

INSPECTION REPORT

Spalding Monkshouse Primary School
Spalding

LEA area: Lincolnshire

Unique Reference Number: 120425

Headteacher: Mr David Gale

Reporting inspector: Mr Michael Barrand
17322

Dates of inspection: 6 – 9 December 1999

Under OFSTED contract number: 707573

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr David Jackson
Date of previous inspection:	19 – 21 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mike Barrand, Rgl	Science	Attainment and progress
Bill Walker, Lay Inspector	Design and technology Equal opportunities	Teaching Attendance Spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community
Sue Chesters	Special educational needs	Management and leadership
Mary Farman	English as an additional Under fives English Art	
John Foster	Music Religious education Physical education	Efficiency of the school Staffing, accommodation and learning resources
Keith Saltfleet	Information and control technology Geographv	Attitudes, behaviour and personal development Curriculum and assessment

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Main findings

What the school does well

- .. The school has very good leadership and management;
- .. The school is a very efficiently run community;
- .. The school makes very good provision for pupils with special educational needs;
- .. The work the school does in its Speech and Language Unit is outstanding;
- .. The teaching and learning of children under five is very good.

Where the school has weaknesses

- i. The quality of teaching at Key Stage 2 is unsatisfactory in a small percentage of lessons;
- ii. The provision for information and control technology is inadequate;
- iii. The school has under-developed systems for assessing pupils' attainment when they transfer from other schools and for compensating for the difference in standards achieved by boys and girls;

The school has a number of strengths the quality of which outweighs its weaknesses. However, the weaknesses, of which the school is aware, will form the basis of the governors' action plan that the school will send to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good progress in addressing the issues raised in the last inspection report. The school development plan is now well linked to the budget and identifies costs to accompany each priority in the action plan. The school has improved the role of the co-ordinators, particularly in the core subjects. They now take an active part in monitoring curriculum planning and teaching in their subjects. It has developed schemes of work with allied assessment procedures and has introduced the literacy and numeracy strategies. The school has improved its procedures for the registration of pupils and now carefully monitors these systems. In addition, it has enhanced the learning environment by adding carpets in a number of teaching areas, refurbishing the library and improving resources for a number of subjects. The school has improved the quality of the information given to parents and increased the number of parents' meetings. It also makes much more use of the statistical analysis data generated and effectively analyses the results of national tests, giving more information to help plan the curriculum.

Standards in subjects

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

Key Stage 2	Compared with	Compared with	Key well above A above average B average

Performance in	all schools	similar schools
English	A	A
Mathematics	C	C
Science	D	D
All subjects	C	C

C
below average
D
well below average E

The attainment of children when they enter the school is below what is expected nationally but the majority of children are on target to achieve the Desirable Learning Outcomes¹ in the areas of learning by the time they enter the National Curriculum at five years of age.

Based on the national test in 1999 at the end of Key Stage 1, the percentages of pupils reaching Level 2² or above in reading and mathematics were well below the national averages. In writing, the percentage was below the national average. In similar tests at the end of Key Stage 2, the percentage of pupils reaching Level 4 or above in the English tests was well above the national average. The percentage in mathematics was below the national average and in science it was close to the national average.

The inspection evidence shows a somewhat different position for this academic year in respect of the percentage of pupils achieving the nationally expected levels, particularly in English, mathematics and science at the end of Key Stage 1 and in mathematics at the end of Key Stage 2. At the end of both key stages, pupils' attainment in reading, writing, mathematics and science is in line with national expectations. Whilst the results at national testing, particularly at Key Stage 1, show low but recently improving standards in national comparisons, there are several factors which, over time, have a negative influence on levels of attainment.

The high percentage of pupils with special educational needs affects the picture significantly, even though these pupils make good progress and the provision is very good. The principal reasons for any discrepancies between results at national testing and the inspection findings are in the benefits from the extra support the high percentage of pupils with special educational needs receive in lessons.

¹ ON DESIRABLE LEARNING OUTCOMES

QCA (Qualifications and Curriculum Authority) formerly SCAA (school Curriculum and Assessment Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

² ON LEVELS

By the end of Key Stage 1 pupils are expected to attain level 2 in all National Curriculum subjects. Those who achieve level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach level 4 by the end of Key Stage 2. Pupils who reach level 5 are therefore attaining above the nationally expected level for their age.

There is also a high turnover of pupils and a significant imbalance in the ratios between boys and girls in most year groups, although not at the end of Key Stage 1 in 1999. In addition, the quality of teaching at Key Stage 1 has improved and is now making a positive impact on standards. Other variations in results reflect the differing overall abilities of particular year groups. The local education authority's policy of not providing school meals, other than for those pupils eligible for free provision, also affects any comparisons with similar schools on this basis, in that estimates of eligibility are less reliable.

Standards in information and communication technology are in line with national expectations at Key Stage 1 and below at Key Stage 2. Standards in religious education at the end of both key stages are in line with those in the locally agreed syllabus.

Quality of teaching			
Teaching in	Under 5	5 – 7 years	7 – 11 years
English	very good	good	satisfactory
Mathematics	very good	good	satisfactory
Science	very good	satisfactory	satisfactory
Information technology		satisfactory	
Religious education		satisfactory	satisfactory
Other subjects		good	satisfactory

Overall, the quality of teaching is very good for children under five. It is good at Key Stage 1 and satisfactory at Key Stage 2. There is excellence in three per cent of lessons seen. The quality of teaching is very good in approximately 32 per cent of lessons. It is good in 27 per cent and satisfactory in 33 per cent of lessons. There is unsatisfactory teaching in three per cent of lessons and poor teaching in two per cent.

The quality of teaching of the children under five is excellent in eight per cent of lessons seen and very good in 75 per cent. It is good in 17 per cent of lessons. At Key Stage 1, the quality of teaching is excellent in five per cent of lessons seen. It is very good in 24 per cent, good in 47 per cent and satisfactory in 24 per cent of lessons. At Key Stage 2, the quality of teaching in lessons seen is very good in 19 per cent, good in 15 per cent and satisfactory in 55 per cent of lessons. It is unsatisfactory in seven per cent of lessons seen and poor in three per cent

The quality of teaching of children under five is particularly good with some excellent teaching seen. There was some excellent teaching in English and very good teaching in history at Key Stage 1. There were individual examples of good quality teaching at both key stages in several other subjects.

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	Behaviour is consistently good throughout the school, other than from a very small minority of pupils. Pupils' positive attitudes contribute well to their learning.
Attendance	The rate of attendance is satisfactory and reflects that for similar schools nationally.
Ethos*	The school's very clear view for its future centres on continuing to improve standards. The headteacher, governing body and dedicated staff demonstrate and share this vision. Together they create a comfortable and secure learning environment.
Leadership and management	The headteacher, very well supported by the governing body and other staff with management responsibilities, gives very good leadership to the school.
Curriculum	Pupils are taught a broad and balanced curriculum, which is satisfactory overall, having some good features of particular relevance to the school.
Spiritual, moral, social & cultural development	The school makes good provision for the spiritual, social, moral and cultural development of pupils.
Staffing, resources and	There are sufficient qualified teachers and a good level of

accommodation non-teaching staff. Resources are satisfactory.
Accommodation is good overall, although some class-space is small for the numbers in the school.

Value for money The school gives good value for money.

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

· The parents' views of the school

The registered inspector held a meeting attended by 20 parents shortly before the inspection. The team also considered the responses that parents made in 64 questionnaires.

What most parents like about the school

- iv. The school encourages them to be involved;
- v. The staff are approachable;
- vi. They feel well informed about their children's progress;
- vii. They like the positive values and attitudes of the school;
- viii. Their children are happy at school.

What some parents are not happy about

- ix. Homework is inconsistent, particularly at
- x. Some children cause problems because of
- xi. Classes are too big.

The inspection team agrees with the parents' positive views of the school. Inspectors share parents' concerns about the homework provision but feel that the new policy has not had time to work fully. Inspectors are also concerned about the bad behaviour of a few pupils but acknowledge that this is a very small percentage among the vast majority of well behaved pupils. Although for some classes the space in some classrooms and in the hall is restricted, inspectors do not feel overall that the size of classes has a significant negative impact on standards.

Key issues for action

In order to improve the quality of education provided, the headteacher, senior management, staff and governors should work together to raise standards by:

1. improving the provision for the teaching and learning of information technology in order to meet more effectively the requirements of the National Curriculum;
(paragraphs: 20, 25, 39, 51, 56, 84, 143, 145-146)
2. developing procedures for assessing the attainment levels in English and mathematics of pupils when they come to the school at times other than at the start of a key stage and using the information to plan more specifically for their immediate needs;
(paragraphs: 10, 17)
3. endeavouring to compensate in the teaching and learning processes for any adverse affect brought about by the regular imbalance in ratios between boys and girls;
(paragraphs: 10, 53, 77, 107, 124)
4. improving the quality of teaching at Key Stage 2, by giving further support and guidance to the small number of teachers who find difficulty in some lessons in dealing with the misbehaviour of a few boys.
(paragraphs: 19, 30, 32, 38-39, 42, 112-114, 119, 141-142, 150-152, 184-185)

In addition to the key issues, the following less significant but nevertheless important areas should be considered for inclusion by governors in the action plan:

4. monitoring the management of reading, particularly at Key Stage 1, to extend staff expertise and understanding of the processes of reading;
(paragraphs: 108, 114)
5. monitoring planning further to ensure that all pupils consistently have suitably challenging tasks set for them and that all teachers have sufficiently specific targets of what they want pupils to learn in lessons;
(paragraphs: 16, 22, 27, 40, 42, 120, 137, 140)
6. developing across the curriculum opportunities for pupils' independent research and investigation and for them to show greater initiative and take more responsibility;
(paragraphs: 33, 42, 137-138, 140)
7. extending ways of improving pupils' knowledge of the uses and application of subjects in everyday life;
(paragraphs: 51, 129, 137, 140, 164)
8. improving links with industry and commerce;
(paragraphs: 71)
9. providing access to secure outdoor facilities for children under five in reception classes.
(paragraphs: 81, 96)

6. Introduction

10. Monkshouse Primary School is a stable and caring community in which pupils feel happy and secure. It is a very efficiently run school with has several clear strengths in the quality of its leadership and management, in its work with pupils with special educational needs and in the teaching and learning of children under five. It benefits from a hard working and dedicated team of staff and very supportive and able governors. The school is well set to make further determined efforts to raise standards, by focussing on the particular circumstances outside and inside the school, which influence pupils' levels of achievement.

