resources bases, and a library. There is a purpose-built nursery which adjoins the school. There are hard-surfaced playgrounds though limited grassed areas exist within the perimeter of the school.
4. The school aims to be a happy and successful school where children and staff enjoy their work and feel a sense of belonging. The key priorities for 1999 are to:
 - maintain high standards in all areas through clear monitoring and evaluation procedures.
 - maintain and support the literacy hour.
 - implement the numeracy hour.
 - provide a balance of curriculum and experiences to children.
 - maintain the high levels of care and support for children in every aspect of their lives at school.
 - seek the views of everyone in the school community about the functioning of the school and how it could improve.

· **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
1998	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	13	15
	Girls	11	11	13
	Total	24	24	28
Percentage at NC Level 2 or above	School	83(80)	83(81)	97(84)
	National	80(80)	81(80)	84(85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	14	14
	Girls	11	11	11
	Total	24	25	25
Percentage at NC Level 2 or above	School	83(77)	86(91)	86(87)
	National	81(80)	85(84)	86(85)

.....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
1998	16	11	27

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	10	12
	Girls	9	7	9
	Total	17	17	21
Percentage at NC Level 4 or above	School	68(69)	68(73)	84(84)
	National	65(63)	59(62)	69(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	10	11
	Girls	9	8	9
	Total	18	18	20
Percentage at NC Level 4 or above	School	72(69)	72(77)	80(85)
	National	65(63)	65(64)	72(69)

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

Attendance

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

		%
Authorised	School	5.8
	National comparative data	5.7
Unauthorised	School	0.6
	National comparative data	0.5

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Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	26
Satisfactory or better	97
Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. The 1998 National Curriculum tests for 11 year-olds indicate that:
 - the performance in English is in line with the national average and well above average when compared to schools with pupils from similar backgrounds.
 - the performance in mathematics is above the national average and well above average when compared to schools with pupils from similar backgrounds.
 - the performance in science is in line with the national average and well above average when compared to schools with pupils from similar backgrounds.

1. The findings of the inspection show that by the age of 11:
 - the performance of pupils in English is in line with the national average.
 - the performance of pupils in mathematics and science is above the national average.

1. The National Curriculum test for seven-year-olds in 1998 indicated that:
 - the performance of pupils in reading was above the national average and well above when compared to schools with pupils from similar backgrounds.
 - the performance of pupils in writing was in line with the national average and well above when compared to schools with pupils from similar backgrounds.
 - teacher assessment of speaking and listening shows pupils to be above the national average.
 - the performance of pupils in mathematics was well above the national average and very high when compared to schools with pupils from similar backgrounds.
 - teacher assessment in science shows pupils to be in line with the national average overall at the level expected for seven-year-olds.

1. The findings of the inspection show that by the age of seven:
 - the performance of pupils in speaking and listening and in reading and writing is in line with the national average.
 - in mathematics the performance of pupils is above the national average.
 - in science the performance is in line with the national average.

1. There are a few discrepancies between inspection findings and the results of the national tests. The variations at both key stages are due to differences in groups of pupils. The national tests in English and mathematics by the end of Key Stage 2 over the three years 1996 to 1998 show standards to be close to the national average; in science over the same period of time standards are above the national average. In the National Curriculum tests in 1999 a higher number of pupils reached the level expected of their age than the previous year at Key Stage 1 in English and mathematics and a similar number attained the expected level in science. At Key Stage 2 the percentage of pupils reaching the level expected of their age was slightly lower in English and higher in mathematics and science than in the previous year. The differences were due to a larger number of pupils with special educational needs in 1999 than in the previous year with language difficulties. There is no significant difference overall between the performance of boys and girls over the three-year period 1996 to 1998 with the performance of boys and girls being close to the national average. Boys, however, were above the national average in mathematics and science and close to the national average in English whereas girls were consistently close to the national average in all three subjects. No variation in the performance of boys and girls or pupils learning English as an additional language was observed during the inspection. Pupils with

special educational needs reached expected levels in relation to their prior attainments.

2. Children's attainment on entry into the school is well below that usually seen in three-year-olds. Most children by the time they are five achieve the nationally agreed desirable learning outcomes in personal and social development, in language and literacy, in mathematical development, in knowledge and understanding of the world, in physical development and in creative development. In personal and social development; the children enter school confidently and take part eagerly in a range of activities. They sustain concentration whilst listening to the reading of a book. In language and literacy the children begin to write their names correctly. They recognise the initial letters of words and add words to text to complete the nursery rhyme 'Humpty Dumpty'. In mathematical development the children tell the time to the nearest hour and make simple additions up to eight using counting blocks. In knowledge and understanding of the world the children draw the life cycle of a butterfly. They identify clothes suitable for wet weather. In physical development the children confidently ride tricycles and cut along lines with scissors. In creative development the children paint pictures of themselves jumping, dancing, waving and hopping.
1. In English by the end of Key Stage 1 pupils listen to the teachers' questioning and answer appropriately. They retell a story they have heard and use suitable expression when reading a play. Pupils know the purpose of speech marks and identify commas. Pupils read fluently by the end of Key Stage 2 and explain their tasks well with a growing confidence. They know how to use the school library classification system. Pupils' writing is often imaginative and spelling is generally accurate. Handwriting is joined and reasonably well formed, legible and tidy. Pupils who are learning English as an additional language read with enthusiasm from a range of texts at generally a similar level to other pupils. Pupils with special educational needs show interest in their reading and read simple texts accurately.
2. In mathematics by the end of Key Stage 1 pupils know the language of number appropriate for their age. They add and subtract money up to 20p. Pupils identify shapes that have right angles, such as squares. They recognise triangles, pentagons and hexagons. Pupils use Carroll diagrams to sort data into specific criteria. Pupils calculate mentally with speed and accuracy by the end of Key Stage 2, using addition and subtraction to 100. They know how to change fractions into decimals and decimals into fractions. Pupils understand percentages and are able to interpret Venn diagrams. They calculate the area and perimeter of shapes.
3. In science by the age of seven pupils record, simply, their observations using a worksheet template; for example, they observed the features of different types of bread and recorded their findings on a simple matrix. They construct an electrical circuit to make a buzzer sound. They identify the materials used in a building. Pupils by the age of 11 predict the outcomes of their assignment and then investigate the solubility of different powders. They know the scientific language for parts of a plant: style, stigma, anther and ovule. Pupils explain the connection between the sun, earth and moon.
4. In information technology pupils' attainment is in line with the national expectations by the end of both key stages. Pupils by the end of Key Stage 1 enter data, with help, to produce block graphs of their favourite vegetables. They change the size of print and save their work, correctly labelled, to their discs. They input instructions into a programmable unit and make it move forward and backwards. Pupils by the end of Key Stage 2 wordprocess confidently and import pictures into their text. They select and match objects to names; for example, they matched pictures of Greek armour to the correct names. Pupils design a bathroom using a simulation program and consider the effects of the changes.
5. In religious education pupils' attainment is in line with local expectations by the end of both key stages. Pupils by the end of Key Stage 1 know stories from the Bible; for example, they know the story of Moses. They understand the need to care for the world and the need to recycle materials. Pupils by the end of Key Stage 2 know the important festivals of the Christian, Hindu and Islamic faiths. They give examples of stories found in the Old Testament and the New Testament.

6. The opportunities for developing skills of reading and writing and of speaking and listening across the curriculum are good. Pupils practise their reading and writing well in other subjects. They discuss and listen well to other pupils and their teachers during introductory sessions before taking part in activities in subjects. Pupils use their mathematical knowledge effectively in other curricular areas, particularly in information technology and science. Satisfactory use is made of information technology to support learning throughout the curriculum, especially in English, mathematics and history.
7. Children under the age of five make very good progress in personal and social development, in language and literacy, in mathematical development, in knowledge and understanding of the world, in creative development and in physical development. Children with special educational needs and those learning English as an additional language make very good progress relative to their prior attainment in all their areas of learning. A significant number of pupils enter the nursery unable to speak English or have very limited communication skills in English; during the nursery and reception class they make very good progress and require generally minimal additional support by the time they are five. The very good progress the children make is the result of the high standard of teaching, from both teachers and classroom support assistants, and of the very effective curriculum and assessment arrangements for children under the age of five.
8. At Key Stage 1 and Key Stage 2 pupils make good progress in reading, writing, speaking and listening and mathematics. This good progress is the result of the good teaching and changes to the curriculum. The National Literacy Strategy is having a positive effect on the progress that pupils make though the initiative is recent and significant improvements in pupils' attainments by the end of the each key stage are not yet apparent. Pupils make satisfactory progress at both key stages in information technology and religious education. In science pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. The changes to the curriculum and the teaching of science as a discrete subject at Key Stage 2 are having a positive effect upon the progress pupils make. Pupils make good progress in art and satisfactory progress in design and technology, geography, history, music and physical education. Pupils with special educational needs and pupils learning English as an additional language make good progress and build upon the very good progress they make in the nursery and reception class.
9. In the previous inspection report weaknesses were identified at both key stages in standards in some aspects of English and of music, and in information technology at Key Stage 2. Progress varied between classes and subjects. The school has made very good progress in addressing the weaknesses and maintaining or improving standards in other subjects. English is now in line with the national average by the end of Key Stage 2. Information technology is in line with national expectations by the end of both key stages. Pupils' progress is more consistent between classes and subjects; it is never less than satisfactory. Progress in music is now satisfactory. The school is well placed to maintain the present standards of attainment and of pupils' progress.

19. **Attitudes, behaviour and personal development**

10. Pupils' attitudes and their behaviour and personal development are very good throughout the school and these make a significant and positive contribution to their progress.
11. Children under the age of five behave very well and are enthusiastic. They sustain concentration for a reasonable length of time particularly when listening to a story. The children co-operate well and begin to take turns when questions are asked by the teachers. They look after equipment and tidy up at the end of lessons.
12. Pupils' attitudes to learning are very good. The majority of pupils, including those with special educational needs, persevere and work hard. A small number of pupils find this more difficult and they are supported and encouraged very well by the staff in order to help them improve. Most pupils respond very well and are eager to contribute in lessons, showing interest in their work and sustaining

concentration. Pupils are enthusiastic; they work quietly when required and the majority is willingly to answer questions. They try hard to offer opinions when asked although a few pupils find this difficult and sometimes need support. Pupils express opinions confidently and act as a good role model for others. Pupils work together well, share resources and show respect for each other. Parents believe that pupils enjoy school and take a pride in their work. Inspection findings support their views.

13. Pupils' behaviour is very good. This is an improvement since the last inspection. Pupils are aware of right and wrong and their views about behaviour are recorded, noted and acted upon by the school. This is effective in developing pupils' responsibility for their actions and contributes to the harmony in the school; as a result lunchtimes and playtimes are orderly and pupils enjoy each other's company. There is no evidence of bullying. Parents report that there is a good atmosphere in the school and inspection findings support this. Pupils are encouraged from an early age to respect others; adults in the school provide effective role models and relationships are very good as a result. Pupils care for each other, develop a sense of responsibility and show respect for the opinions and feelings of others. Effectively planned assemblies and collective worship support social and moral development and foster a sense of community in the school.

14. Pupils show initiative within school and take part in the life of the community; for example, older pupils take care of younger pupils, help at lunchtime and during assembly and represent the school in local events. Pupils show themselves to be willing to undertake responsibility both for their own learning and in supporting others. Pupils reflect on and discuss their behaviour, feelings and experiences; this enhances pupils' personal development very well.