1. Characteristics of the school

11. The school is on the west side of the market town of Spalding. The town is expanding. It was part of the Spalding West ward in April 1991, when the most recent census of population took place. The majority of pupils live in the immediate area of the school, although a number of pupils do come in from outlying villages and a small number come from even further afield, to attend the school's Speech and Language Unit. The school serves a mixed-housing area, comprising private and council housing in mostly semi-detached, with some terraced and some detached, properties. Employment is in line with national averages but is mostly in food related industries and at low pay levels.
12. In January 1998, the school was bigger than other primary schools (294 pupils (including nursery) compared with the average size nationally of 242 pupils). Currently (September 1999), the number of pupils on roll, excluding those in nursery, is 249 (149 boys and 101 girls). There are 52 children in nursery who attend on a part-time basis. Numbers are steadily increasing. The imbalance between the number of boys and girls is evident over a number of years. There is a high turnover in the number of pupils in some years and classes.
13. Children enter the nursery after their third birthday. The school admits children into the reception classes in the September of the year in which they are five years of age. There are at present 89 children in the nursery and reception classes who are under five. Children arrive at nursery with attainment levels below those expected of children of this age. By the end of their time in reception classes, most children achieve the targets for the Desirable Learning Outcomes when they enter the National Curriculum at the age of five.
14. In January 1998, there were no pupils with English as an additional language and this is the current position. The percentage of pupils identified as having special educational needs (21.1 per cent) was above the national average and the percentage (5.1 per cent) of pupils with statements of special educational needs was well above the

national average. Currently, not including the nursery or those pupils in the Speech and Language Unit, the present figure for pupils on the register for pupils with special educational needs is 22.4 per cent with 0.8 per cent with statements of special education needs. In the unit, a further 5.1 per cent are on the register of special educational needs and all of these pupils have statements.

15. The percentage (4.8 per cent) in January 1998 of pupils of statutory school age eligible for free school meals was below the national average. In September 1999, the percentage of pupils taking free school meals was two per cent. The local education authority does not provide school meals, other than for those pupils eligible and claiming free provision.
16. The school sets out its aims and values for pupils, which include:
 - to provide a high quality education for all its pupils;
 - to enable pupils to develop skills, abilities and potential;
 - to develop self-awareness and self-esteem.
1. The school has already identified priorities and targets, a few of which have been met in part or entirely, for the year 1999 and these include:
 - development of Literacy Hour teaching;
 - introduction of Numeracy Hour.

Key Issues from the previous inspection report:

- The keeping of attendance registers
- Make clear links between the school development plan and the budget allocation
- The role of the curriculum co-ordinators
- Continue to develop the schemes of work and assessment procedures.

Key indicators

Attainment at Key Stage 1³

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

Year	Boys	Girls	Total
1999	21	20	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	15	12
	Girls	19	18	18
	Total	29	33	39
Percentage at NC Level 2 or above	School	71(59)	80(50)	73(53)
	National	82(80)	83(81)	87(86)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	15	19
	Girls	19	19	19
	Total	32	34	38
Percentage at NC Level 2 or above	School	78(53)	83(56)	93(64)
	National	82(81)	86(85)	87(86)

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1999	21	15	36

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	12	16
	Girls	14	12	12
	Total	30	24	28
Percentage at NC Level 4 or above	School	84(50)	66(29)	78(50)
	National	70(65)	69(56)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	13	15
	Girls	15	11	12
	Total	30	24	27
Percentage at NC Level 4 or above	School	83(46)	67(43)	75(64)
	National	68(63)	69(64)	75(69)

³ 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:		1997/1998	%
	Authorised	School	4.5
	Absence	National comparative data	5.7
	Unauthorised	School	0.6
	Absence	National comparative data	0.5

-

- **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	3
	Permanent	0

- **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	35
	Satisfactory or better	95
	Less than satisfactory	5



PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

1. At the time of the last inspection, standards were satisfactory in all subjects of the National Curriculum and religious education, except for standards in design and technology, where they were judged good at both key stages and in art where pupils' standards were good at Key Stage 2. The school has maintained this position overall. Any apparent reduction in standards other than in the core subjects of English, mathematics, science, information technology and religious education is a result of the school concentrating on literacy and numeracy.

2. There are some discrepancies between the inspection findings and the results at national testing, particularly at Key Stage 1. The school has a high percentage of pupils with special educational needs in all year groups. These pupils do well in lessons as they have good classroom support, which is not the

case at national testing. Further, there are particular factors in the school which influence negatively the overall performance of pupils in the national tests and tasks, particularly when making comparisons. The school has a Speech and Language Unit, which is very effective and contributes much to school life. Nevertheless, the comparatively low achievement by pupils from this unit in the national tests places an extra dimension on the school's results. There are significantly more boys than girls in every year group, although, in 1999, this was not the case at the end of Key Stage 1. Nationally, the girls outperform the boys in English at both key stages and this adds further bias to the results, particularly as there is some under-achievement over time by girls in the school at the end of Key Stage 2. The school also has a high turnover of pupils year-by-

year and class-by-class and this adds instability and unpredictability to every year group. Further, when comparing the school's results with similar schools, based on the percentage of pupils eligible for free school meals, the nature of the local education authority's reduced provision of school meals, other than for those pupils eligible for free provision, makes this a more uncertain statistical basis for judgements, affecting the reliability of any comparisons with similar schools.

3. Children's overall attainment on entry to the nursery in many areas of learning is below what is expected nationally. However, by the time they enter the National Curriculum, when they are five year of age the majority of pupils achieve the targets of the Desirable Learning Outcomes.
4. They have particularly weak language skills, which affects all areas of learning. Children under five make good progress in developing their language and number skills. By the time they are five and ready to



enter the National Curriculum, the majority of children are likely to have the skills they require to meet the nationally agreed areas of learning expected of this age group.

5. At the end of Key Stage 1, on the basis of the national tests/tasks (1999), the percentage (71 per cent) of seven-year-olds reaching the nationally expected Level 2 or above in reading was well below the national average. The percentage (15 per cent) reaching the higher Level 3 was also well below the national average. In writing, 80 per cent reached the expected Level 2 or above and this was below the national average. The percentage (two per cent) reaching the higher levels was also below the national average. In mathematics, 73 per cent of pupils achieved Level 2 or above and this was well below the national average as was the percentage (two per cent) reaching the higher Level 3.
6. However, this does indicate a slight improvement in reading, writing and mathematics from the 1998 position in the number of pupils gaining the expected levels. Other than the specific weaknesses evident in the 1998 year group, the improvement in standards is a result of better quality teaching and the initial benefits of the national strategies, particularly in literacy.
7. At the end of Key Stage 2, based on the national tests in 1999, the percentage (84 per cent) of 11-year-olds attaining the expected Level 4

or above in English was well above the national average. The percentage (31 per cent) attaining the higher Level 5 was also well above the national average. In mathematics, the percentage (66 per cent) reaching the expected Level 4 was below the national average. The percentage (22 per cent) reaching the higher Level 5 and above was close to the national average. In science, 78 per cent of pupils reached the expected Level 4 and above and this was close to the national average. The percentage of pupils (17 per cent) reaching the higher Level 5 or above was below the national average.

8. In view of the factors affecting standards in the school, the 1999 results at the end of Key Stage 2 are commendable, particularly in English. This reflects largely on the impact of the National Literacy Strategy and well-focused teaching at the end of the key stage. The results in mathematics are not far off the national average and the more able pupils achieved

suitably. In science, there was some under achievement by the more able pupils and the lack of sufficient extension activities, particularly in practical tasks, is a contributory factor in this.

9. In comparison with all pupils from all schools in 1999, the performances of the school's pupils in the tests in reading and mathematics at the end of Key Stage 1 were well below the national averages and in writing it was below the national average. However, this was an improved position on the previous year, particularly in writing. The position was much the same in comparison with pupils from similar backgrounds. At the end of Key Stage 2, the performances of the school's pupils in the three subjects tested nationally were well above the national averages in English, in line with in mathematics and below in science, compared with those of all pupils in all schools. In the comparison with pupils from similar backgrounds, the position was the same.

10. The inspection evidence confirms a similar overall position for this academic year, by the time pupils are preparing to leave the school at the end of Key Stage 2, in respect of the percentage of pupils achieving the nationally expected levels. The high percentage of pupils with special educational needs, especially at the end of Key Stage 2, depresses the picture significantly, even though these pupils make good progress and the provision is good. At the end of Key Stage 1, pupils' attainment in reading, writing and

science is in line with national expectations and this represents continued improvement, principally as a result of high-quality teaching and the introduction of the national strategies.

Similarly, by the time they leave school, pupils' attainment in English, mathematics and science is also approximately at nationally expected levels but with several pupils performing somewhat better in English and some a little worse in science than the national expectations.

11. Several other important factors affected standards in the school. Recent changes in some areas of leadership provide an even more productive management environment. The number of pupils in the school identified as having special educational needs is rising but there is good provision. A small minority of boys show poor behaviour patterns. The school is aware of this and is tackling the matter with some success

but there is still some way to go. The benefits of the national strategies in literacy and numeracy are taking effect. The quality of teaching has improved significantly. Thus, whilst standards are not consistently secure throughout the school, it has good capacity to improve on them.

12. Standards in information and communication technology are in line with national expectations at Key Stage 1 but below at Key Stage 2. The school has had a recent influx of quality resources with a planned programme of usage across the curriculum but staff expertise is limited and the curriculum is under-developed in some areas. Standards in religious education at the end of both key stages are in line with those in the locally agreed syllabus.
13. The number on the register of pupils with special educational needs is very high throughout the school. However, the provision is good and makes a beneficial impact on overall standards. There are currently no pupils with English as an additional language but,

should there be, the procedures are in place to make good provision for them.

14. The school has agreed with the local education authority suitable long-term targets in English and mathematics for the ends of key stages. A few pupils of higher ability do not consistently achieve appropriate levels of achievement in some subjects. A contributory factor to this is that some teachers do not consistently plan sufficiently challenging work for these pupils.
15. Throughout the school, pupils use their developing literacy and numeracy skills suitably to support learning in other subjects. Overall, standards in literacy and numeracy are in line with national expectations at both key stages.
16. Children under five in nursery and reception classes make very good progress in their personal and social development. They make good progress in the development of their language, literacy, mathematical, creative and physical skills and in their knowledge and understanding of the world.
17. At both key stages, pupils make good progress in most aspects of English, art, history

and music. They make good progress at Key Stage 1 and satisfactory progress at Key Stage 2, in mathematics and physical education.

Pupils make satisfactory progress at both key stages in science, design and technology, geography and religious education. They make satisfactory progress at Key Stage 1 and unsatisfactory progress at Key Stage 2 in information technology.

18. Over time and with some recent improvement at Key Stage 1, the rate of progress of most pupils in reading is steady. In writing and mathematics, progress is slow. Until recently, at Key Stage 2, progress over time in English, mathematics and science is inconsistent, with some pupils making unsatisfactory progress. The current good progress in lessons at both key stages is primarily a result of good-quality teaching and well-focused subject strategies.

19. Most pupils practise and develop their knowledge, skills and understanding well. There are clear indications that new initiatives, such as the National Literacy Strategy and the focus on numeracy, are increasing the rates of progress over time in most subjects of the National Curriculum. The number of pupils with special educational needs in any one year group has an important influence on the overall rates of progress. Most pupils show levels of attainment in all year groups that reflect making at least satisfactory progress from when they entered the school. Pupils with special educational needs make good progress against targets in their individual education plans. A small number of pupils with high prior attainment do not consistently make good progress in some subjects.
27. **Attitudes, behaviour and personal development**
20. Throughout the school pupil's attitudes to learning, behaviour and relationships are consistently good, although there are some exceptions to

this positive picture, with a few badly behaved pupils. Several parents also show concern about the misbehaviour of a few pupils.

21. Children under five in the nursery and reception classes have good attitudes to learning. Their behaviour mirrors this high standard and contributes to their good progress. They enjoy their work, concentrating well. They are willing to work and eager to explore new ideas. Relationships are very good. Children co-operate well with one another and with adults. In the classroom, they work well as part of a group. In their personal development, children soon grasp the routines of school life, rapidly becoming independent and responsible. They all share equipment and wait their turn patiently, for example, when using the computer and the sand tray. All children understand the need to deal fairly with each other and respect each other's points of view. As they move from the nursery to the reception classes, children become enthusiastic and eager learners. They develop well the ability to enquire and are curious about how things are made. Children are sensitive to the feelings of others and respect each other's work.
22. At both key stages, the attitudes of the vast majority of pupils, including those with special educational needs, are good. Pupils in the Speech and Language Unit integrate well in mainstream and are accepted as classmates. These pupils make a useful contribution to all aspects of school life. Most pupils concentrate, listen to their teachers and try hard. They enjoy school and are involved in the learning process. For example, at Key Stage 1, pupils show a good degree of maturity when working independently in the Literacy Hour. Pupils at Key Stage 2 use their initiative when researching information on the computer. However, a minority of older pupils have less than satisfactory attitudes and, on occasions, show a lack of interest in or enthusiasm for work.
23. The school has maintained overall the high level of pupils' good behaviour since the last inspection. Pupils enjoy coming to school. Pupils respect each other as individuals. Overall, their behaviour mirrors their attitudes and they respond well to good teaching. Most pupils understand what is expected of them and respond suitably to the school's rules and conventions. At both key stages, there are good relationships. During the inspection, there were no instances of bullying. A strong feature throughout the school is the courtesy and respect the majority of pupils give to their teachers and other adults who work in the school. This results in

a good climate for effective learning. Pupils relate well to each other. In lessons, they work together positively and productively.

24. Nevertheless, there is still room for improvement in the behaviour and attitude of some pupils. There is a small number of pupils, mainly boys at Key Stage 2, who show challenging behaviour and are disruptive and inattentive. There were three fixed-term exclusions in the last school year.
25. The personal development of children under five is good. Pupils' personal development is satisfactory at both key stages. They have opportunities to exercise responsibility and take initiative. The school encourages younger pupils at Key Stage 1 to play a limited part in school life, for example, taking the registers to the school office. Pupils grow steadily as individuals, developing confidence and independence as they progress through the school. Older pupils at Key Stage 2 take more responsibility, for example, at lunchtime they help to keep the school grounds tidy and assist the supervisory staff in collecting pupils who have to take medication. There are good opportunities for the oldest pupils to take responsibility and show initiative, such as organising events for 'Comic Relief'. The school's controlled use of the Internet also allows pupils to find out for themselves and to take part in their own learning. However, the school could do more to provide opportunities for younger pupils at Key Stage 2 to take real responsibility and to act with more initiative.

33. **Attendance**

26. Pupils enjoy coming to school and the great majority of them attend regularly and in good time to enable teachers to make a prompt start to the day. There is some unpunctuality limited to a small number of pupils. The teachers deal sensitively with any late arrival, with minimal disruption to lessons. As at the time of the previous inspection report, the overall rate of attendance compares satisfactorily with that for other schools nationally. The overall good attendance by most pupils has a positive effect on their attainment and progress. The rate of unauthorised absence was broadly in line with the national average in 1997/98, the last reporting year.

34. **Quality of education provided**

34. **Teaching**

27. The quality of teaching is good overall throughout the school. There is excellence in three per cent of lessons seen. Teaching is very good in approximately 32 per cent of lessons, good in 27 per cent and satisfactory in 33 per cent of lessons seen. There is

unsatisfactory teaching in three per cent of lessons and poor teaching in two per cent.

28. The quality of teaching is very good overall for children under five. It is excellent in eight per cent of lessons, very good in 75 per cent and good in 17 per cent of lessons. At Key Stage 1, the quality of teaching is good overall. It is excellent in five per cent of lessons, very good in 24 per cent, good in 47 per cent and satisfactory in 24 per cent of lessons. At Key Stage 2, the quality of teaching is satisfactory overall. It is very good in 19 per cent, good in 15 per cent and satisfactory in 55 per cent of lessons. It is unsatisfactory in seven per cent of lessons seen and poor in three per cent. There was some excellent teaching in English and very good teaching in history at Key Stage 1. There were individual examples of good quality teaching at both key stages in several other subjects.
29. The quality of teaching was unsatisfactory in three out of the 27 lessons seen at Key Stage 2. The three lessons were in English, religious education and music. The principle reason for the overall unsatisfactory quality in these lessons was the inability of the teachers to deal adequately with the misbehaviour of a few boys.
30. The school has improved the quality of its teaching since the last inspection where it was nearly always sound and in many lessons good. The teaching of the Literacy and Numeracy Hours is effective and is leading to improvements in the standards pupils attain, particularly in English. Teachers have good interaction with pupils and know them well. They plan satisfactorily, have good organisation and prepare interesting and effective activities. All teachers have high expectations of pupils' standards of behaviour and attitudes to work and the vast majority of lessons have sufficient challenge and new learning for pupils. Teachers use time and resources well and most lessons have good pace. They have good questioning techniques, particularly at the beginning and ends of lessons, to find out what pupils have learned and to take their learning forward. Most teachers have good management skills in the classroom and discipline is firm but fair. The vast majority of teachers create a good learning environment in most of their lessons.
31. Whilst teachers subject knowledge is satisfactory overall and in some cases is good, there are some inadequacies as, for example, in information technology, where there is room for improvement in order to make the best use of the new good-quality resources. Most lessons have a clear sense of direction and purpose but teachers occasionally do not identify precisely what it is pupils are to learn, on a daily basis. A few pupils persistently misbehave and most but not all teachers handle this with sensitivity and effectiveness. However, such incidents disrupt the flow of lessons and impede the progress of all pupils. This prevents at times, for example, teachers from concentrating fully

on the work of individual pupils, such as pupils with special educational needs and low attainers.

32. The quality of English teaching is good overall at Key Stage 1 and satisfactory at Key Stage 2. In the best lessons, teachers have good subject knowledge and use a precise and clear manner of speech. Teachers' planning is of high quality and they give their pupils challenging tasks. These very effective lessons have a brisk pace with clearly defined learning targets which teachers and pupils achieve. Teachers make good use of classroom support. Where teaching is less effective, pupils sometimes do not have sufficient challenge in their work, learning targets for different pupils are not fully met and the pace of lessons is slow. This means that a few pupils become disinterested and disruptive.
33. The quality of mathematics teaching is good overall at Key Stage 1 and satisfactory at Key Stage 2. In the best lessons, teachers plan work carefully for the range of ability in their classes. The planning is particularly effective for pupils with special educational needs and teachers make very good use of classroom assistants to support these pupils. Teachers develop successfully the mathematical vocabulary of pupils, skilfully using questioning to probe and deepen understanding. They make efficient use of resources.
34. The quality of science teaching is satisfactory throughout the school, with some good teaching at both key stages. Teachers have good questioning skills to find out what pupils know and they use these skills well to take learning forward. Preparation is satisfactory, although teachers do not consistently plan for pupils to show initiative in investigative work. Teachers direct most of the scientific investigations for pupils. The majority of lessons have clear learning targets but sometimes these targets are too imprecise. Occasionally, a few teachers do not consistently manage the small number of disruptive pupils very well.
35. The quality of teaching is satisfactory in information technology at Key Stage 1 and there was insufficient evidence to make a secure judgement about Key Stage 2. The quality of teaching is satisfactory at both key stages in religious education. The quality of teaching in history is good at both key stages. It is not possible to make a firm judgement about the quality of teaching in art and music but on the limited evidence available, it appears good. The organisation of the school's timetable meant that no geography and very little design and technology was taught during the inspection. Therefore a judgement as to the quality of teaching in lessons is not possible for geography but on the limited evidence from design and technology, teaching seems satisfactory at both key stages. The quality of teaching in physical education is satisfactory at Key Stage 1 and good at Key Stage 2.

36. The quality of teaching for the children under five is very good overall. This consistently high quality of teaching reflects the level of progress children make in their early years at school. All members of staff work very effectively together to promote learning and have a clear understanding of the needs of young children. They make very good use of language, speaking precisely and clearly. Staff place good emphasis on encouraging pupils to work independently and make choices.
37. The quality of the direct teaching of pupils with special educational needs in the Speech and Language Unit is very good. Teachers place very precise emphasis on the quality of the language and vocabulary they use, when working with the pupils both in the unit and in mainstream classrooms. All staff work as a very effective team and with a high level of consistency when dealing with pupils. They have very high expectations and plan with extreme care and precision, matching work very carefully to the pupils' individual needs. The support given to pupils in the unit and in mainstream classes is very good. The quality of the guidance given to pupils with special educational needs is instrumental in allowing them to make the good and very good progress observed during the inspection. The quality of the teaching of pupils who have special educational needs in mainstream classes is good. Teachers plan work very effectively so that it matches closely individual needs. They use good-quality questioning to revise previous knowledge and to promote well further learning, enabling pupils to make good progress. All teachers accept responsibility for identifying pupils who are causing concern and liaise with the special educational needs co-ordinator to ensure good provision for pupils on the register for special educational needs.
38. Teachers make satisfactory assessments in English, mathematics and science to establish what pupils know, understand and can do and what progress they make over time. Assessment is informal, formal and ongoing and most teachers consistently make good use of the information, when preparing lessons in their daily planning to decide the next step in learning for their pupils. This good practice ensures that pupils make effective progress building on the knowledge and understanding they have acquired. Several teachers give constructive homework but the homework policy is not implemented regularly and fully. Pupils take home reading books, which supports their progress. The marking of work is consistent in most classes but is inconsistent in informing pupils clearly how to improve their work.
39. Classroom support staff, parents and other volunteers provide good assistance for pupils, making a positive contribution to pupils' learning. The school monitors lessons and in its procedures for this, it has good capacity to improve even further the quality of teaching.