24. **Attendance**

15. Attendance levels at the school are satisfactory including the attendance of pupils with special educational needs. The incidence of unauthorised absence for the last reporting year is slightly above national figures. A number of authorised absences are due to pupils' extended visits to the homeland of their parents. The school places strong emphasis on the importance of regular attendance and parents respond well to its efforts. Parents are aware of attendance procedures and are encouraged to inform school when their child is absent. Registers are marked consistently with care and meet statutory requirements. Most pupils arrive punctually and there is a prompt start to the school day. However, afternoon sessions do not always begin on time. The few persistent latecomers are monitored closely and incidents are discussed appropriately both with parents and children.

25. **QUALITY OF EDUCATION PROVIDED**

25. **Teaching**

16. The quality of teaching overall is good. It is satisfactory and at times better in 97 per cent of lessons observed, good in 45 per cent and very good or excellent in 26 per cent. There is unsatisfactory teaching in 3 per cent of lessons observed. The quality of teaching for children under the age of five is very good overall, with very good or excellent teaching observed in 69 per cent of lessons. The small percentage of unsatisfactory teaching was accounted for in a science and a physical education lesson at Key Stage 1, though teaching overall at this key stage is satisfactory. The overall quality of teaching at Key Stage 2 is good with a quarter of lessons judged to be very good.

17. The quality of teaching of children under the age of five is very good. Teachers have very good knowledge and understanding of the needs of children of this age which means that they give the children opportunities to be involved in a wide range of exciting and interesting activities. The high standard of teaching results in the children making very good progress in both the nursery and reception class.

18. The teaching of English and mathematics is good at Key Stage 1 and Key Stage 2. The teaching of science is satisfactory at Key Stage 1 and good at Key Stage 2. The teaching of information technology and religious education is satisfactory at both key stages. The teaching of art and geography is good and the teaching of music is satisfactory at both key stages. The teaching, at Key Stage 2, of history is good and of physical education is satisfactory. It was not possible to make judgements on the quality of teaching of design and technology at either key stage or history and physical education at Key Stage 1 because of the timetabling of lessons during the inspection period.
19. The very good or excellent teaching occurs when teachers plan their lessons meticulously to identify appropriate activities through which pupils can develop their learning and make the best possible progress. Teachers in these lessons give very clear instructions to pupils about their work and ensure that a fast pace to lessons is maintained. In the highest quality lessons the teachers have very high expectations of behaviour and work levels giving challenging opportunities to their pupils. A particular feature of the best lessons is the very good questioning techniques used by the teachers to develop pupils' thinking and to consolidate their previous learning. When the quality of teaching is good teachers have good organisation within their classes with suitably graded work for pupils' different levels of attainment. Classroom assistants are used most effectively in these lessons.
20. In lessons where satisfactory teaching occurs, the teachers' planning is sound, matching, for example, the framework for the National Strategies for literacy and numeracy. Pupils are well managed and teachers' methods and organisation allow satisfactory progress to be made. The pace of teaching and learning in satisfactory lessons is variable, the pace sometimes slowing when direct teaching is not taking place. The organisation of groupings is generally satisfactory though at Key Stage 1 the opportunities for teachers to extend pupils' learning further in science are restricted by an excessive number of different curricular areas being taught simultaneously. In the two lessons where the quality of teaching is unsatisfactory the pace of learning is slow. There is an inappropriate use of time and resources and teachers take too long explaining what pupils have to do and this leads to insufficient time for pupils to achieve the lesson objectives. The expectations for discipline are too low with noise allowed to escalate to excessive levels.
21. Teachers' planning overall is good with some very good elements included. The highest quality planning has clearly defined learning objectives and identifies accurately the activities and skills to be taught to achieve them. The plans include appropriate links to the programmes of study of the National Curriculum with challenges offered to pupils' different levels of attainment. In English and mathematics the teachers' planning links closely to the National Strategies for literacy and numeracy.
22. The quality of teaching for pupils with special educational needs is of a high standard. Teachers are aware of the pupils in their class who have special educational needs and plan appropriately for them. They use individual education plans to detail activities suited to the specific needs of the pupils. Support assistants are well briefed, work closely with the teaching staff and, as a result, pupils make good progress. Pupils learning English as an additional language are given effective help from teachers and classroom assistants. Teachers use bi-lingual classroom assistants very well to support pupils' learning.
23. The school has good arrangements in place for developing the National Literacy Strategy following the first year of its implementation. A good start has been made with the National Numeracy Strategy. Pupils spend an hour each day on literacy and a further hour on numeracy. This has a positive effect on developing work previously undertaken using the school's own scheme of work in mathematics.
24. The marking of pupils' work is inconsistent. In all classes work is marked conscientiously often with positive comments; however, in only a few classes does the marking identify ways that pupils can improve the quality of their work. The effective use of homework makes a positive contribution to the pupils' levels of attainment. Teachers set homework regularly to cover most subjects of the National Curriculum with particular emphasis being laid upon the core subjects of English, mathematics and science.

25. At the time of the previous inspection the quality of teaching overall was identified as 'sound', with a range, at Key Stages 1 and 2, of good to poor. Teaching for pupils under the age of five was good and is now very good. The quality of teaching has improved; it is good overall with little unsatisfactory and no poor teaching observed. Teachers now offer greater challenges to their pupils, particularly at Key Stage 2, where pupils have frequent opportunities to extend their own thinking and develop their independent learning skills. Teachers have good knowledge and understanding of the subjects they teach and use information technology satisfactorily to support other areas of the curriculum. Most pupils achieve levels higher than would be expected nationally particularly in mathematics and science. The school is well placed to maintain the strengths in teaching.

35. **The curriculum and assessment**

26. The school provides a very effective broad and balanced curriculum that meets the statutory requirements of the National Curriculum and the local education authority's agreed syllabus for religious education. The provision for children under the age of five is very good. The school meets its curricular aims successfully. The time allocated to the curriculum is slightly above national recommended figures at Key Stage 2 and well above at Key Stage 1.

27. The curriculum throughout the school promotes pupils' intellectual, physical and personal development very well. Throughout the school there is a strong emphasis on enhancing pupils' literacy and speaking and listening skills in each curricular area. There are policies and schemes of work in place for all subjects and, in addition, high quality 'quick guides' provide succinct summaries of many of the policies. The school follows the National Literacy and Numeracy Strategies and it has made good progress in implementing these initiatives. The recent national schemes of work in science, design and technology, geography, history and information technology have been incorporated carefully and successfully into the school's schemes of work. There is a separate drug education policy and the sex education policy forms part of the policy for health education. Personal, social and health education, including sex and drug education, are taught through the curriculum as appropriate, an example being in science.

28. The effective monitoring of the curriculum provision ensures equality for all groups of pupils in the school. Provision for pupils with special educational needs is very good. Pupils are identified effectively through the procedures laid down in the nationally recommended Code of Practice, the consistent implementation of which ensures pupils have access to an appropriate curriculum. Pupils have an individual programme written for them at an early stage and their progress is assessed and recorded regularly. The school plans successfully to enable pupils learning English as an additional language to take a full part in the curriculum and additional classroom support is provided when appropriate to meet their needs.

29. The planning of the curriculum is of a high standard. The curriculum for pupils under the age of five is very well planned according to the nationally recommended desirable learning outcomes, which lead smoothly into the programmes of study of the National Curriculum. At Key Stage 1 and Key Stage 2 teachers plan with reference to long-term plans that are amplified by medium-term plans based upon National Curriculum requirements. The planning assists the systematic development of pupils' knowledge and skills very effectively throughout the school.

30. Extra-curricular provision such as art, chess, cricket, choir, drama, football, games, golf and reading for pupils at Key Stage 2, and an activities club for pupils at Key Stage 1, enriches school life. There are competitive sporting activities with other schools. All teachers lead an extra-curricular club at some point during each academic year and a significant number of pupils attend.

31. The school has made very good progress since the previous inspection in developing the curriculum. The school has maintained a very broad and balanced curriculum with very good provision for pupils with special educational needs and children under the age of five. It has addressed the weaknesses identified in the previous inspection successfully; there is now a very good curriculum with clear guidance for teachers.
32. Assessment procedures are very good overall. High quality records are kept for pupils with special educational needs in accordance with the policy for special educational needs. There are very good systems for the assessment of children's attainments when they start in the nursery and members of staff meticulously assess and record children's progress throughout the time they are under the age of five. The information is used very well to plan for the children's needs. In the reception class the children are assessed during the first half-term and this information, combined with the nursery records, is used to provide a baseline for pupils' attainment on entry to full-time education. Teachers continue to monitor pupils' progress regularly during the reception year; however, no succinct end of year records are kept of pupils' attainment to assist the management of the school to determine progress of pupils over this particular year. From Year 1 to Year 6 very detailed assessments are made to determine pupils' progress and the information is used very effectively to enable teachers to plan the next step of learning and to set targets for further learning. The information is used additionally as a management tool to determine the effectiveness of the curriculum and to target specific pupils and year groups in English, mathematics and science. The assessment records for information technology introduced recently neither provides yearly reference to the levels of the National Curriculum nor dates when skills were achieved; this makes the tracking of pupils' progress extremely difficult. The assessment information is reflected well in the annual reports to parents who thereby receive comprehensive information on their children's attainment and progress throughout the year.
33. The school has maintained the strengths identified in the previous report and it has addressed the weaknesses noted and fully implemented the policy for assessment and recording for all year groups except at the end of the reception year. Records kept are consistent and give a clear view of the progress that pupils make during their time at the school. The school is well placed to maintain the present high standards of assessment.
43. **Pupils' spiritual, moral, social and cultural development**
34. A strength of the school is its outstanding provision for the pupils' social development as well as its very good provision for spiritual, moral and cultural development. These areas, to which the school has a strong commitment, show an improvement on the good provision noted during the last inspection.
35. The school has a caring, community ethos which embodies clear values and enables pupils to reflect on relationships, on their own lives and beliefs and those of others. The aims of the school are shared by the school community and have a positive effect on this ethos. Assemblies provide good opportunities for reflection and help to develop spiritual awareness and explore human and emotional relationships. Acts of collective worship are enjoyable. The use of stories and music enriches the experience, and the celebration of pupils' achievements has a positive impact on raising both self-esteem and appreciation of others; for example, in the weekly assembly special certificates are presented. Pupils are encouraged to reflect on the wider world; for example, appropriate attention is given to current events such as recent earthquakes in Turkey and Taiwan. In art, the work of great artists gives inspiration to pupils' own work. The English curriculum provides some good opportunities to express feelings; for example, pupils write poems and prayers. Religious education is used to enable pupils to gain an insight into the values and beliefs of others. Pupils consider the lives of great benefactors such as Ghandi and Nelson Mandela.
36. Provision for moral development is very good. The school teaches its pupils the difference between right and wrong. Pupils are aware of school rules and the reasons for them. The school has excellent strategies for managing behaviour. It is evident from the very good behaviour of the pupils throughout school that the consistent approach and expectations of staff have a positive effect on the atmosphere in school. Pupils show respect for each other and are expected to care appropriately for their environment.

Pupils of all ages play and work well together including children under the age of five. Older pupils are protective of the younger ones. Good interaction was seen between older and younger pupils. In classes, pupils give support and encouragement to each other and good examples of spontaneous care and concern for others were seen on a number of occasions. The quality of relationships throughout school is of a very high standard and members of staff provide very good role models for the pupils.