47. **The curriculum and assessment**

40. The curriculum for children under five is good. It effectively covers all areas of learning of the Desirable Learning Outcomes with particular emphasis on the development of numeracy and literacy. Planning for progression is very good. The nursery and reception classes work and plan together effectively to ensure that all children under five have a well-balanced curriculum to meet their needs and abilities. Assessment procedures are good. Children's attainment on entry and other assessments are used very well to inform the planning of future work. This ensures a seamless progression from the Desirable Learning Outcomes to work at Key Stage 1 of the National Curriculum.

41. At both key stages, the curriculum is satisfactory, broad and balanced, effectively supported by a programme of personal, social and health education. This includes sex education and awareness of the harmful effects of drugs. The curriculum for teaching religious education is based on the locally agreed syllabus. The school places a high priority on coverage of literacy and numeracy. The curriculum meets the statutory requirements of the National Curriculum, although there are some areas that are under-developed, such as the use and application of mathematics and science in every day life. At Key Stage 2, there are inadequacies in information and communication

technology provision. The school covers the full programmes of study in information technology but, for example at Key Stage 2, in communicating and handling information skills, there are insufficient opportunities for pupils to use databases and spreadsheets. There is also little development at Key Stage 2, in control, monitoring and modelling, for example, as in the work at Key Stage 1 in floor control. The provision is also limited in work in the application of control technology and monitoring and in using sensors for data logging. Despite these inadequacies in some aspects of the curriculum, the school prepares overall most pupils reasonably for the next stage of their education.

42. In response to issues raised at the last inspection, schemes of work are in place for all subjects to support effectively the planning and assessment of pupils' learning. The school's curriculum is based on detailed long-term planning to ensure pupils build on their prior learning. Informative medium-term planning is more precise in identifying broad learning targets, linked to the programmes of study of the National Curriculum. The school uses the recommended guidelines in planning for the teaching and learning of literacy and numeracy skills.

43. Throughout the school, there is equality of access to the curriculum for all pupils. Pupils with special educational needs successfully integrate into mainstream classes as appropriate. However, there is some imbalance in the comparative progress of boys and girls and planning does not take full account of this.
44. Provision for pupils with special educational needs is very good and in line with the nationally recognised Code of Practice⁴. Individual education plans of pupils with special educational needs are good and match very precisely their individual needs. Procedures for assessing and monitoring their progress are also very good and members of staff use these very well to support future planning.
45. There is a wide range of extra-curricular activities well supported by the pupils. This includes information and communication technology, choir, netball, football, athletics, rounders and recorder clubs. The school organises several educational visits each year including residential visits for older pupils.
46. Formal assessment procedures are satisfactory overall. Pupils' work is regularly assessed and members of staff keep effective records, detailing progress in literacy, numeracy and science. The school recognises that similar assessment procedures need to be developed for information and communication technology. The school has built up useful school portfolios of evaluated work in English, mathematics and science. It uses standardised tests and Statutory Assessment Tests as both a diagnostic tool and to aid target setting in future work. A good example is the tracking of pupils' progress through the regular use of reading tests but the information from this is not managed fully in a whole-school way. The use of assessment by teachers to help plan their lessons is good. The school has addressed successfully the issue from the previous report, to apply more widely the evaluation of pupils' progress. However, the school does not have sufficiently robust procedures for assessing the attainment levels of pupils when they come to the school at times other than at the start of a key stage and for using the information to plan more specifically the curriculum. In all elements, the school has a good capacity for improvement through enhanced procedures and the potential for staff development in curriculum areas.
54. **Pupils' spiritual, moral, social and cultural development**

⁴ ON SEN CODE OF PRACTICE

Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

47. The school continues to make good provision for the spiritual, moral, social and cultural development of all the pupils and for children under five. The good relationships, which teachers share with those in their charge, and the warm support and well-focussed guidance which they extend, contribute to the sense of community and help to promote each aspect of pupils' personal development. Teachers have recently considered how better to structure the provision and have drafted a policy towards this end. There is clear potential to build on the good practice in the near future. The great majority of parents have expressed satisfaction with the values and attitudes taught by the school.
48. There is good provision for pupils' spiritual development. The curriculum shows clear values and makes provision for pupils to reflect on their experiences and to develop self-knowledge. The high quality of school assemblies and acts of collective worship exemplify this provision. These are uplifting experiences. The staff use music very effectively as a central focus and to establish a thoughtful environment. All the teachers and other classroom staff join with the pupils and this creates a strong sense of community. These occasions sometimes celebrate pupils' achievements and sometimes provide opportunities for pupils to reflect on their own and other people's lives. There is always provision in them for pupils to think quietly and to offer a prayer. Prayers are also said devoutly in classrooms before the lunchtime meal. Pupils, including those with special educational needs, have opportunities in lessons to contemplate the factors which shape their lives, for example, by learning about the lifestyle of the ancient Egyptians in history lessons. They discuss baptism and the significance of water to religious practice in religious education. They consider environmental issues and the role of family and friends in health education. Children in the nursery marvel at new learning, such as finding that jelly cubes melt in hot water. They are given time at the end of the session to reflect on their achievement. Teachers make good use of these and similar occasions to develop spiritual awareness in the pupils, building their confidence and establishing self-esteem.
49. The school makes good provision for pupils' moral development. Pupils quickly become aware of the standard of acceptable behaviour and have a good understanding of the difference between right and wrong. They gain much benefit from the school's commitment to a caring and compassionate ethos and from the example of the staff, who provide good role models. This is particularly apparent in the relationships which exist amongst the pupils, including those who have special educational needs. All pupils recognise that bullying and harassment of any kind are wrong and that the school does not tolerate this. The school consistently emphasises, in its day-to-day life, the importance of a strong moral code and holds pupils individually responsible for their behaviour. The school provides children under five with structured opportunities to consider the effects of their actions

when sharing or not sharing equipment. All of this helps to develop in pupils a sense of responsibility for their own actions and a care for the school community.

50. Pupils' social development is good. The school places proper emphasis on consideration, tolerance and understanding. It involves pupils in the establishment of rules and provides opportunities in lessons for them to share ideas and thoughts, when working in pairs or small groups. Pupils learn about the less fortunate members of society and the school encourages them to take the initiative in deciding which charity to support and how to raise funds to help. In the daily life of the school, they have opportunities to exercise responsibilities, such as supporting younger colleagues in reading or at play, assisting teachers with lesson preparation, taking responsibility in helping to keep the school grounds free from litter. The school places high value on the cultivation of good relationships and pupils. In the upper junior years, pupils benefit much from the experience of residential visits. There is very good provision for children under five to learn how to work together by sharing resources, taking turns and showing patience. Pupils in the Speech and Language Unit daily share refreshments with the staff and each other, learning good manners and developing social skills in conversation and convention. The way in which these pupils are fully integrated into the daily work of the school, to the great benefit of the whole school community, demonstrates the success of this policy.
51. The school makes good provision for pupils' cultural development. There is the careful choice of a range of literature, with, for example, the inclusion of Shakespeare for older pupils. Pupils have opportunities to visit theatres, museums and art galleries. There is the daily experience of listening to music from classical and contemporary composers. All these are examples of the ways in which the school provides a good foundation for cultural development. Pupils also benefit from the visits of musicians and authors, who share their work and stimulate active participation. Attractive displays and artefacts around the school, and the selection of fiction and reference books in the library, raise pupils' awareness of the richness of their own and other cultures. Through the curriculum, teachers actively seek opportunities to reinforce this understanding. For example, during the inspection week, a presentation to the whole school by Year 6 pupils illustrated very effectively some of the areas that divide and some that link human kind. The presentation also introduced pupils to the lifestyle and music of the Indian sub-continent. Appropriate studies of comparative religion, following the local authority curriculum for religious studies, give pupils some insight into unfamiliar faiths. Teachers are particularly conscious that, whilst the wider society is becoming increasingly multi-cultural, the immediate community is unrepresentative of that development. They have taken appropriate steps to help prepare their pupils for this.

59. Support, guidance and pupils' welfare

52. The effective promotion of help and guidance found at the time of the previous inspection is still in evidence, whilst the school has rectified the weaknesses in relation to the recording of attendance and of accidents.
53. The school provides a very caring environment. Teachers and support staff are sympathetic, understanding and tolerant. They know their pupils well and have efficient procedures to monitor their academic progress and personal development. In the classroom and about the school, they make themselves accessible to their pupils and respond warmly to any legitimate areas of concern. Sensitivity to welfare is particularly apparent in the nursery and reception classes and in the case of pupils who have special educational needs.
54. Registration procedures are consistent and proper throughout the school. The headteacher and administrative assistant monitor attendance daily and make appropriate enquiries in the case of absence.
55. Governors have introduced effective measures to promote discipline and eliminate oppressive behaviour. The school is an orderly community. Most members of staff use well the system of rewards and sanctions and there is an overall climate of good behaviour, which enhances daily life and contributes positively to pupils' learning. The headteacher is aware of the need to ensure consistency across the whole school to sustain this environment and allay the legitimate concerns, expressed by a small number of parents, about the inadequate control of behaviour in a few lessons
56. The school complies fully with statutory requirements in relation to child protection. The headteacher and the designated person have taken part in relevant training. They give proper advice to all members of staff. The staff makes good use of the curriculum, particularly the health education programme, to raise awareness of the dangers of abuse amongst the pupils.
57. The governors have agreed a clear written statement of health and safety policy. Responsibility for implementation lies with named members of staff who are familiar with their duties in this regard. The system for monitoring and reporting health and safety risks is informal but effective. The full governing body receives termly reports. The school has proper procedures in place for the administration of first aid and medical support and the maintenance of records.

65. Partnership with parents and the community

58. Both staff and the governors work hard to develop the constructive partnership with parents that was the subject of favourable comment in the

previous inspection report. The quality of information provided for parents is good. The school presents its official documentation, such as the prospectus and the governors' annual report, in a pleasing format, fully complying with statutory requirements. Annual reports on pupils are satisfactory. They are sometimes bland but parents benefit from supplementary information through the year about their children's personal targets. Advisory pamphlets and papers, particularly those for parents of children in the nursery and reception classes, give helpful guidance on how to support their children's learning in the home. The school circulates new policies to parents, when appropriate, so that they know, for example, how the school encourages good levels of behaviour or what kind of homework their children are likely to receive. Parents appreciate the regular letters from the headteacher, class teachers and from the governors. They also value the opportunities provided each term to speak to their children's teachers. Parents appreciate the occasional opportunities to learn more about the curriculum, for example, through the meetings to discuss literacy or numeracy or other aspects of school life.

59. Parents have indicated that they find the staff approachable and feel the school encourages their involvement. A few parents help in the classroom or with supervision on trips. Many more support the varied social and fundraising activities of the 'Home School Association', helping to subsidise school activities or to increase the range of teaching resources for use in the classroom. Over 90 per cent of parents have signed the new home/school contract demonstrating a high level of agreement with the school's aims and objectives. Parents' involvement with their children's work at home is at present limited due to the inconsistency of the homework provision. The school intends the full implementation of the new policy to resolve this shortcoming.
60. The school provides very good information for the parents of pupils with special educational needs. Although some families live some distance from the school, the members of staff encourage all parents to share their concerns about their children and invite full involvement in reviewing children's individual educational plans.
61. There are some positive links with the local community, which help to enrich the school's curriculum. For example, pupils become involved in the local music festival and take part in sporting activities with nearby schools. They raise money for various charities and exchange

visits with older members of the community, developing an awareness of the make-up of society and the responsibilities of citizenship. The school has made little contact with industry or commerce and has not fully explored opportunities to enhance these particular aspects of the curriculum.

69. **The management and efficiency of the school**

69. **Leadership and management**

62. Leadership and management are very good and are strengths of the school. The headteacher has a very clear vision for the future of the school, which centres on continuing to improve standards. The supportive governing body and dedicated staff share this vision and together they create a comfortable and secure learning environment for the pupils. At the time of the previous inspection, the management of the school provided good leadership, well supported by a strong active governing body. The school has maintained the

good systems and practice in place then and has further developed and improved many aspects of school life. It has successfully addressed all the issues raised in the last inspection and is now well placed to move the school forward still further.

63. The headteacher has many very good qualities and uses these to lead the school very well indeed, providing very committed, unobtrusive leadership and very effective day-to-day management. The headteacher commands the respect, affection and commitment of staff, pupils and parents. The hard-working, dedicated and conscientious staff supports the headteacher well. The headteacher has successfully developed good management strategies and techniques, which have added greatly to the well being and self-esteem of everyone in the school community.
64. The governing body is very supportive and involved in all aspects of school life. Governors are committed, knowledgeable, competent and are very supportive of the school. The governing body meets regularly and has an appropriate structure that includes committees for finance, premises, personnel and curriculum. All

committees have clearly defined terms of reference. The governing body is closely involved in strategic planning and has developed its monitoring and evaluating roles successfully. It meets all its statutory obligations.

65. The leadership monitors teaching and curriculum development very effectively. There are very good monitoring systems in place. These are most effective in monitoring all the work of the school. The co-ordinators very effectively monitor their subject areas and give advice and support to colleagues when necessary. Co-ordinators, with permanent responsibilities, also monitor the teaching in their subjects. This represents good improvement since the last inspection, which indicated the role of the curriculum co-ordinators was under-developed. The staff has successfully implemented the Literacy and Numeracy Strategies and these are beginning to have a positive effect on standards.
66. The school development plan is a good working document and is the driving force of the school. All staff and governors contribute to its development. They also monitor it carefully and evaluate its success, according to the in-built success criteria. The governors agree the priorities stated in it with full consultation with the staff. The plan links priorities very efficiently to the budget. This is a clear improvement since the last inspection, when this lack of links between the two was highlighted as a key issue.
67. The school has an unusually high turnover of pupils in all year groups. The management has identified the need to develop procedures for assessing the attainment levels in English and mathematics of pupils when they come to the school at times other than at the start of a key stage. Assessment systems are not fully useful in giving teachers information to plan more specifically for the immediate needs of this particular group of pupils. Nor does the school evaluate sufficiently the teaching and learning processes to monitor the impact on standards of the regular imbalance in ratios between boys and girls. However, the school is aware of the need to examine in more detail the implications of this imbalance and has made a start on this.
68. The school has very suitable aims, values and policies that are at the heart of all its work. They centre on the desire to provide a supportive environment, with respect for individuals. The implementation of the school's aims has an outstanding effect on the work of the school. The vast majority of parents is aware of these aims and supports them wholeheartedly. The school has created a very positive ethos that is based on good relationships between pupils and staff. It encompasses a caring environment in which everybody is valued and able to work in a comfortable and secure atmosphere. One of its strengths is the care with which all pupils, particularly those with special educational needs, are integrated into the everyday life of the school.

69. The governing body is supportive of special educational needs. It maintains general oversight of provision through the named governor. The management of the provision for pupils with special educational needs is very good. The school keeps well-maintained records and carefully charts pupils' progress. The governing body is well informed and committed to helping the school meet the needs of all its pupils. The school meets all requirements of the Code of Practice.
70. The wide-ranging equal opportunities policy that was the subject of favourable comment in the previous inspection report is still in place and properly implemented. The headteacher and governors are very sensitive to issues of equality and show by their detailed recording and monitoring of pupils by gender, attainment and background that they are committed to good practice. The inspectors found no evidence to substantiate the concern expressed by some parents that higher achievers are not provided with the support necessary to help them achieve their full potential.

78.

Staffing, accommodation and learning resources

71. The school has sufficient, appropriately qualified staff to teach the subjects of the National Curriculum, religious education and children under the age of five. There is a good level of suitably qualified non-teaching staff. The nursery has an adequate level of suitably qualified staff. The teachers have wide experience ranging from over 25 years to recently qualified teachers. There is currently no deputy headteacher, who has resigned. The governing body has not yet formally decided its replacement strategy. Members of the senior management team at present share the responsibilities previously undertaken by the deputy headteacher. Each subject of the National Curriculum has an experienced co-ordinator, though the co-ordinators for science, design and technology and history are new appointments. These were the subjects co-ordinated by the former deputy headteacher. The school has effectively overcome the key issue

identified in the last report relating to the effective monitoring and evaluation of the curriculum by subject co-ordinators. This element of their role is now well managed, especially for the core subjects of English and mathematics. All staff, including non-teaching staff, have appropriate job descriptions. The level of administration staff is average for the size of the school.

72. The arrangements for the induction of newly-qualified teachers are very good. The recently appointed newly-qualified teacher receives a high level of support from the headteacher, the mentor and all the staff. Non-direct teaching time for the newly-qualified teacher is used most effectively to develop teaching skills through observations of good practice within the school. The arrangements for professional development are very good. The provision for professional development is within a well-planned programme of teacher appraisal, which is effective in identifying developmental needs. The school has purchased entry to the local education authority's scheme for professional development and has high regard for the provision. Following attendance at courses, the teachers feed back to other staff and produce written reports for a staff file.
73. The level of accommodation is good. The building is in a good state of repair and the high standards of cleanliness are a credit to the caretaker and cleaning staff. Most classrooms are spacious and of sufficient size for the age and number of pupils, although in some cases, such as the hall and the classrooms for older pupils, the space is restricted. The provision of the Speech and Language Unit and the nursery are positive additions to the accommodation. The mobile classroom is in a good state of repair, though the lack of toilet facilities creates some problems with pupils having to use those in the main school building. There is good grounds provision with adequate playground and field areas. These are well maintained and used effectively. There is no specifically designated secure area for outdoor use by children under five in reception classes.
74. The level of resources overall is satisfactory. Resources for children under the age of five are very good in quality and quantity. This applies to the nursery and to reception classes. The resources are good for English, art, music and physical education

and satisfactory for other subjects of the National Curriculum and religious education. The school is well placed to improve its provision for information and control technology. Grants from the National Grid for Learning initiative have allowed the school to update its equipment, particularly computers and software but, linked to this, there is the need to provide training for teachers in order to raise their expertise and effectively deliver the curriculum. The level of resources for pupils with special educational needs is satisfactory. The library provision is good. Since the last inspection, the school

has developed the quality of provision most effectively. There has been an increase in the range, quality and quantity of fiction and non-fiction books. The school has rightly identified the need for more books of interest to meet the needs of the high percentage of boys in the school and is addressing this issue suitably. The school uses external resources well. The school makes effective use of museums, art galleries and visiting musicians and actors. Older pupils make residential visits to Sherwood Forest and to a field centre at Frieston.

82. The efficiency of the school

75. The management and control of the school's finances are very good. The previous inspection report identified, as a key issue, the need to clarify links between the school development plan and budget allocations. The school has addressed this most effectively. There is a high level of financial planning by the headteacher, closely working with the governing body. The headteacher plans the initial forecast budget with different budget models for consideration by the finance committee. This process gives the governing body a clear vision of the priorities for future spending, resulting in the quick and efficient formulation of the final budget. The finance committee meets regularly and monitors the budget most effectively. The financial provision for pupils with special educational needs, the Speech and Language Unit and the nursery is very good and supports learning most effectively.
76. The school uses staff, accommodation and learning resources well, particularly for children under the age of five. It deploys the staff, including non-teaching staff, well. The Speech and Language Unit has well qualified staff, which helps to support the good progress made by pupils in these areas. The accommodation is in a good state of repair. The school also makes very effective use overall of resources to support teaching and learning.
77. The quality of day-to-day administration is very good. The administrative assistant has clear understanding of the role and carries it out most efficiently, leaving the headteacher and staff to concentrate on the main elements of their role, namely the quality of teaching and learning in the school. There are very good procedures for processing orders and invoices and for checking deliveries against orders made. The school fund is well maintained and is audited annually. The school has already addressed the minor recommendations made in the very recent auditors' report.
78. Taking into account the level of funding for the school, the educational standards attained by pupils, the good progress they make, the quality of education provided, including the overall good quality of the teaching, the provision for pupils with special educational needs and the very good leadership, management and efficiency, the school gives good value for money.
- 86.