37. There is excellent provision for social development. The school offers an extensive range of activities to develop social skills through collaborative work and group activities. The school provides a wide range of extra curricular provision both at lunch times and after school including sports, chess and choir. This provision supports the ethos of the school very well and helps pupils to achieve a high level of respect for others and very good social behaviour. Pupils take responsibility happily for helping in class and doing specific tasks, such as taking messages and delivering registers. This is particularly emphasised at Year 6 when pupils are given specific duties; for example, they organised equipment in assembly, helped clear away plates at lunchtime and escorted younger pupils down the ramps at playtimes. Pupils' social skills are further enhanced through their contact and work with the many visitors who are invited into school including parents, volunteers and members of the emergency services. Residential visits for older pupils give them opportunities to learn about living and co-operating in a community setting away from home. The school's work in supporting an extensive range of charities, such as making donations to the Lord Mayor's Appeal, has a most positive impact on pupils' appreciation of the needs of others. Pupils are encouraged to participate fully in the school and local community. They develop an exceptional understanding of good citizenship. This is evident in the responsible attitude to keeping their school free from litter. Excellent opportunities are provided for pupils to contribute their views in the annual survey which are taken into account during the formulation of the school development plan. Pupils with special educational needs and pupils learning English as an additional language are most effectively integrated into the life of the school. Pupils are taught most successfully to accept each other regardless of any differences of gender, race or ability.

48. There is very good provision for cultural development. Pupil's cultural education is promoted particularly in art, music, geography, history and religious education. Through purposeful use of the local environment, including study of the immediate and surrounding area, pupils gain close insights into their own local heritage. They learn about such crafts as spinning and weaving. Through the religious education programme pupils learn of other people's beliefs and religions and are made aware of the rich cultures of the world. Children are used as a 'resource' to inform others about their religion and different festivals. In history, pupils have been researching legacies of the past; for example, they examine language left behind by the Greeks. The school is a multi-cultural community. Children share and value each other's cultures. Artefacts are borrowed from families from various ethnic backgrounds. Parents have taught Indian dance, cooked Indian food and shown various cultural costumes. Other visitors have worked with children on Urdu and Arabic handwriting patterns. Bilingual books are found both in classes and the library. Pupils benefit from the way in which the school uses and values the resources available in its own multi-cultural community. This supports pupils' multi-cultural development positively.

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

38. The quality of the support, guidance and pupils' welfare is of a very high standard and contributes positively to the very good progress pupils make during the time they are at the school. Improvements have been made since the previous inspection when the welfare and guidance of pupils were described as being good.

39. The school has a caring, welcoming environment. It gives very good support and guidance to pupils enabling them to cope effectively and confidently with school life. The atmosphere is warm and friendly. Teachers clearly know their pupils very well and plan lessons accordingly. Parents recognise that the school fosters positive caring attitudes and are happy with the help and guidance it provides. Parents' questionnaires indicate strongly that children are happy at school. Relationships at all levels throughout the school are very good and pupils frequently support each other in class and around school.

40. Children under five in the reception class are already establishing effective relationships with other children and adults and are supported well by the staff and older children in school. The school is successful in both making its pupils feel valued and in raising their self-esteem. The introduction of new pupils into nursery and their transfer into the reception class are carefully planned and considered.
41. There are very good procedures in place for monitoring pupils' progress and personal development. A range of testing and assessment procedures have been put into place to monitor effectively the progress and personal development of pupils. Pupils with special educational needs are supported very well and make good progress. The school makes good provision to support those children learning English as a second language; for example, the school provides additional reading help at Key Stage 1 and support from a bi-lingual classroom assistant.
42. The procedures for promoting and monitoring good behaviour are excellent. The behaviour of pupils is very good. Teachers and other staff maintain good discipline in a calm effective manner. Throughout school pupils work well with their teachers, responding positively to praise and encouragement. Incidents of poor behaviour are rare. Pupils' attendance is satisfactory and absences monitored very effectively.
43. The provision for pupils' overall well-being and health and safety is very good. Health education and some aspects of drug awareness are addressed well, through themes and topics in several curricular areas. Members of staff provide a good level of supervision and carry out their duties in a caring way. Comprehensive procedures are in place for first aid, reporting accidents, pupils' medication, taking pupils on visits and fire drills. A course run by the emergency services gives older children the knowledge and experience to cope with unexpected situations. This project contributes positively to pupils' welfare and guidance. The school follows local authority guidelines for health and safety and the governing body has adopted its own policy with procedures for regular safety audits around the school premises and risk assessments in all areas of the school. Child protection procedures are firmly in place and members of staff are aware of the requirements. The school works hard to provide a safe environment for its pupils and staff.
54. **Partnership with parents and the community**
44. The school's partnership with parents and the community has a positive effect on the quality of education and is one of the school's many strengths.
45. The school gives clear, comprehensive, useful information to parents and encourages them to become involved in their children's work. Newsletters are presented very well, and are readable and purposeful. Parents' views indicate very strong support for the school. Parents are very happy with standards achieved by their children. They can talk informally to staff at any time and there are appropriate formal opportunities for them to meet with teachers to discuss pupils' progress. The majority of parents attend open evenings. School reports vary in the amount of detail given but are generally very informative and show a good knowledge of pupils and progress made. The school works closely with parents of children with special educational needs.
46. The school has done much to establish effective relationships with parents in order to involve them in the learning of their children and this has a positive effect on the quality of education and standards achieved. A number of parents help regularly in class and many more are willing to assist on educational visits. Parents are given half-termly details about topics their children will be covering in class and guidelines on how to support their child at home. Parents are happy to support their child when work is sent home. Many parents listen to their children read and make regular comments in the reading record diaries that are taken home on a regular basis. Parents of younger children are encouraged to pass on any samples of work their child has done at home and these are added to the school's records of development. The recently formed parent-teachers association is already a thriving group raising much money for school funds. The school seeks parents' views annually through a survey and acts upon their suggestions where possible. The organisation of provision for pupils before and after school has been a direct response to parents' wishes.

47. The school has sought various ways to establish links with the local community. Productive links with the high school ensure pupils are well prepared for secondary education. Close links with the local 'Family of Schools' enable staff to discuss curricular issues. Pupils study the local area. Visits to local places of interest such as Kirkstall Valley Nature Reserve, the Abbey and Museum contribute well to pupils' learning experiences. The school makes use of visitors with special knowledge to enhance areas of the curriculum; for example, members of the Local History Group spoke to the children about their wartime experiences in the local area, and the chair of governors worked with classes on other historical topics. A useful business link with a local printing firm has provided the school with office furniture and paper.

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

58. **Leadership and management**

48. The leadership and management of the school are excellent. The headteacher and deputy headteacher work in partnership and set an outstanding standard in their leadership to provide very clear educational direction for the school. They are supported very ably by industrious subject co-ordinators and by a committed and knowledgeable governing body. The structure of the governing body is most effective having active committees for curriculum, finance, and personnel. The committees meet regularly and produce detailed minutes of their proceedings which are discussed subsequently by the governing body. The governors are involved fully in the monitoring and evaluation of all aspects of the school's work; they question standards rigorously and plan strategies for improvement. All statutory requirements are met.

49. There are excellent procedures to monitor teaching and curriculum development. The headteacher and co-ordinators observe lessons frequently. Written evaluations are kept and formal feedback is given. Similarly, the headteacher and co-ordinators monitor planning and pupils' progress. There is a succinct and most effective policy for monitoring and evaluation that is inclusive of those directly involved with the school: the community, governors, pupils, parents, and staff. This policy is based on the premise that 'everyone is the first inspector of one's own performance'.

50. The co-ordination of special educational needs provision is of a high quality. Well thought out assessment procedures track pupils' progress. The headteacher, the special educational needs co-ordinator and the nominated governor work in close liaison in order to keep governors fully informed of the special educational needs provision at the school. There is a yearly review of the policy and procedures for special educational needs and resulting information is passed appropriately to parents. In this way statutory requirements are met. Effective induction of new staff and appropriate liaison with outside agencies both successfully support the teaching of pupils with special educational needs. The provision for pupils learning English as an additional language is most effective as children make very good progress whilst under the age of five and generally reach similar levels of attainment as other pupils by the age of seven in English, mathematics and science. Equal opportunities have a very high priority and are well reflected in the aims of the school. There is an effective and extensive range of policy documentation for both staff and parents including the monitoring of results which supports the awareness of differences in need and the achievement of all pupils.

51. A very good school development plan sets priorities for the current year based upon new initiatives and priorities, continued from the previous year, as well as giving general priorities for the following three years. Areas for school improvement are clearly identified and include targets and the ways to achieve them, the persons responsible, costs and success criteria. The plan includes separate sections for pupils, leadership and management, parents and nursery. The plan is built up from the views of governors, parents, pupils and staff. Strong evaluation takes place of the previous year's development plan to evaluate the success of initiatives.

52. There is a very good positive ethos within the school which results from the fulfilment of the excellent implementation of its aims and policies which are to maintain high standards by providing a balanced curriculum and high levels of care and support for children in all aspects of their lives at school. Relationships between governors, parents, pupils and staff are of a high order with a strong commitment to equality of opportunity.
53. The school has made very good progress in addressing the weaknesses pointed out in the previous report in 1996. Pupils under the age of five make very good progress and pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Standards of pupils' attainment have improved in English at Key Stage 2 and in information technology at both key stages. Pupils' progress in music is now satisfactory. The strengths in the support, guidance and welfare of the pupils have been maintained and there is still very good provision for pupils' spiritual, moral and cultural development. There is now excellent provision for pupils' social development. The governing body is now involved fully in the development of curriculum planning. The curriculum is broad and balanced and provides a very good framework for teachers to plan lessons that build upon pupils' previous learning. The headteacher and governors monitor and evaluate pupils' progress very effectively. Assessment procedures and the use of assessment to inform future planning are of a very high standard and are used most effectively as the basis for reporting to parents. The school gives very good value for money whereas in the previous inspection it gave good value for money. The excellent leadership and management of the school identified in this inspection provide clear opportunities to enable the school to maintain the present high standards.
64. **Staffing, accommodation and learning resources**
54. Staffing provision in the school is very good. There are sufficient numbers of well-qualified and experienced teachers to support the demands of the curriculum. Most effective support is provided by appropriately qualified classroom assistants who work successfully with the pupils; these assistants have particular expertise, examples of such being working with the following: young children, special educational needs, pupils learning English as an additional language, information technology. Pupils with special educational needs and those learning English as an additional language are taught generally alongside other pupils though occasionally they are taught separately in small groups. Effective procedures and the expertise of supervisors, of whom some have a dual role in the school, support the successful supervision of pupils at lunchtime. The daily administration of the school is unobtrusive and smooth running. The superintendent and assistants complete an experienced and hard working team. The school works in partnership with a local teacher-training establishment and this supports the school well by providing opportunities for staff to access additional expertise in subject areas and to keep abreast of new initiatives.
55. Staff development is a priority in the school and members of staff have ample opportunities to take part in professional development. An effective system of personal staff interviews takes place as an extension of the appraisal process. This is successful in identifying teachers' individual targets for development and individual roles in support of school development. Well-documented procedures are in place to support this process including comprehensive job descriptions used to review past practice and future developments. There is an effective programme of support for newly qualified teachers and an informative staff handbook to help new staff. A range of documentation and regular staff meetings ensure that members of staff have a corporate view of the aims of the school and its policies.
56. The overall accommodation of the school is adequate. Classrooms are very well organised and contain attractive, high quality displays which support a range of curricular areas such as history, literacy and information technology. Most classrooms are of a reasonable size, space is restricted in some rooms though recent additions to the organisation of storage have improved the space available for teaching. There are well-organised shared teaching and resource areas and an attractive well stocked library. The imaginative and stimulating outdoor area is organised effectively to provide maximum utilisation of the environment. The accommodation for children under the age of five is very good. The physical

appearance of the school is attractive and it is cleaned to a high standard. Appropriate plans are in place to maintain the standard of the accommodation.