PART B: CURRICULUM AREAS AND SUBJECTS

86. Areas of learning for children under five

79. The school admits children to the nursery in the September after their third birthday. They attend part time for a year. Children transfer to the reception classes at the beginning of September after their fourth birthday. Most children in the reception classes attend the school's nursery before they enter full-time school. The nursery makes good provision for the children's all round development and education. The reception classes build very effectively on the work of the nursery. The curriculum for children under five promotes the nationally agreed learning outcomes well in all areas. There is a specifically designated outdoor area for use by the children in the nursery. The children under five in the reception classes do not have immediate access to this area. They do not have a secure, specifically designated area for outdoor use. Curriculum planning for children under five is thorough and detailed. The nursery and reception class teachers plan together to ensure there is no unnecessary repetition of work. The basis for planning is the nationally agreed outcomes for learning for children under five. This gives children a firm foundation for work at Key Stage 1 of the National Curriculum.
80. All members of staff who teach children under five have a clear commitment to raising standards. They attend in-service training courses, plan lessons together and liaise closely with parents. They work closely with Key Stage 1 teachers to continue and develop the current good practice. The record-keeping system is very clear. It is informative and gives all members of staff a well-informed base for the planning of work. The nursery uses an entry assessment procedure very effectively to assess children's level of achievement. Parents contribute to this assessment. This gives the members of the nursery staff a clear knowledge of what children know and can do at home. They use this knowledge to plan future work on this basis. The reception class teachers continue to use the records from the nursery. They add to these records as they use the Performance Indicators for Primary Schools (PIPS) assessment procedures shortly after children enter their reception year. Children take their records of achievement with them when they move into Year 1. The nursery and reception classes provide a very effective level of support for children with special educational needs. All members of staff ensure that children have full and equal access to the areas of learning. Parents greatly value and appreciate the work children do in the nursery and reception classes.
81. Many children enter the nursery with standards below the expectation for their age in most areas of learning. They respond very well to the quality provision in the nursery and make good progress, particularly in the development of their social skills. On entry to the reception

classes, children's levels of attainment, except for their personal and social development, are still below the expectation for children of this age. They make rapid progress in developing their language and number skills in the reception classes. By the time they are five years of age, most children are likely to attain the skills they require to meet the nationally agreed areas of learning expected of this age group. All children make very good progress in their personal and social development. Most children make good progress in the development of their language and literacy, mathematical and creative skills. They develop a good knowledge and understanding of the world and make good progress in their physical development. The school continues to maintain and develop the good level of provision for children under five since the previous inspection.

89. **Personal and social development**

82. Children settle quickly into the security of the nursery and make very good progress in developing their personal and social skills. They are composed and confident when moving around the nursery. Most children share and take turns amicably, for example, when making patterns with dry sand in a sandbox. The children concentrate very well on their tasks, for instance, when using the computer and the listening centre. They work quietly and talk confidently to each other. Children clearly enjoy their work in the nursery. They co-operate happily with each other and adults. Children take care of classroom equipment and soon learn to tidy up after themselves. They continue this level of progress in their personal development as they move into the reception classes. Children work well independently and together. They are eager to try new ideas. All children persevere to finish their tasks and take considerable pride in their work. The teachers in the reception classes encourage children to solve problems. An example of this is when they ask children to make choices in their artwork. Children quickly understand the routines of school life and move quietly and confidently around the school. They change their clothes for physical education lessons independently and fold them neatly. By the time they are five years of age, all children, including those with special educational needs, are likely to achieve the expected levels in the development of their social skills. Most children are likely to attain levels above those expected for their age. This is particularly noticeable in their ability to act independently and to relate well to each other and to adults.

90. **Language and literacy**

83. The provision for the development of language and literacy is good. Most children enter the nursery unit with below average language skills and make good progress. They enjoy looking at books and share books and stories with adults and each other. Children who have immature speech patterns receive a good level of individual help and support to increase their speaking skills. All children quickly understand that print conveys meaning. They know to read books from left to right and to handle them carefully. Children listen to well-known stories and songs. They join in with them confidently. All children learn to use pencils correctly. They increase their early writing skills in a range of activities. This good rate of progress continues as children move into the reception classes. Children with special educational needs continue to receive effective support. The reception class teachers use the literacy strategy well to develop children's listening, speaking and reading skills. They further extend this through their careful selection of books and stories and their use of precise and clear diction. The children under five enjoy this work and make rapid progress in learning letter sounds. Children have many opportunities for role-play. For example, in the shop

areas in the nursery and reception classes, children have the opportunity to develop their speaking, listening and writing skills well. All children listen very carefully to stories in the reception classes. They retell them, enjoy talking about the pictures and join in with familiar sentences and refrains. Children are eager to choose books to take home. Children respond well in class and group discussions. They make good progress in developing their skills of speaking and listening and begin to speak well in sentences. Children consolidate and develop their early writing skills. They hold and use pencils correctly. By the time they are five years of age, most children are likely to reach the targets of the Desirable Learning Outcomes.

91. **Mathematics**

84. The provision for children's mathematical development is good. Most children make good progress in consolidating and developing their number skills. Many children enter the nursery with an under-developed range of number skills. The members of staff in the nursery effectively develop the children's skills through a carefully-structured programme of work. This includes sequencing and counting activities and the use of construction activities to develop awareness of space. There is a very good level of support for children with special educational needs. They make good progress in developing their knowledge of numbers. The more able children count accurately to five. All children sing simple number rhymes. Children enter the reception classes with a rapidly developing range of mathematical skills. The reception teachers continue to build on and develop these early skills well. Children have 45 minutes of structured number work each day. Most children count and order objects to 10 and count accurately to 10 and above. They know and recognise the place of numbers up to 10 on a number line. All children recognise and know how to add on one more to a given number. They use suitable mathematical language to describe processes, such as 'more than' and 'less than'. Children solve practical problems involving money. They read the price list in the shop and give the correct amount of money in 1p coins. Children further develop their mathematical learning through the use of the computer. This gives them increased awareness of sequencing shape and controlling movement. Children make significant gains in their ability to consolidate, build on and develop their early mathematical experiences. Most children are likely to attain the Desirable Learning Outcomes for mathematics by the time they are five years of age.

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

85. The school makes good provision for developing children's knowledge and understanding of the world. Children make good progress in this area of learning. They have many opportunities in the nursery and the reception classes to explore the natural and man-made

world. For example, children in the nursery experiment with jelly cubes to explore properties of change. They feel, smell, taste and describe jelly cubes. Children show amazement as they see jelly cubes dissolve in hot water. They observe change closely and predict what will happen as the mixture cools. Another example is when a child draws patterns in the sandbox. The child draws a tadpole and a caterpillar and explains that they turn into a frog and a butterfly. Children continue this good rate of progress as they move into the reception classes. They develop a suitable understanding of change through looking at how they change from babies into children. They use computers as a matter of routine and work carefully and accurately at sequencing events. This enables children to develop a good understanding of how to use the keyboard and mouse for accurate control. They know how to save information. Most children print out work independently. Children click and drag confidently to move items across the screen. By the time they are five years of age, most children are likely to reach the expectations of the Desirable Learning Outcomes.

93. Physical development

86. The school makes good provision for children's physical development and children make good progress. They use pencils, crayons, scissors and glue with increasing control, as they progress from the nursery to the reception classes. Children use play dough and wet sand to mould into shapes. They satisfactorily develop their fine control skills. Children in the nursery and the reception classes develop their climbing and balancing skills well. They have opportunities to run, jump, skip and use wheeled toys with an increasing awareness of space. There is a secure area for outdoor activities for nursery children. There is no immediate access to this area for children in the reception classes. This does not detract from the good progress these children make in developing their ability to use their bodies well. The school has a suitable selection of large apparatus for children to use in the outdoor area. All children are likely to attain the expectations of the Desirable Learning Outcomes by the time they are five years of age.

94. Creative development

87. The school's provision for children's creative development is good. They make good progress in the nursery as they learn basic techniques. This enables them to use and control materials effectively. They hold brushes correctly and apply paint to paper with much confidence. Children mix paint to achieve different colours. They make prints from finger paintings and, in the reception classes, develop their ability to observe well. An example of this is the work children do after looking closely at prints of work by Matisse and Kandinsky. They show a good awareness of shape, pattern and colour. Children sing a variety of songs from memory and use percussion instruments correctly and confidently to maintain

rhythm. Most children acquire the level of skill necessary to reach the Desirable Learning Outcomes by the time they are five years of age.

88. The quality of teaching for the children under five is very good overall. All teaching is at least good. Eighty per cent of teaching is very good or better. Just over nine per cent of teaching is outstanding. This consistent high quality of teaching reflects the level of progress children make in their early years at school. The teachers, nursery nurses and support staff work very effectively together to promote learning. They have a clear understanding of the needs of young children. All members of staff have realistically high expectations of achievement and behaviour. They give children challenging and interesting tasks to consolidate and develop their knowledge and understanding. All members of staff use language very well. They speak precisely and clearly. This ensures that all children, including those with special educational needs, make good progress. This is particularly noticeable in the development of the communication skills of speaking and listening. The members of staff teach specific skills, for example, how to use pencils, paint and musical instruments. They correctly place much emphasis on encouraging pupils to work independently and make choices. All members of the nursery and reception classes' staff work closely together to plan a well-balanced and broadly based curriculum for children under five.

96. **The Speech and Language Unit**

89. The school has a Speech and Language Unit, which caters for 13 pupils. These pupils are placed in the unit under special arrangements made by the local education authority. All pupils have a statement of special educational needs, specifying speech and language as the main cause of concern. A full-time teacher, two speech and language therapists and two special needs ancillaries staff the unit. It provides a setting where pupils with specific speech and

language difficulties have access to the full National Curriculum and specialised programmes of work to allow them to develop fully. The policy is one of maximum integration. Pupils attend the unit daily for individual speech and language therapy and spend about half the school day in their mainstream class with specialised support.

90. The provision for the pupils in the unit is outstanding. Pupils make very good progress towards the targets set in their individual education plans and benefit greatly from the very good quality support they receive. Pupils practise their speaking and listening skills daily through very specific and clearly defined activities. For example, they practise saying 'm' and find and name objects beginning with 'm'. They make very good progress relative to their prior attainment through these guided activities. Older pupils extend this work further and find and name objects ending in

'm' showing good progression in their developing skills. Pupils focus their speaking and listening through other subjects. For example, in music they recognise and order instruments according to their sounds by hearing alone. They tap out syllables of names using instruments and recognise their own name when it is tapped out for them. They talk about the activities and learn new vocabulary with the help and guidance of the unit staff.

91. Pupils develop social and personal skills well in the unit. They have 'snack times' when they sit together to have a drink of juice and a small snack of fruit or biscuits. These are informal times when they are joined by the adults and chat and discuss all manner of topics. Very clear progress is seen at these times as pupils talk freely and experiment with conversational language. They gain confidence to interact with other children and with adults. So much so that, during the inspection, all 13 pupils took part in a pantomime, loosely

based on 'Cinderella', which they performed for their parents. Every pupil spoke or sang during this performance, representing exceptional progress both in communication and confidence.