57. The overall provision of resources is good. The quality and quantity of resources available to support the literacy and numeracy hours are very good. Careful thought is given to the purchase of resources in order to provide the most effective support for subject areas, including equal opportunities and in support of pupils with special educational needs and those who are learning English as an additional language. Effective use is now made of the information technology resources in the school. Resources for children under the age of five are very good. The school is also successful in using a wealth of external resources such as the local area, local sports facilities, the museum service, educational visits and visitors to the school to enhance its provision.

68. **The efficiency of the school**

58. The efficiency of the school is very good. The school benefits from an excellent level of financial planning, strengths including excellent strategies for monitoring the spending. The headteacher formulates three budget models based on the school's financial history and requirements for the future. The use of the surplus carried forward from previous years is planned for the purpose of offsetting the effects on staffing levels of expected falling roles. The budget projections are presented to the very active finance committee, which discusses and analyses the models prior to presentation to the full governing body for discussion and ratification. The school development plan contains both clear indications of funding requirements for each subject and the financial implications for maintaining the high quality of management in the school. Throughout the year the headteacher maintains an excellent level of monitoring of the budget to ensure that the most effective use is made of finances available.

59. The school uses staff, accommodation and learning resources very well to enhance pupils' learning. Members of staff are deployed suitably with most effective use being made of classroom assistants and non-teaching staff to support the teachers. The accommodation is in an excellent state of repair and is used very effectively to develop and maintain the high quality of teaching and learning in the school. The funding identified for pupils with special educational needs is used very effectively and is well supplemented from the main school budget.

60. The quality of day-to-day administration is very good. The headteacher has devised excellent systems to enable the administrative assistant to carry out her duties most effectively. There are clear procedures for processing orders and invoices and for the checking of deliveries against orders made. The very minor recommendations made in the most recent auditor's report have been implemented.

61. Taking into account the level of funding for the school, the educational standards attained by the pupils, the very good progress they make, the quality of education provided and the effectiveness with which staffing, accommodation and learning resources are used, the school gives very good value for money.

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

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

62. Children's attainment on entry to the nursery is generally well below that expected of three-year-olds though there is a wide spread of language skills with a significant number of children who have limited communication skills in English. The children, including those learning English as an additional language, make very good progress in both the nursery and reception classes. The children by the age of five attain the nationally recognised desirable learning outcomes in personal and social development, in language and literacy, in mathematical development, in knowledge and understanding of the world, in physical development and in creative development.

63. In personal and social development by the time they are five most children attain the standards expected of five-year-olds in this area of learning and make very good progress. The children quickly gain an understanding of school routines; for example, within a few weeks they register their attendance independently by placing their named coloured picture cards appropriately on the registration board. They are confident and happy in the classroom relating very well to the adults at the school. The children undress themselves for physical education lessons and make a good attempt at folding their clothes in order to leave their clothes tidy. The quality of teaching is very good in both the nursery and reception class. Teachers have a very clear understanding of the needs of children of this age; they give clear instructions and reinforce rules and routines constantly. They have very high expectations of children to become responsible for the care of equipment and to behave well. Members of staff give lots of praise and encouragement and have a very good rapport with the children. A high standard of assessment of individuals is apparent and the members of staff use the information very well to plan future work for individual children.

64. In language and literacy by the time they are five most children attain the standards expected in this area of learning and their progress is very good. Most children converse confidently and speak in sentences. Lower attaining children have limited language skills and answer questions in simple sentences or phrases. The children enjoy books and talk expressively about the illustrations. Higher attainers read fluently and are beginning to sound out letters to read unfamiliar words. Most children make a recognisable attempt at writing their name; higher attainers write their name correctly and use lower-case and upper-case letters appropriately. Lower attaining children copy letter shapes and begin to write letters independently. They learn traditional stories through the use of drama; for example, the children celebrated Diwali and dressed up in traditional dress to act out the story of Rama and Sita. A significant number of the children enter the school with very limited English communicational skills; however, they make very good progress due the very effective curriculum and support they receive from teachers and classroom assistants and by the age of five many of these children are beginning to work within the early stages of the National Curriculum. The quality of teaching is very good both in the nursery and reception class. Members of staff have very good knowledge and understanding of the need to develop and extend the children's speaking and listening skills as a priority throughout all curricular areas. Lessons are planned and organised extremely well for both teachers and the classroom assistants and this contributes most effectively to the very good progress the children make. The children are extremely well prepared for the literacy hour and most lessons in the reception class have elements of the National Literacy Strategy. The format of lessons enables an appropriate proportion of time for direct teaching of the whole class and sufficient time to enable the children to practise what they have learnt at an appropriate level according to their prior attainments. Very good use is made of resources to engender interest in order to assist teaching and learning; for example, the teacher read a 'big' book and 'Sam the Fox' puppet maintained children's attention to enable the teacher to emphasise the main teaching points.

65. In mathematical development the children reach the standards expected in this area of learning by the age of five and make very good progress. Most children develop an understanding of the language of number; for example, they understood the meaning of the word 'zero' and matched counters to number names. Most children order numbers up to ten and know the appropriate terms such as 'larger, and

'smaller'. They find out and record the colour of children's hair on a block graph. Higher attainers tell the time to the nearest half hour. Lower attainers sort objects into sets according to colour. The quality of teaching both in the nursery and reception is very good. Members of staff take opportunities to develop the planned objectives of the lesson most effectively. They question and explain very well and a high pace of learning is apparent. Teachers challenge the children with activities that move their learning on. They encourage the children to have a positive attitude to their work. Planning is very clear and work is set for each group according to its level of attainment. Lessons are very well organised and whole class teaching is used extremely well and consolidated with group and individual assignments. Songs and rhymes are employed to practise and consolidate the sequencing of numbers. Teachers check children's attainment very well through direct questioning and classroom assistants are deployed particularly well during whole class discussions to record individual children's understanding; this information is recorded and often highlighted in future lesson plans.

66. In knowledge and understanding of the world most children by the age of five achieve the standards expected of this area of learning and make very good progress. Most children begin to ask and give sensible answers about the world around them. They find out about the local canal system and experiment in their water play to discover how to move a toy boat through a lock. The children handle animals, such as a lamb, during a visit to a local farm. They design 'pizza' snails. The children grow beans and higher attainers make a list of the resources they need to grow the plant, record the results of their investigation and label their drawings. The quality of teaching at both the nursery and reception class is very good. Members of staff plan an exceptional range of exciting activities to excite and develop children's understanding; they provide a very good start to the children's education. Teachers use this area of learning most effectively to develop the children's speaking and listening skills. Members of staff are sensitive to individual children's needs whilst having high expectations of good behaviour and response to the tasks planned.
67. In physical development the children's attainment is in line with that is expected of children by the age of five and children make very good progress. They enjoy physical education and are very quiet and superbly behaved for children of this age. They respond to instructions; for example, they acted as kangaroos and elephants and started and stopped to the teachers' commands. The children improve their physical co-ordination when they draw pictures on the computer using the 'mouse' and when they practise following patterns and letters using a pencil. They gain from the ample opportunities to ride and drive different 'vehicles' during outdoor play. The quality of teaching is very good in the nursery and reception class. Teachers plan very well to develop learning with identified activities to meet the learning objectives of the lesson. They have very good knowledge and understanding of how children of this age learn and have very high expectations of good behaviour. Praise is used most appropriately. Teachers and classroom assistants assess the children's progress most effectively.
68. In creative development by the age of five children reach the level expected of their age and make very good progress. They enjoy using a wide range of media. The children mix powder paints together and create a variety of shades of colours; for example, the children studied autumnal colours and then painted pictures that represented the colours they had seen. They begin to experience the use of clay to make models. They construct models using constructional apparatus and stick together recycled materials in a variety of ways. The children make their own music using percussion. They enjoy joining in singing and taking part in imaginative play. The quality of teaching is very good in both the nursery and reception class. Teachers have very good knowledge and understanding of the value of imaginative play and encourage it with a wide range of purposeful activities. Planning is thorough and offers a broad provision of opportunities. Teachers expect the children to become independent; for example, at the start of the day the children knew that it was their responsibility to put on an apron before becoming involved in 'messy' activities.
69. The provision for children under the age of five is very good including for those with special educational needs and those learning English as an additional language. The leadership and management of children under the age of five are most effective. The curriculum is of a high standard and follows the nationally recommended areas of learning for children under the age of five and this leads smoothly into

the early stages of the National Curriculum. Assessment of the children is a particularly strong feature and the information gained is used most effectively to move the children's learning on and to provide accurate information for parents. The assessment procedures enable the identification of children with special educational needs to take place and to enable parents and staff to work together to provide very effective additional support for these children. Resources and accommodation are used very well to support teaching and learning. The deployment of classroom assistants is most effective and they play a most significant part in teaching, planning and assessing the children's progress. The allocation of a bilingual classroom assistant helps teachers greatly in the nursery to support children learning English as an additional language.

80. THE CORE SUBJECTS

80. English

70. The results of the national tests for 11 year-olds in 1998 show attainment that is in line with the national average and well above that in schools with pupils from similar backgrounds. The percentage of pupils working at the higher levels is below the national average. The results of the National Curriculum tests for 1998 indicate that, by the end of Key Stage 1, attainment in reading and writing is close to the national average although the pupils working at the higher levels in writing is below the national average. Results in both reading and writing at Key Stage 1 are well above average in relation to similar schools. Inspection evidence supports the view that pupils' attainment in English is average by the end of both Key Stage 1 and Key Stage 2. This concurs with the 1998 test results. In the national test in 1999 the number of pupils reaching the level expected of their age was higher than in the previous year by the end of Key Stage 1 and lower by the end of Key Stage 2. The differences between the 1998 and 1999 results are due to differences in the groups of pupils; at Key Stage 2 in 1999 there was an increased number of pupils with special educational needs with language difficulties.
71. There are no significant differences between the attainment of boys and girls over time. The school's own analysis of test results over a three year period shows that by the age of seven pupils from ethnic minorities were performing at least as well as the class average in English. The results over the three-year period from 1996 to 1998 of pupils aged 11 mirror the rising trend of the national average. Taking into account the overall pupils' attainment on entry, and comparison with similar schools, the school is most successful in raising attainment to the national average.
72. The majority of pupils, by the age of seven, have sound standards of speaking and listening, which are in line with those expected. Pupils speak clearly and listen carefully to instruction. Most attempt to read the story of 'The Little Red Hen' expressively. Higher attaining pupils read the character parts particularly well. Some lower attaining pupils need extra encouragement and support to do so. A few higher attaining pupils are particularly articulate, enthusiastic and eager to answer questions and to contribute their own ideas. Most pupils by the end of Key Stage 2 reach the standard expected of their age. They talk and listen with a growing confidence in a range of situations; examples of this were seen in a class discussion during a river study, in sharing ideas with a partner in a 'dance' session and when they exchanged ideas about books with adults. A number of lower attaining pupils need support to develop their ideas, an example being when comparing the styles of two authors. Pupils who are learning English as an additional language are confident to participate in class discussion and share ideas about books they have read.
73. Pupils' reading is in line with the national average by the end of Key Stage 1. By the age of seven most pupils read out loud with fluency, accuracy and increased expression. Most retell the story, talk about the characters in a story and attempt to predict the plot. They name author and illustrator and explain how to use a contents page and index. Most pupils understand how to use the library and find and replace books in alphabetical order. Most pupils have good strategies for reading new words. Higher attaining pupils read accurately and have lively opinions of other authors. Average attainers talk about the characters and the story content in less depth and need more encouragement to discuss other books

they have read. Lower attaining pupils read accurately at their level and are confident to tackle new words using the pictures to support them.

74. Most pupils by the end of Key Stage 2 attain levels that are in line with the national average. Higher and average attaining pupils read fluently, accurately, expressively and confidently; both have good strategies when encountering unknown words and use a dictionary and content cues to establish meaning. Higher attaining pupils have a greater depth of understanding of events and characters in stories they have read. They are beginning to select phrases from text to support their views. Average attaining pupils, use of this strategy is limited. Most pupils identify the reasons for an author's particular use of style such as 'he tries to make it short and snappy'.
75. Pupils whose first language is not English, whilst having some difficulty occasionally in their use of expressive language, are nevertheless reading from a range of texts with enthusiasm and confidence to succeed. Pupils with special educational needs attain the levels expected in the targets set for them.
76. Pupils by the age of seven attain standards in writing which are in line with the national average. Pupils write for a range of purposes such as stories, poetry, letters and research. Most pupils by the end of Key Stage 1 form letters accurately although they do not use a joined script. Most pupils use capital letters and full stops correctly. Higher attaining pupils spell accurately and begin to attempt use of speech marks. There is some use of descriptive language such as 'muttered' and 'interrupted' in creative writing. Average attaining pupils' spelling is less accurate and handwriting is less mature. Lower attaining pupils sometimes make good attempts at spelling more complex words such as 'finished'. Pupils' attainment in writing by the end of Key Stage 2 is in line with the national average. Pupils' writing is organised and often imaginative and clear. Handwriting is fluent, joined and legible. A range of work covers, for example, writing for information, persuasive writing and poetry. Writing is adapted to different readers; there are reviews of sport or music or factual accounts of holidays. Higher attaining pupils use words for effect and develop ideas in an interesting way. Their writing shows a greater understanding of the use and adaptation of vocabulary for a range of readers; for example, this was apparent in their writing about 'When Henry VIII came to School'. Pupils' writing is developing well across most subjects. Punctuation is generally accurate, including the use of speech marks. In geography they write accounts of the water cycle and in history about 'Life in Sparta'. Pupils search for information on CD-ROMs on the computer and add pictures to texts they have word processed.
77. Pupils make good progress in English at both key stages in relation to their attainment on entry to the school as a result of the quality of teaching, particularly in the early stages of literacy development, curriculum planning and target setting. Pupils who are learning English as an additional language build upon the very good progress they make in the nursery and reception classes and during Key Stage 1; most, by the end of the Key Stage 1, reach similar levels of attainment to other pupils. The National Literacy Strategy is also having a positive effect on the progress that pupils make though the initiative is recent and significant improvements in pupils' attainments by the end of the each key stage are not yet apparent. Pupils with special educational needs also make good progress overall at both key stages as a result of well-matched targets in their individual education plans. The 'Sustained Reading Intervention' also supports pupils at the early stages of literacy development and pupils learning English as an additional language. Stimulating practical activities and well-matched targets for learning are a feature with careful analysis of progress taking place as pupils move through the school. Pupils work in small groups with additional support and have frequent opportunities to develop their speaking, listening, and reading and writing, skills as a result of skilled and informed intervention. Effective partnership between home and school is an important element of the success of this scheme.
78. Good progress in speaking and listening is developed through a wide variety of initiatives throughout the school; for example, at Year 1 pupils followed instructions and named functions of a software program in an information technology lesson in order to draw a figure. In a geography lesson at Year 2, with support, they discuss those features of a landscape that are man-made. These skills develop, so that by Year 6, pupils give good explanations of terms in relation to the physical geography of a river. Younger pupils talk about the use of simple punctuation in shared text sessions in the literacy hour.

Older pupils extend their use of punctuation in their spoken interpretation of a story or play.

79. Pupils make good progress in reading. A high proportion of pupils has impoverished language skills and some pupils have little understanding of spoken English when they enter the nursery. Pupils develop and extend their interest, enjoyment and skill in reading through a well-structured programme using both shared text and group reading in the literacy hour. This is supplemented by a well-organised home reading programme. Younger pupils read with increasing accuracy and understanding; for example, they explained why 'The Little Red Hen' had to do all the jobs herself. Older pupils extend this skill by suggesting more complex reasons for a character's action in a chosen story. They make good progress in comparing the styles of different authors and in matching extracts of similar text. Pupils who are learning English as an additional language make good progress, an example being during the literacy hour shared story session. They begin to read expressively and join in discussions. As they progress through the school they discuss increasingly a story plot and make deductions about the text.
80. The majority of pupils make good progress in understanding and developing the conventions of story writing. The progress of higher attaining pupils in extending the use of descriptive language is very good at Year 6. Most pupils make good progress in spelling; for example, below average pupils in Year 1 made a good attempt at words such as 'finished'. At Year 4 most pupils are spelling more complex words accurately. More sustained progress for average and below average pupils is evident in word level work where there is a more structured framework to follow. Most pupils, including those with special educational needs, make good progress in their writing over time and in relation to their prior attainment.
81. Pupils' attitudes throughout the school are very good; this was demonstrated at Year 3 and Year 5 in the literacy hour and at Year 2 during a library skills session. Pupils work hard, including pupils with special educational needs, sustain concentration and persevere with their work. Behaviour is very good and pupils work well in both class and small groups. They support and help each other. Older pupils have the confidence to assess their progress and can be trusted to get on with their work whilst the teacher supports less able pupils. Younger pupils move quickly to group work during the literacy hour and settle sensibly to tasks.
82. The quality of teaching in English is good overall. The majority of lessons seen was good with a small proportion of very good and satisfactory teaching. The very good lessons were observed at Key Stage 2. No unsatisfactory lessons were observed during the inspection. Teachers' planning is thorough identifying clear learning objectives which are delivered through a range of good teaching and learning strategies. Teachers' subject knowledge is secure and questions are used well to develop knowledge and understanding; for example, during a lesson at Year 6 pupils compared active and passive verbs and at Year 2 pupils developed skills in sequencing a story. Teachers manage pupils well and use an appropriate level of challenge to develop learning. In the very good lessons a high pace creates interest in learning and helps motivation. Selective questions involve all pupils with a good balance of teacher and pupil talk. High expectations, very good management of pupils and use of resources to develop language were also a feature. In a few lessons the pace and challenge were lost during the change to group activities. Teachers encourage pupils effectively through good use of praise and interesting and well-organised resources. The marking of work is inconsistent. In a few classes marking is of a high standard and suggests to pupils ways that they can improve their work though in most classes marking is less evaluative and consists mainly of 'ticks' and positive comments. Teachers evaluate pupils' learning carefully and use the information effectively to guide future planning. Regular homework, particularly in reading, is used well. Teachers and classroom assistants provide very effective support for pupils with special educational needs and those learning English as a second language.
83. The literacy hour is very well organised and resources are used very effectively to support teaching and learning. Careful thought has been given to its management with long hours spent on planning and monitoring, and on evaluating its effect. The headteacher, co-ordinator, governing body and staff have liaised closely in its development. It now forms the basis of the curriculum and is monitored carefully to

ensure the continuing progression of pupils' attainment in order to raise standards further. There are very effective systems for assessing pupils' progress in English in order to inform future planning. A record of cohorts' attainments at the end of each year is kept from Year 1 to Year 6 to assist the management to track the progress of pupils very effectively; however, a class record is not kept of pupils' attainments at the end of the reception year. Analysis of test results in relation to gender and ethnicity give the school a very clear picture of attainment. Targets for improvement in writing have been reassessed and a revised action plan is in place. The school has identified the need to continue to raise the number of pupils attaining the higher levels in writing. The 'Sustained Reading Intervention' programme is successful in raising the attainment of lower attaining pupils at Key Stage 1. The subject provides a strong contribution to the spiritual, moral social and cultural development of pupils; for example, they are encouraged to work co-operatively and to write about their feelings in poetry, story and prayer. Resources for English are very good; there is a wide variety of fiction and non-fiction books in the library with additional books in the classroom. Resources to support the literacy hour and the home reading scheme are used most effectively. A range of visits and visitors support the wider curriculum.

84. The school has met the issues identified at the last inspection successfully. The school's potential to improve is great because of the improved curriculum, the good teaching and the good progress pupils are making at the present time.

95. **Mathematics**

85. In the 1998 national tests for 11 year-olds pupils' attainment is above average when compared to all schools and is well above when comparison is made to similar schools. The percentage of pupils attaining the higher level than expected of their age is close to the national average. Over the three year period from 1996 to 1998 the boys' levels of attainment have risen consistently and are above national averages whilst the girls remain close to the national average.

86. The 1998 national tests for seven-year-olds indicate that pupils' attainment is well above average nationally and very high when compared to similar schools. In 1998 the percentage of pupils attaining the higher levels than expected of this age was close to the national average. Over the three years 1996-1998 the performance of boys is well above the national average with a rise in attainment during each of the years. During the same period girls' attainment is consistently above the national average.

87. Inspection findings indicate that pupils' attainment overall is above average at the end of both key stages and that pupils make good progress. Discrepancies between the inspection findings and the national test results at the end of Key Stage 1 are a reflection of differences in cohorts. No significant differences were observed between the attainment of boys and girls and pupils of different ethnic origins. In the National Curriculum test in 1999 the number of pupils reaching the level expected of their age showed an improvement on the previous year's results at both key stages.

88. Pupils by the end of Key Stage 1 recognise, add and subtract numbers to 20. They know the vocabulary to identify sums, in which they must add, for example, 'the sum of', 'the total', or 'how many altogether'. They use this knowledge to make up appropriate questions for other pupils to answer. Pupils understand and calculate subtraction sums to 20 by counting on and by finding the difference between two numbers. They have good knowledge of measurements and use the vocabulary correctly to identify the 'longest', 'shortest', 'heavier', 'lighter' and in the measurement of time. When working on space and shape, pupils identify which shapes have right angles and sort and identify some two-dimensional and three-dimensional shapes: such as triangles, squares, cuboids, cylinders and pyramids. Pupils make graphs from data given and collected; they make, for example, block graphs to record the number of triangles, rectangles, pentagons and hexagons in a picture. They use Carroll diagrams to identify details of people in their class.

89. Pupils by the end of Key Stage 2 calculate mentally using addition and subtraction to 100 with speed

and accuracy. They identify and use vulgar fractions to ten-thousandths when changing them to decimals. They know, for example, that 3.4792 is composed of 3 units, 4 tenths, 7 hundredths, 9 thousandths and 2 ten thousandths. They recognise that the next whole number after 99.999 is 100. Most pupils add, subtract, multiply and divide accurately using numbers to thousands. They transfer these skills when calculating, for example, the areas of regular shapes and when using simple algebraic formulae. Pupils have a good understanding of the properties of two-dimensional and three-dimensional shapes. They use information about the shapes such as the number of sides, vertices, edges and faces to classify shapes accurately, making graphs and charts to record their information.