92. In their mainstream year group classes, pupils continue to make good progress. They are very well supported by the unit staff and operate well within normal classroom routines. They are very well integrated into the main school and take part in all lessons on an equal basis.
93. All pupils are happy and well behaved. They are very sensible and enthusiastic, joining in all activities readily. They are secure, both in the unit and in their classrooms and this helps their progress considerably. Pupils are very responsive and co-operative and have fun while they learn. They share ideas and resources very well and care about each other.
94. The quality of teaching is consistently very good. All staff work as a team and relationships are excellent. They have very good knowledge of the pupils and very good

understanding of their needs. The members of staff plan with precision, carefully matching activities to the very specific needs of each pupil. The quality of the support given to pupils, both in the unit and in their mainstream class, is very good. The guidance staff give to pupils has a positive impact on pupils' work and enables them to make very good progress in sessions and over their time in the unit class.

102.

102. **English, mathematics and science**

102. **Information and control technology and religious education**

102. **English**

95. The school has made improvement since the previous inspection. It is addressing the reading problem at the beginning of Key Stage 2. The existing good practice in Key Stage 1 has a positive impact on pupils' reading skills as they progress through the school. There is an improvement in the quality of pupils' ability to use cursive script. This begins in the reception classes and pupils build very effectively on their early skills. Pupils apply their handwriting skills well to other pieces of writing. Pupils develop good skills of drafting and redrafting work through the use of direct word-processing. All pupils have ample opportunities to write poetry. They do this very well. Improvement since the previous inspection is good.
96. In the 1999 tests for seven-year-olds, the percentages of pupils attaining or exceeding the national Level 2 in reading (71 per cent) and the higher Level 3 (15 per cent) were well below the national average. The percentages of pupils attaining or exceeding the national Level 2 in writing (80 per cent) and the higher Level 3 (two per cent) were below the national average. In the tests for 11-year-olds, the numbers of pupils attaining the expected Level 4 (84 per cent) and Level 5 (31 per cent) were well above the national

average.

97. The inspection evidence shows a slightly different position for this academic year, in respect of the percentage of pupils achieving the nationally expected levels. Pupils at the end of both key stages achieve results close to the national average. The improvement in standards at Key Stage 1 is a direct result of the impact of the literacy strategy. This, along with consistently good teaching, is successful in raising standards. At Key Stage 2, a lack of motivation from several boys, resulting in disruptive behaviour in a few lessons, is depressing achievement for some pupils. The school is taking steps to address this problem. The targeting of small groups of pupils with additional literacy support is having a beneficial effect. This involves extra sessions of teaching in small groups. It enables pupils to make gains in skills and confidence. At the end of both key stages, pupils'

attainment in reading and writing is in line with national expectations. The high percentage of pupils with special educational needs affects the picture significantly, although these pupils make good progress and the provision is very good. The principal reasons for any discrepancies between results at national testing and the inspection findings are in the benefits from the extra support the high percentage of pupils with special educational needs receive in lessons. There is also a high turnover of pupils and a significant imbalance in the ratios between boys and girls, in most year groups. This is particularly noticeable towards the end of Key Stage 2. These aspects have a negative impact on the school results at national testing and in comparisons. However, there is currently no significant difference in the school between the comparative

achievement of boys and girls but, over time in the school, there is some under-achievement by the girls.

98. The implementation of the National Literacy Strategy is successful. This has a beneficial effect on pupils' progress. There is a marked improvement in the quality of pupils' speaking and listening skills. They demonstrate an improving ability to speak clearly and with expression when, for example, they read play scripts. There is a significant improvement in pupils' reading standards at Key Stage 1. This is a direct result of the impact of the literacy strategy. Pupils experience a widening range of reading material and learn specific reading skills. They read more accurately and with greater confidence and expression. This improvement slows considerably at the beginning of Key Stage 2. Pupils' reading skills are less well developed than at the end of Key Stage 1. The management of reading as a whole-

school policy is under-developed and over time standards in the school at national testing are not secure. Standards improve somewhat as pupils move into Year 5 and show a steady improvement in Year 6. Pupils demonstrate an improving command of skills in writing. They use an increasing range of punctuation correctly. They develop their ability to use increasingly complex sentence structures well. Teachers are sufficiently confident to adapt the requirements of the strategy to suit the particular needs of their pupils. For instance, teachers acknowledge that there is too little time allocated for pupils to write at length. The school allocates extra time for direct word-processing through information technology and this is used satisfactorily.

99. By the age of 11, most pupils have skills in literacy that meet the national average. The more able pupils achieve above average skills. All pupils are confident in speaking and listening. They raise and answer questions and join in discussions confidently. Pupils speak clearly, expressively and demonstrate a suitably mature level of

thought in their discussions with each other and adults. By Year 6, most but not all pupils read fluently, with understanding and expression. Pupils of all abilities know how to use the Dewey decimal system to find books. They understand and use the glossary, index and contents correctly and refer to chapters when talking about books. All pupils write extended stories. They know a story has to have a beginning, middle and end. The quality of handwriting is good. By Year 6, all pupils use joined script and ink. Most produce legible handwriting of consistent size and form. They use their reading and writing skills successfully across a range of subjects. The implementation of the literacy strategy is having a positive effect on raising standards throughout the school.

100. Throughout the school, pupils with special educational needs and a significant number of lower-attaining pupils make good progress. Their teachers give them specific tasks in reading and writing to help meet their educational needs. Pupils that are more able make good progress. They have realistically challenging work that meets their individual and specific needs. This ensures that these pupils achieve levels that are above average in all elements of the subject.
101. The school has no pupils with English as an additional language. It has systems in place to assist any pupils with English as an additional language who may enter the school in the future.
102. Standards of speaking and listening are close to national expectations at the end of Key Stage 1. Most pupils are confident when speaking to the whole class. They show understanding of the main points of the discussion. For

example, pupils extract facts from the shared text 'The Brownie King' and explain what they mean clearly and succinctly. All pupils demonstrate sound vocabulary skills. They speak satisfactorily and state their opinions clearly. Pupils come into school with below average speaking and listening skills. Teachers, throughout the key stage, work hard to provide pupils with a wide range of imaginative tasks. This helps broaden their vocabulary and increases their confidence. Pupils in the reception class role-play well in the class shop. Pupils in Years 1 and 2 give performances in assemblies and, at the end of lessons, report back to their classmates on what they have learned. By the time pupils leave the school at the end of Key Stage 2, they achieve satisfactory standards in speaking and listening. Most pupils speak with increasing confidence to a range of listeners. They ask and

answer questions readily, respond enthusiastically to literature and express themselves increasingly clearly.

There is, however, some disaffection in the middle of Key Stage 2. This results in some disruptive behaviour, mainly by boys, with very little development of listening skills. Year 5 pupils discuss reasonably effectively the merits of the poem 'The Highwayman'.

In Year 6, pupils read expressively and with feeling from a play script of 'Nicholas Nickleby'. They learn to present information they have gathered from a variety of sources. This is evident in the work they do in history. All literacy sessions end with a discussion about what pupils have learned during the lesson. Teachers encourage pupils to read out completed work. This reinforces learning and increases confidence.

103. The majority of pupils make good progress in speaking and listening. Teachers take care to use suitable vocabulary during

lessons in other subjects, such as mathematics, history, science, and art. Throughout the school, pupils make good progress in acquiring suitable skills of speaking and listening. At Key Stage 1, pupils acquire and use new technical language such as 'rhyme' and 'syllable'. Younger pupils talk about 'author' and 'illustrator'. They successfully answer questions about story content. At Key Stage 2, pupils build on the skills of speaking and listening. In Year 6, pupils take advantage of opportunities for constructive talk in pairs, as they discuss how to compose a spell. Progress slows during Key Stage 2, where disruptive behaviour restricts progress for many pupils.

104. At the end of Key Stage 1 currently, standards of reading are close to the national average. The majority of pupils read fluently and with accuracy. They read books that are at a suitable level for their age group. They read and follow written instructions for their work. Pupils of average and above average ability recall stories they know and describe the main points of texts they read. When they share texts in literacy sessions, pupils learn to use a full range of reading cues. They use these effectively when reading independently. From entry into the reception class, pupils follow

a structured programme of phonic work. This considerably assists their reading skills as they progress through the key stage. This helps most pupils as they learn to read and write. At the end of Key Stage 2, most pupils have average reading standards. They read for pleasure and with understanding. They comment confidently on the differences in style between books and use their skills of inference and deduction in their reading. Pupils use sources such as dictionaries, encyclopaedias and thesauruses. This helps their understanding. However, there are a many pupils, particularly in Year 4, with special educational needs for whom attainment is below average. They experience much difficulty in understanding language beyond the literal. The school is aware of this problem. It is looking towards improving consistency in the teaching and management of reading throughout the school.

105. Most pupils at both key stages make good progress in reading. The school uses new initiatives to raise standards. The phonics programme and level of classroom support assists the early acquisition of reading skills. The strong focus on reading in the Literacy Hour enables pupils to make progress more rapidly. Where parents support the school by hearing their children read at home, their children make better progress.
106. At the end of Key Stage 1, pupils achieve average standards in writing. Most pupils work in a range of styles. These include stories, poems, diaries, factual accounts and instructions. Standards of spelling and punctuation are close to those expected of seven-year-old pupils. There are some good examples of writing in which pupils use a wide range of punctuation marks. These include inverted commas. In literacy sessions, pupils demonstrate a sound knowledge of phonics and spelling. They use this to good effect in their reading and writing in other subjects. Standards of handwriting are satisfactory. The school has a good strategy for introducing cursive handwriting at an early age. This helps the flow of pupils' writing and spelling. Most pupils use their best handwriting skills, acquired in handwriting lessons, when they work in other subjects. At the age of 11, writing standards are average. The more able pupils achieve above average standards. Most pupils write well in a range of styles and for a variety of purposes. These include stories, poems, diaries, scripts, factual accounts and reports. There are some good examples of extended writing in English lessons. Pupils use paragraphs accurately to link their stories and the most able begin to develop the use of chapters. Pupils of all abilities develop, organise and communicate ideas, for example, in their book reviews. The spelling of regular and irregular words is usually correct and pupils use a wide variety of punctuation marks suitably. By Year 6, pupils have a good understanding of how to use a range of tenses correctly. Standards of handwriting and presentation are good. Pupils use ink in all their writing.

They use joined, neat, cursive handwriting and this is consistent in Years 5 and 6 in all subjects.