90. Throughout the school, pupils make good progress, including those with special educational needs and those learning English as an additional language. In Year 1 pupils build on the good start they make in the nursery and reception class. They develop their ability for mental recall of number facts and gain speed in mental calculations. They gain increased confidence when counting forwards and backwards to 10 and beyond. During Year 2 pupils develop their knowledge of place value and use numbers correctly to 99. They begin to use formal measures; they measure distance, for example, using centimetres rather than spans or the length of their stride. They gain a greater understanding of shapes and begin to identify the properties of the shapes. In the early years of Key Stage 2 pupils calculate using addition and subtraction more quickly and accurately and with larger numbers. They have developed a deeper understanding of the processes involved in multiplication and division and begin to use them in their calculations. They tell the time with a greater degree of accuracy using 12-hour and 24-hour times. They increase their knowledge of area, measuring regular shapes and calculating the area in square centimetres. Pupils in Year 5 and Year 6 have greater understanding of shape and they recognise that a right angle is 90 degrees and a straight line is 180 degrees. They recognise that an angle is a measurement of turn and measure them accurately. They use co-ordinates with greater expertise, producing reflections of shape within four quadrants. Most pupils have increased knowledge and understanding of decimals and percentages and calculate these accurately.
91. Pupils' response is very good. Their behaviour in all lessons observed was exemplary. They are quiet in class, listening sensibly and answering questions confidently. They are eager to use their own initiative in their work and, when involved in group or paired work, they collaborate very well. Pupils interact with each other and with their teachers very well. During and at the end of lessons pupils get out and clear away equipment sensibly and they handle it with care. Pupils are honest about their own levels of understanding and appreciate the need for such honesty if they are going to be given appropriate help from their teachers.
92. The quality of teaching overall for the subject is good, with one third of lessons observed being very good. Teachers have clear planning strategies based on a commercially produced format reflecting the needs of the National Numeracy Strategy. They use this as a basis for the identification of learning objectives for each lesson and the appropriate activities to achieve those objectives. The highest quality teaching occurs where lessons move at a very fast pace with high expectations of behaviour and work. The expertise of the teachers in these lessons enables pupils to make very good progress. When appropriate, the teachers stop their classes working in order to clarify or consolidate the pupils' understanding. Teachers assess pupils' work carefully, and use the optional national tests for Year 3, Year 4, and Year 5. They analyse the results and use the information gained to plan for enhancement of pupils' learning. A class list of pupils' attainment at the end of Year 1 to Year 6 is collated from assessment information to enable the management to monitor pupils' progress very effectively; however this system has not been extended to include the reception class. The marking of pupils' work is done conscientiously though there are few comments written by teachers to enable pupils to see how they can improve their work. Homework is used effectively to support and consolidate pupils' learning. In most lessons teachers use questions well to enhance their pupils knowledge and understanding of mathematical processes. At both key stages numeracy is used effectively in other areas of the curriculum; for example, pupils made block graphs and pie charts using information technology to assist their geographical studies. Information technology is used satisfactorily to consolidate pupils' understanding of shapes, and, for example, in the measurement of angles when they use a programmable unit.

93. The subject is very well led by an experienced and well-qualified co-ordinator. The school has recently adopted a commercial scheme linked closely to the requirements of the National Numeracy Strategy. It is evaluating the success of the scheme and giving consideration to incorporating its own very good scheme of work into the commercial scheme. The school has very effective development and action plans for the subject, which clearly identify targets for pupils, the assessment requirements for pupils' work, monitoring and evaluation details for the National Numeracy Strategy and how parents may best be kept informed of their children's progress. Resources for teaching and learning are very good in quality and quantity and are used well to support teaching and learning.
94. The school has made significant improvements in developing the subject since the previous inspection. Standards have risen substantially with most pupils attaining levels above national averages. The overall quality of teaching has risen and is now good. This enables the pupils to make good progress in their learning. The school is well placed to maintain the present high standards.

105. **Science**

95. The results of the national tests for 11 year-olds in 1998 indicated that the performance of pupils was close to the national average; however, the school was well above average in comparison to similar schools. The trend over the three years 1996 to 1998 shows standards to be above the national average. The teacher assessments of seven-year-olds in 1998 showed that the number of pupils attaining the expected level was broadly in line with the national average. Inspection findings, based on inspection observations and scrutiny of the previous year's work, are that pupils' attainments are above the national average by the end of Key Stage 2 and are in line with the national average by the end of Key Stage 1. The performance of boys and girls is similar at both key stages. Pupils learning English as an additional language attain similar levels to others.
96. The discrepancy between inspection findings and the results of the national tests at the end of Key Stage 2 in 1998 is explained by differences in cohorts. In 1998 the number of pupils reaching the level expected of their age was above the national average and the number reaching the higher levels was close to the national average; however, there was a significant number of very low attainers. The number of pupils reaching the level expected of their age in the national tests in 1999 at the end of both Key Stages 1 and 2 was similar to the previous year. At the end of Key Stage 2 slightly more pupils reached the level expected of their age and a higher percentage achieved the higher levels than in the previous year.
97. Pupils by the age of seven investigate the properties of freshly baked, toasted and frozen bread; they record their findings on a simple matrix. They name the parts of a plant: root, leaf, stem and bud. Pupils recognise the changes that occur when chocolate is heated and higher attainers evaluate the changes in greater detail than do others. Most pupils construct an electrical circuit to make a bulb light up and draw diagrammatically the components. Pupils by the age of 11 devise an experiment to establish if 'air weighs anything'. They identify and label parts of the heart. Pupils classify materials according to whether they are conductors or insulators. They explain how the movement of the earth affects the length of day and the seasons of the year.
98. Pupils, including those with special educational needs, make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. In Year 1 pupils build upon the very good progress they have made in the nursery and reception class. Most pupils begin to describe the differences between seeds grown in the light and in the dark. In Year 2 pupils consolidate and extend their learning; for example, they separate percussion they have previously used according to how the sounds are made and then identify those instruments that will make sounds in more than one way. At the beginning of Key Stage 2 pupils investigate shadows and discover the effect of altering the height of the light source. In their investigations they learn to consider 'fair testing'. They gain an increasing understanding of scientific language. In Year 4 they devise their own investigations; for example, they constructed an experiment

to determine if woodlice like damp places. During Year 5 pupils begin to make detailed drawings, such as the swim bladder of a fish, to accompany their written work. They consolidate and develop increasingly their understanding of scientific facts. Pupils at Year 6 extend their scientific vocabulary and consolidate previous work. They deepen their understanding of microorganisms, reproduction and the effects of drugs.

99. Most pupils present their work neatly. They are very keen to take part in discussions in whole class situations as well as in group work. They work quietly and industriously though, occasionally, younger pupils waste time during independent activities. Pupils are well behaved and relate very well to one another and to adults; for example, in one lesson a pupil assisted a lower attainer to record the results of his findings and pupils said 'excuse me' spontaneously when passing by an adult.
100. The quality of teaching is good overall. At Key Stage 1 it is satisfactory and at Key Stage 2 it is good and often very good. One lesson at Key Stage 1 was judged to be unsatisfactory. Where teaching is very good, teachers have high expectations of pupils and check understanding frequently, emphasising the important points to ensure that the planned learning objectives are achieved. Lessons are very well balanced with an appropriate period of teaching to the whole class followed by pupils working in a small number of groups arranged according to their attainment. Teachers pick up on previous lesson evaluations most effectively. Where teaching is good, teachers have good knowledge and understanding of the subject with high expectations of pupils; for example, teachers have well-developed questioning skills and set challenging questions to individuals according to their attainment level in order to consolidate and extend their understanding. There is a brisk pace to the lessons and pupils are organised well. Teachers use learning resources very effectively to support their teaching. Members of staff check pupils' learning through careful questioning and clarify pupils' understanding as necessary. Pupils are given opportunities to find information at home to assist their studies and to search for information in books. Where teaching is satisfactory, teachers circulate between groups to check understanding though teachers' opportunities to extend pupils' learning are compromised by an excessive number of different activities taking place. Planning is adequate though does not identify work for different levels of pupils' attainment. Classroom helpers are deployed satisfactorily though sometimes restrict opportunities for pupils to think for themselves. Marking is positive though too infrequently suggests ways that pupils can improve their work. Where teaching is unsatisfactory, there is too little direction and support for individual groups as the teacher concentrates almost exclusively on one focussed group and this leads to the majority of the class making unsatisfactory progress. Teachers plan to teach too many curricular areas simultaneously and this results in the inefficient use of teachers' time by their having to give instruction repeatedly to each topic group. Insufficient time is spent on teaching the whole class and an excessive length of time is spent on the plenary session.
101. The leadership and management of the subject are very good. The co-ordinator monitors the curriculum and teaching effectively and has worked alongside other members of staff to improve the curriculum. Planned opportunities to utilise information technology are used satisfactorily; for example pupils used sensing equipment to assist their understanding of conductors and insulators. The subject is taught at Key Stage 1 alongside other curricular areas whereas at Key Stage 2 it is taught as a discrete subject. Assessment procedures are very good overall though there are no end of reception year assessments of pupils' attainments. The management of the school uses the information very effectively to track the progress of individuals and cohorts as they pass through the school. The results of the national tests and end of year assessments are analysed carefully to develop further the curriculum.
102. The school has made significant improvements since the previous inspection. Pupils' attainments have risen from broadly in line with the national average to above the national average. The weaknesses in the curriculum and assessment have been addressed and the school now has a very well thought out curriculum and very effective assessment procedures. The school is well placed to maintain the present standards.
- 113.
113. **Information technology**

103. Pupils' attainment is in line with the national expectations by the end of both key stages. Pupils by the end of Key Stage 1 have skills in basic word-processing. They understand the need to save their work to disc. Pupils compose a tune on the computer. They sort objects into sets and then use a database with help to record their findings. Pupils move words around the monitor screen. They follow directions and make decisions when using an 'adventure' game program. Pupils by the end of Key Stage 2 start up the computers and load from their 'floppy' discs independently. They mark text and move it elsewhere in a document using the 'cut and paste' facility. They alter the size of pictures they import into their word processing. Pupils produce graphs from data and interrogate the information. They direct a programmable unit to produce shapes; for example, most pupils followed up a mathematics lesson by programming a computerised unit to move repeatedly forward and turn to specific angles to draw shapes such as triangles and squares; higher attainers produced octagons. Pupils use sensing equipment to support their studies in science to sort good conductors from insulators. They explore by using a simulation program the effect of alterations for different layouts of a bathroom.
104. Pupils, including those with special educational needs, make satisfactory progress at both key stages. At the beginning of Key Stage 1 they make satisfactory progress and consolidate their understanding of the computers and available software. They develop increasingly their skills in using the 'mouse'. They learn new skills such as changing the size of the 'brush' in an art program. At the beginning of Key Stage 2 pupils deepen their understanding of programming computerised equipment. They begin to employ their skills in the subject to support their learning in other curricular areas. Towards the end of Key Stage 2 pupils begin to see the effect of changes of design on the cost of a project; this supports their work in numeracy and in design and technology.
105. Pupils respond well and are eager to join in discussions and demonstrate their previous knowledge. Older pupils make detailed, neat notes whilst the teacher is explaining new work. They are well behaved and take turns. They take responsibility for their personal discs by saving and loading information at appropriate times. Older pupils are capable of realising and rectifying their mistakes without recourse to their teachers.
106. The quality of teaching at both key stages is satisfactory; however, during the few possible observations during the inspection many good features of teaching were seen. Teachers have good knowledge and understanding of the subject. They question well to ascertain previous knowledge and use pupil demonstrations effectively. Teachers have sufficiently high expectations of pupils to follow instructions and to behave well when working independently; however, occasionally teachers give insufficient direction to pupils to enable them to work effectively on their own and this leads to them making unsatisfactory progress. Planning is succinct and provides sufficiently clear information for classroom assistants to ensure that their teaching accomplishes successfully the desired learning objectives. Planning links to the nationally recognised scheme of work for the subject though not directly to the programmes of study of the National Curriculum. Satisfactory use is made of information technology to support other areas of the curriculum. Teaching the whole class together to explain new assignments ensures the efficient use of time. The deployment of very capable classroom assistants to instruct groups of pupils is very effective in improving pupils' progress, particularly pupils with special educational needs and those learning English as a second language. The day-to-day assessment of pupils' progress is good; however, the recording sheets are not dated though they often include evaluative comments to assist teachers to plan the next step of learning. Sufficient time is given to allow pupils to develop their learning of skills on computers. In addition, members of staff give pupils at Year 5 and Year 6 sound opportunities to consolidate their learning in an extra-curricular club.
107. The leadership and management of the subject are very good. Learning resources are good and used well to assist teaching and learning. The school has been successful in raising pupils' attainment from below to in line with the national expectations since the previous inspection. The professional development of staff has resulted in teachers gaining confidence in the teaching of the subject. The recently introduced scheme of work is of a high standard and linked well to the national guidelines and the school's long-term planning. Assessment of pupils' attainments is satisfactory and used effectively to enable teachers to plan what next to teach; however, the recording is neither dated nor linked to the

levels of the National Curriculum. This makes the analysis of pupils' and cohorts' progress difficult to track in order to target individuals and groups effectively. The recent changes to the curriculum, the strengths of the leadership of the subject and the well-advanced plans to improve resource provision place the school in a favourable position to improve standards further.

118. **Religious education**

108. Pupils' attainment by the end of both key stages meets the expectations of the local authority's agreed syllabus. The subject makes a strong contribution to the provision for pupils' spiritual, moral, social and cultural development. Pupils by the end of Key Stage 1 express reasons why a person is a friend and what are the qualities of a friend. They know about important people whose faith has had an impact upon their lives; for example, they discussed why Martin Luther King was a special person. Pupils know some stories from the Bible such as the story of David and Jonathan. They understand that the Qu'ran is a special book for Muslims and that it needs to be handled with respect. They recognise the similarities and differences between a Christian and an Islamic wedding.
109. Pupils by the end of Key Stage 2 know important features of a Church and a Mosque. They write reflective prayers; for example, pupils wrote prayers about 'What God means to me'. They know the names of the major festivals of Judaism. Pupils recognise the symbols of different faiths. After reading stories from the Bible they discuss and consider the meaning of the texts; for example, pupils discussed the parable of the sower and considered the meanings of the dreams of Pharaoh and Joseph.
110. Pupils, including those with special educational needs and those learning English as an additional language, make satisfactory progress. Younger pupils build upon their earlier experiences in the reception class and nursery; they consolidate their understanding of 'youngest' and 'oldest', for example. They gain an appreciation of how humans change as they grow older and find out more about the cycle of life. At the beginning of Key Stage 2 pupils are introduced to 'brain-storming' techniques to clarify their views on how we should care for our world. Higher attaining pupils begin to develop a deeper understanding of pollution through research in books. During Year 4 pupils learn about John the Baptist and Jesus, and then begin to think about the symbolism of water in the Christian faith. Towards the end of Key Stage 2 pupils deepen their knowledge of other faiths; for example, they learnt more about the Islamic faith and its rules.
111. Pupils enjoy religious education lessons and discuss issues of faith sensibly with one another. Their behaviour is very good and they generally sustain concentration. Pupils bring artefacts of their own faiths to share with others. They are sensitive to the beliefs of others; for example, pupils were captivated by an Islamic prayer which a pupil read in her own language and then translated into English as part of a lesson about the care of our world.
112. The quality of teaching is satisfactory. Teachers' knowledge and understanding of the subject is good. They consolidate previous learning and build new learning upon it effectively. There are high expectations for all to take part in discussion which develops pupils' speaking and listening skills well. Planning is generally good and includes clear learning objectives, details of extension work for higher attainers and challenging tasks for lower attainers. Good use of the subject is made to assist learning in literacy, mathematics and science. In most lessons there is a suitable balance of discussion and recording though occasionally there is an over-dependence on completing worksheets and the religious education content of the lesson is limited. Teachers have a good rapport with pupils and, generally, lessons proceed at a brisk pace. The good use of artefacts and the experiences and knowledge of pupils from ethnic minorities and of members of the community assist teaching and learning positively. Teachers celebrate the work pupils do at home in response to previous lessons.
113. The leadership and management of the subject are very good. The school has devised recently a scheme of work of a high standard based on the local authority's agreed syllabus. This assists teachers with their planning very effectively and provides a clear pathway of learning for pupils as they move through

the school. The curriculum is very broad and balanced and reflects well the needs of the different cultures at the school. Very good assessment systems have been developed to check pupils' progress and to assist the development of the curriculum. The school has maintained the strengths in the subject since the previous inspection. The quality of the management of the subject and the curricular arrangements provide the school with the opportunities to improve further the satisfactory standards.

124. **OTHER SUBJECTS OR COURSES**

124. **Art**

114. Although it was only possible to observe the subject being taught on very few occasions during the inspection, the scrutiny of teachers' planning and pupils' work, along with discussions with pupils and teachers, indicate that, at both key stages, pupils, including those with special educational needs, make good progress and by the time they leave the school they attain standards expected of pupils of their age.

115. Pupils during Key Stage 1 gain a firm grounding in techniques for painting, drawing and creating three-dimensional art. They begin to learn how to mix colours to paint the desired shades and use colour in their pictures with a greater degree of expertise. Pupils begin to use pattern in their work very effectively; in Year 1, for example, they create tessellating patterns in the form of butterflies, using colour well to display how butterflies have intricate patterns on their wings. At Key Stage 2 pupils mix paint very effectively to gain desired shades and compare the shades they make to colour in paintings and photographs. They use these skills in designing patterns for ties. They describe correctly the shades of green they make. They make paintings in the style of well-known artists such as Kandinsky and Georgia O'Keefe. Towards the end of the key stage pupils display well developed skills and techniques in observational drawings made of plants and artefacts from their studies in other subjects, one example seen being in history. Throughout both key stages pupils use information technology to produce high quality designs using appropriate software. As pupils become older they have greater knowledge of computer technology to produce more advanced and controlled pictures. They save and print their own work.

116. Pupils' response is good. They concentrate well in art lessons, aiming to develop their skills. They talk sensibly about the work they undertake and take great pride in high quality presentation of their work. Pupils work together well, supporting each other with encouraging comments. They select their own resources with care and clear up sensibly and efficiently after their lessons.

117. The quality of teaching is good at both key stages. Teachers have good knowledge and understanding of the techniques required for pupils to make good progress. Teachers encourage a fast pace to their lessons and have very high expectations of pupils, both of behaviour and the quality. The co-ordinator is very knowledgeable and has produced a very effective plan for developing the subject. Resources for teaching and learning are very good in quality and quantity and are used well. They are stored carefully and are readily accessible for teachers and pupils. Teachers use the subject effectively to develop pupils' spiritual and cultural awareness.

118. The school has made good progress in the subject since the previous inspection and has developed an appropriate scheme of work to enable good progress to be made by pupils.

129. **Design and technology**

119. The scrutiny of pupils' work and teachers' planning, photographic evidence and discussion with pupils and teachers indicates that pupils make satisfactory progress and by the time they leave the school they attain standards expected of pupils of their age.

120. At Key Stage 1 pupils begin to develop skills in designing and making. They have an opportunity to use a wide range of media. Pupils design houses in two-dimensional form, with opening doors, and they use a range of materials to stick on details. They use construction kits to make simple moving models such as cars. At Key Stage 2 pupils gain greater knowledge of techniques for design and making using a greater range of materials. At Year 3 and Year 4 they design and make working models of, for example, torches. This is closely linked to their work on electrical circuits in their science lessons. They work with clay and papier-mâché to produce three-dimensional models. At Year 5 and Year 6 pupils continue to experience a wider range of materials and gain greater knowledge of techniques used. They use clay with great dexterity and the quality of their finished work develops well. The shapes of fruit made, for example, reflect accurately the real thing. Pupils study the life of great designers and make wallpaper patterns based on the designs of William Morris. Following the study of Victorian life in history, pupils make small designs of pegged-rugs using techniques observed during educational visits. The older pupils have greater developed skills in using construction kits and use electrical motors to power the models they design and make. Through observation of pupils' work and discussions with pupils, it is evident that their response is good. They take great care with their work and take much pride in the quality of the finished product. They talk about their work enthusiastically.
121. As no lessons were seen during the inspection because of the organisation of the timetable, it is not possible to make an informed judgement on the quality of teaching overall; from samples of work seen, photographic evidence, the quality of teachers' planning and records and the progress made by pupils, however, inspection evidence indicates that the quality of teaching is satisfactory. The samples of work indicate that teachers give pupils the opportunity to develop skills in designing and making, using a wide range of techniques and experiences. Teachers incorporate links with other subjects of the National Curriculum in order to present pupils with suitable challenges; for example, they practise their measuring skills and use information technology to design the layout of a bathroom.
122. The co-ordinator has a clear vision for the subject and leads the subject by example. She has produced clear guidelines to incorporate the development of pupils' skills throughout their time in the school, covering the key areas of mechanics, structures, food technology and the use of textiles. There is a very good range of high quality resources for teaching and learning that are carefully stored and readily available to teachers.
123. Since the last inspection sound progress has been made in maintaining the levels of attainment and progress made by pupils. The minor weaknesses identified in the previous report have been remedied.

134.

134. **Geography**

124. Pupils make satisfactory progress, throughout both key stages and by the time they leave the school they attain standards expected of pupils of their age. Pupils during Year 1 build upon their previous experiences and draw a route to school. They develop their understanding of appropriate geographical terms; for example, higher attaining pupils name the roads and places on the route from home to school. At Year 2 pupils, in work on landscapes, start to recognise and name geographical features. They learn to use a key to identify the main features such as mountains and rivers. Pupils consider which features depicted on a map are man-made. They begin to make simple observations about their likes and dislikes of the local environment. During Key Stage 2 pupils develop their understanding of different locations in the world through the study of a village in India. Pupils learn how to use four figure co-ordinates correctly to plot a route using symbols and a key. They begin to record information about the weather using the Beaufort Scale and write about the Water Cycle accurately. Pupils learn the meaning of geographical terms such as source, mouth, and channel. They practise using the information to mark them accurately on a chart as part of a river study. Pupils use maps, photographs and other evidence increasingly to obtain geographical information.
125. Pupils' attitudes are good and they show interest in the topics studied. They respond well to questions and complete written work carefully and accurately. Both younger and older pupils respect each other's

contributions. They sustain concentration and persevere with the tasks set. They are well behaved and respectful.

126. The quality of teaching at both key stages is good. Clear learning objectives identify the skills to be taught. There is a clear progression in the lessons observed and planning builds successfully on prior knowledge. Teachers use their good subject knowledge successfully to develop the use of correct geographical language. Planning is good and provides opportunities to practise of literacy and numeracy skills. Opportunities are provided to use information technology; for example Year 1 pupils produced block graphs of the most popular way of coming to school. Another feature is the effective use of questions being made to assess pupils' level of understanding, check their progress and direct their learning. Teachers manage pupils well and use a variety of resources, including photographs, books and visits, to stimulate interest.
127. The role of the co-ordinator in monitoring planning is effective. Observations are recorded and discussed with teachers in order to inform future planning. A suitable policy is in place that is now supported by the recent adoption of a nationally recommended scheme of work. Assessments are completed at the end of a unit of work and support the progression of learning through the school. A good range of visits enhances the subject and provides appropriate first hand experience.

138.

History

128. Pupils make satisfactory progress and by the time they leave the school they attain standards expected of pupils of their age. During the inspection it was not possible to observe any lessons being taught in Key Stage 1 because of the organisation of the timetable, but from the teachers' planning, the scrutiny of pupils' work and discussions with staff and pupils, it is evident that pupils make satisfactory progress. They develop a sound understanding of chronology and begin to realise that events and artefacts are from a different time to the present. In using historical sources, such as contemporary photographs and artefacts, most pupils gain a simple understanding of the differences between the life of the rich and the poor in Victorian Times.
129. During Key Stage 2 pupils extend their understanding of chronology and are beginning to recognise that the past can be divided into titled time periods; for example, this was seen in their work on the Egyptians in Year 3 and the Ancient Greeks in Year 5. Pupils' writing increasingly demonstrates their factual knowledge and their understanding of some of the main events, for instance the 'Battle of Marathon', and of behaviour, such as Egyptian burial rites. During Year 6 pupils begin to demonstrate a greater depth of understanding and the use of persuasion when setting out an argument. Pupils gain experience of independent research using books, photographs and computer software.
130. Pupils' attitudes towards the subject are good. They are eager to investigate facts about the past. Pupils are well behaved; they persevere with tasks and sustain concentration well. Both younger and older pupils listen carefully to explanations and try hard to respond appropriately to challenging questions. Pupils handle resources with care and work co-operatively in groups, listening with interest to others' contributions.
131. It was not possible to make a judgement about the teaching at Key Stage 1 as no lessons were observed; however, at Key Stage 2 the lessons observed demonstrated teaching of a good quality overall. Teachers plan lessons well with clear starting points. A range of teaching strategies is used to support learning; for example, there is clear exposition and well-organised group work that supports a range of attainment levels. Resources are stimulating and good use is made of books and information technology to search for information. Additional support from classroom assistants is good; it is well planned and executed to help pupils with special educational needs and those pupils learning English as an additional language.

132. A comprehensive policy document and a newly adopted nationally recommended scheme of work support the subject well. The development of key concepts and attitudes in support of pupils' spiritual, moral, social and cultural development are identified effectively. The role of the co-ordinator in monitoring the subject is very effective. Planning is monitored regularly and the outcomes of the monitoring are recorded formally and fed back to the teachers in order to evaluate and support school improvement. Assessment at the beginning and the end of a unit of work is used to inform future planning and to report progress to parents and teachers as pupils move through the school.
133. Literacy skills are consolidated and practised very effectively in the subject. Pupils use their writing skills to produce interesting accounts of life in Victorian Times, to write as a soldier in Sparta or to research the legacies of the Ancient Greeks. Numeracy skills are used to sequence activities and to develop time lines. Information technology is also used effectively to research information. Pupils use their skills to combine text and graphics to provide information for a display on a particular unit of work. Learning resources are good and used effectively to support pupils' historical understanding. A good range of visits and visitors enhances the curriculum and helps to bring the subject to life and this supports pupils' cultural development very well.
144. **Music**
134. Pupils, including those with special educational needs, make satisfactory progress and by the time they leave the school they attain standards expected of pupils of their age. At Key Stage 1 most pupils sing well in tune, their songs incorporating appropriate actions. Some pupils sing solo parts in songs with increased confidence. They sing simple two-part songs and clap the rhythms found in the songs accurately. They begin to recognise how rhythms change and that the tempo within different songs includes long and short beats. Pupils at Year 3 listen to recorded music and begin to give appropriate descriptions of the mood indicated by the music. They have begun to compose music using percussion instruments, recording their compositions in simple forms. When performing their work, they control the pitch, volume and speed of the performance using hand signals. At Year 4 pupils show greater understanding of how musical instruments can be used to develop mood and feeling. They use the sounds to demonstrate the links between musical effects and descriptive language, whilst at Year 5 and Year 6 pupils increase their knowledge of musical terminology and begin to use this effectively in their compositions. They know, for example, that the volume of performance is controlled by abbreviations for the terms piano, mezzo forte, and forte. They record their own compositions on a musical time line indicating the instruments played and the dynamics and speed of performance required.
135. Pupils' response is satisfactory. Most pupils are keen to take an active part in music lessons but, when working in pairs to create their own compositions, some pupils do not work with sufficient concentration to develop their learning. Pupils listen to other pupils' contributions to lessons and offer their own.
136. The quality of teaching is satisfactory overall at both key stages though the quality of teaching in some lessons was good. Teachers have satisfactory knowledge and understanding of the subject. Planning is satisfactory. Good use is made in singing lessons of the peripatetic pianist who contributes very effectively to the lessons. The higher quality of teaching occurs when the teachers are confident with the subject and give clear guidelines for pupils' work. These lessons have a fast pace and resources are very well organised for the pupils.
137. The recently appointed co-ordinator has yet to have any effect on developing the subject but has a clear vision of how the subject should be developed. Good use is made of the peripatetic pianist in developing singing within the school. The quality of singing is further enhanced through pupils' involvement in the choir which is organised as an extra-curricular activity. The quality and quantity of resources are adequate.
138. The school has made good progress since the last inspection in addressing the weaknesses identified in that report. Pupils at Key Stage 2 now reach expected levels of attainment and make satisfactory

progress in singing, composition and performance.

149. **Physical education**

139. Pupils, including those with special educational needs, make satisfactory progress and by the time they leave the school they attain standards expected of pupils of their age. During Key Stage 1 pupils begin to plan and perform simple skills safely. They learn to work together safely in a space, with the appropriate equipment, and to follow the rules sensibly. During Year 3 they practise and refine these skills including participation in warm up activities before strenuous exercise. They demonstrate an increasing ability to sustain energetic activity when practising controlling a ball using their feet. A few higher attaining pupils are particularly skilled in linking actions showing good self-control, accuracy and co-ordination. Older pupils improve their performance in athletics and field games and represent the school in events. During Year 6 pupils extend their performance to include music and make judgements about how they and others can improve; a number of higher attaining pupils begin to perform an imaginative interpretation of keeping balance on a ship during a storm, for example. Pupils make good progress in outdoor games and swimming. Most pupils learn to swim 25 metres during Key Stage 2.
140. Most of the pupils have good attitudes to work. They respond well to instruction and are eager to complete tasks. They are very well behaved even when the level of noise is distracting in the swimming pool and from the road during outdoor activities. Most pupils are enthusiastic, persevere with tasks and strive to improve. They are eager to represent the school in events and to participate in after-school clubs.
141. The quality of teaching is satisfactory at Key Stage 2; there were insufficient opportunities because of the organisation of the timetable for direct observation of teaching at Key Stage 1 to make a judgement. Teachers' subject knowledge overall is secure and planning is thorough with lessons beginning with an appropriate warm up activity. In the good lessons seen learning objectives are clearly identified and detail activities to support the progression of the lesson. Pupils, as a result, are well motivated and keen to perform well. There is a suitable balance between the teaching of techniques and skills and pupil activity in order to develop and extend their learning. Effective pupil management and suitable pace with assessment of pupils' understanding support progress well. Where teaching is unsatisfactory, seen in a lesson at Key Stage 1, ineffective organisation and the slow pace of the lesson and subsequent inactivity result in unsatisfactory progress being made.
142. The curriculum is planned effectively to ensure the progression of skills and techniques within and across year groups and key stages. Extra-curricular and cross-curricular links are made clear. Outdoor and adventurous pursuits are identified appropriately and given equal status in the curriculum. A comprehensive long-term plan identifies clearly at what stage the units of work are to be taught. Assessment opportunities are built into the planning and are used to inform future work. The subject co-ordinator monitors the subject very well and feeds back observations formally to improve performance. Teachers are supported effectively by other experts in swimming, athletics, tennis, rugby, specialist dance and golf. Resources are very good with opportunities for outdoor activities, a high priority as the school does not have immediate access to a large grassed area. Pupils are involved in a wide variety of clubs such as football, rounders, netball, rugby and golf. They attend football rallies and indoor athletics and participate in cricket, specialist dance and other activities as part of the local 'Family of Schools' initiative. Every opportunity is given to pupils to participate in their chosen sport and, where appropriate, to represent the school.
143. Since the last inspection the school has improved the curriculum successfully by extending the range of opportunities available to the pupils.

PART C: INSPECTION DATA

154. SUMMARY OF INSPECTION EVIDENCE

144. A team of four inspectors inspected the school, one of whom was a lay inspector. The equivalent of fourteen inspector days was spent over a four-day period and observations were made of 68 lessons or parts of lessons. Inspectors also observed pupils at the beginning and end of the day, and during assemblies, break-times and lunchtimes. Samples of pupils' work were scrutinised. In all, 52 hours were spent observing classes, sampling pupils' work, listening to pupils read, and talking to them. A range of documentation supplied by the school was studied and 101 questionnaires returned by parents were analysed. Prior to the inspection, meetings were held with the staff, the headteacher and the governing body. A meeting for parents was attended by 26 parents.

155. **DATA AND INDICATORS**

155. **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	184	2	47	60
Nursery Unit/School	19	0	0	0

155. **Teachers and classes**

155. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	8
Number of pupils per qualified teacher:	23:1

155. **Education support staff (YR – Y6)**

Total number of education support staff:	7
Total aggregate hours worked each week:	80

155. **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	18.5:1

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

Total number of education support staff:	2
Total aggregate hours worked each week:	32.5

Average class size:	19
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155. **Financial data**

Financial year:	1998/1999
	£
Total Income	343,153
Total Expenditure	343,884
Expenditure per pupil	£1838.95
Balance brought forward from previous year	£17,070
Balance carried forward to next year	£16,339

155. **PARENTAL SURVEY**

Number of questionnaires sent out:	180
Number of questionnaires returned:	101

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	46	50	1	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	71	29	0	0	0
The school handles complaints from parents well	41	53	6	0	0
The school gives me a clear understanding of what is taught	43	50	4	3	0
The school keeps me well informed about my child(ren)'s progress	60	37	1	1	1
The school enables my child(ren) to achieve a good standard of work	55	43	1	1	0
The school encourages children to get involved in more than just their daily lessons	37	56	5	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	43	51	5	0	1
The school's values and attitudes have a positive effect on my child(ren)	57	41	1	1	0
The school achieves high standards of good behaviour	60	37	1	2	0
My child(ren) like(s) school	70	28	0	2	0