107. In writing, pupils make good progress at both key stages. The implementation of the Literacy Hour is having a significant impact on improving progress. As they move through Key Stage 1, their rate of progress accelerates. It slows as they move through the middle of Key Stage 2 and accelerates in Years 5 and 6 as the level of challenge in their work increases. Pupils learn to adapt their writing for different audiences whether responding to the challenge of writing a lullaby in the style of Shakespeare or rewriting a story such as 'A Midsummer Night's Dream' from the point of view of a particular character. Pupils increasingly use the skills of planning, drafting, revising and proof reading, before producing a final clear copy of their work. They use the computer for direct word-processing. This increases their ability in drafting and re-drafting. Pupils become increasingly competent in spelling and grammar.
108. Pupils make effective use of their developing literacy skills in other subjects. In science, they write up the results of their experiments and in design technology they use their labelling skills. They write good descriptive pieces in history and factual accounts in religious education. For example, they present clear accounts of the elephant god 'Ranesh'.
109. The vast majority of pupils respond well in English lessons. Apart from a small number of boys in the middle of Key Stage 2, who show unsuitable behaviour, pupils listen carefully to their teachers. Most pupils try hard to answer their teachers' questions and participate in the lessons. They are keen to contribute and to extend their knowledge. They listen to and respect the contributions their classmates make. Pupils enjoy sharing their work with each other and with adults. They work well in pairs and groups as they share ideas and thoughts. Most pupils concentrate well for lengthy periods and take a pride in finishing their work on time. Pupils are proud of their work and are happy to discuss it with visitors. Pupils with special educational needs respond very well to the activities provided for them in reading and writing. They make a positive contribution to the class discussions.
110. The quality of teaching is good overall. It is good or better in 70 per cent of lessons. Some teaching at Key Stage 1, approximately 10 per cent, is outstanding. Where teaching is good or better, teachers have good subject knowledge and use precise and clear diction and enunciation. There is high quality planning of all work. Teachers manage the pupils well and use good-quality assessments to inform themselves of their pupils' progress. They offer the pupils challenging tasks and conduct their lessons at a brisk pace. In these lessons pupils make good and sometimes very good progress. There are clearly defined learning targets for pupils and they work hard to achieve them. Most teachers plan work to

extend pupils' literacy skills in subjects across the curriculum. There was unsatisfactory teaching in approximately 10 per cent of lessons. On these occasions, some pupils do not have sufficient challenge in their work. This leads to disinterest and disruption, from inadequate management and motivation of these few pupils. Where teaching is thus less effective, learning targets also for different pupils are not fully met and the pace of the lesson slows. The school deploys its support assistants very effectively. This makes a major contribution to pupils' progress.

118. Mathematics

111. Mathematics provision was considered satisfactory at the time of the last inspection. The school has maintained this sound provision. It works hard to raise standards and the recent implementation of the National Numeracy Strategy is already having a positive effect on standards, particularly in the area of mental arithmetic.
112. The Key Stage 1 national test results in 1999 show that the percentage of pupils (73 per cent) achieving standards at the nationally expected level and above was well below the national average as was the percentage (two per cent) achieving at above the expected level. At Key Stage 2, the national test results in 1999 show that the percentage of pupils (66 per cent) achieving the nationally expected level and above for this age group was below the national average. The percentage of pupils (22 per cent) attaining at the higher level was close to the national average.
113. The percentage of pupils at Key Stage 2 with the expected Level 4 and above is below national averages as a result of fewer pupils gaining the higher Level 5. However, considering the results of all pupils, the overall position puts pupils' standards in line with national averages. This year group of pupils had a high ratio of pupils with special educational needs which means the achievements of these pupils is praiseworthy in that many gained the expected level.
114. Throughout the school, there is an imbalance between the proportion of boys to girls. The majority of year groups have a significantly higher number of boys than girls. This has some impact in some areas when making national comparisons but currently in mathematics there

is little difference in the school between the achievements of boys and girls. However, over time in the school, boys outperform the girls at Key Stage 2.

115. Evidence from work seen during the inspection shows that pupils' attainment at the end of both key stages is in line with the national averages. Standards have remained constant since the last inspection when levels of attainment were broadly in line with national expectations. There have been fluctuations in year-by-year results over the past four years. These have been specific to the particular year group, dependent upon the numbers of pupils on the special educational needs register and to some extent on the proportions of boys and girls in the different year groups.
116. At Key Stage 1, pupils read and write numbers correctly and count both forwards and backwards. They recognise repeating patterns and begin to understand place value. At the end of the key stage, most pupils understand basic number bonds and recall addition and subtraction facts satisfactorily. They identify common two- and three-dimensional shapes and describe their features. Pupils learn correct mathematical vocabulary. For example, Year 1 pupils learn to use the words 'digit' and 'sequence' accurately. Pupils in Year 2 know terminology such as 'partitioning' and 'rounding up', using it well when explaining the strategies employed to find answers to mental arithmetic.

problems.

117. Key Stage 2 pupils have a satisfactory understanding of fractions. For example, most Year 3 pupils halve and double numbers successfully, both mentally and practically. Most understand the link between fractions and division and competently work in tenths and quarters. At the end of the key stage, pupils know for themselves when their answers are reasonable and have developed strategies for checking them. They work accurately with negative numbers. For example, Year 6 pupils use number lines to count on and back across zero.
118. Overall, standards in numeracy are satisfactory. Teachers encourage pupils to think mathematically. Older pupils describe their thinking, using appropriate mathematical vocabulary. Higher-attaining pupils use a range of strategies to solve complex problems. For example, higher-attaining pupils in Year 6 find the difference between two negative numbers and between positive

and negatives numbers, accurately and clearly explaining the strategies they use. Pupils have suitable opportunities to apply their mathematical skills through work in other subjects. For example, work in design and technology provides opportunities for accurate measuring and recording.

119. Satisfactory standards are also apparent in other areas of mathematics. By the time pupils leave the school, they have a suitable understanding of symmetry and tessellation. They use calculators to check their results and have a sound understanding of standard measurements. Throughout the school, investigative problem solving mathematics and data-handling work is less evident, as is the knowledge of the application of mathematics to every day life.
120. Pupils at Key Stage 1 make good progress. At Key Stage 2 progress is satisfactory. Pupils with special educational needs make good progress at both key stages. The introduction of the National Numeracy Strategy provides a clear structure for continued development in this area. Key Stage 1 pupils build effectively on the skills acquired in the early years and develop their understanding of

number bonds well. They use their developing skills well to solve addition and subtraction problems and move on to learn to multiply and share out numbers. Pupils at Key Stage 2 extend their mathematical vocabulary satisfactorily and give increasingly technical answers to explain their working. They practise mental arithmetic skills and improve the speed of their calculations satisfactorily. Pupils with special educational needs make good progress in number work. Throughout the school, they benefit from good quality classroom support, enabling them to work comfortably alongside their peers with resulting good progress.

121. Pupils' attitudes to learning are good. They enjoy the subject and work with enthusiasm. The majority sustains concentration appropriate for their age and older pupils demonstrate good levels of perseverance. Pupils form good relationships and work well co-operatively. They treat equipment with care and share resources sensibly.

122. The quality of teaching overall is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers plan work carefully and pitch their teaching suitably for the range of prior attainment in their class. It is a feature of teachers' planning that they cater well for all pupils, including those with special educational needs. Very good use is made of classroom assistants to support lower-attaining pupils. Teachers effectively develop pupils' mathematical vocabulary and make skilful use of questioning to probe and deepen understanding. They use resources efficiently.

130. **Science**

123. At the time of the last inspection, standards were judged average in relation to national expectation. Although results have fluctuated a little in the intervening period, dependent on the nature of different year groups, overall the school has maintained this position.

124. At the end of Key Stage 1, in the national assessments carried out by teachers in 1999, the percentages of pupils reaching the expected Level 2 or above (93 per cent) was above the national average. There were no pupils reaching the higher

Level 3 or above. The 1999 assessments showed a considerable improvement over the previous year. The inspection findings reflect the 1999 position, in that most pupils reach the expected level at the end of the key stage. There is some under-achievement in that the few more able pupils do not consistently produce work matched to their abilities. Some of the reasons for this are in teachers' planning and in a lack of individually-challenging practical work. The school intends to rectify this somewhat once the revised curriculum for science is fully in place.

125. At the end of Key Stage 2, in the statutory tasks and tests taken by 11-year-olds in 1999, the percentage of pupils (78 per cent) reaching the expected Level 4 or above was close to the national average. The percentage reaching the higher Level 5 or above (17 per cent) was below the national average. This again is a considerable

improvement on the results from the previous year but with a similar under-achievement of the few more able pupils. Over time, the trend in science is one of steady improvement with overall standards in the tests at least in line with national averages and sometimes above what is expected.

126. The inspection findings confirm this position overall, in that, at the end of Key Stage 2, attainment is in line with national expectations. The number of pupils with special educational needs, despite the good provision for them, is a major factor influencing levels of attainment from year to year. However, these pupils make good progress in science, despite often inadequate literacy skills. This good progress is a result of effective planning, very good classroom support and sound teaching. This good planning is not always extended in the same way for pupils of high prior attainment.
127. There is room for further improvement. With the establishment of sound literacy and numeracy strategies in the school and a revised curriculum,

opportunity now exists for a refocus on science. Whereas the quality of the practical investigative work is satisfactory overall, the teachers firmly direct much of the work. There is a good foundation for the structured introduction of more fully independent work, in which pupils regularly plan, prepare and carry out their own experiments and take more responsibility for their own learning. This particularly applies to the more able pupils, some of whom do not consistently achieve as highly as they might. This area for improvement requires not only a consistent maintaining of the effective behaviour policy but also a rigorous application of the benefits of the literacy and numeracy strategies.

128. At Key Stage 1, the amount and range of investigative work is limited. However, younger pupils carried out a successful investigation into which materials are best for waterproofing. They distinguished between the different materials and predicted quite accurately what would happen to them when drops of water were added. After the experiment, they talked clearly about what they had observed and made distinctions between results. Other pupils record accurately simple investigations into magnets. They know through which materials magnets work and through which they do not. They identify and classify accurately which domestic appliances require electricity to make them work. Older pupils carry out similar investigations but in a little more depth. They have also carried out effective work on push/pull forces, relating it to moving toys and bouncing toys. Pupils at this key stage also name and label accurately the major external parts of the human body. Older pupils carry out a classification of fruit-tasting with likes and dislikes. They conduct successful experiments, using a small ramp to determine which model cars roll the furthest. They draw few conclusions but record accurately the results. In work on sinking and floating, they make predictions and record actual results. At the end of the key stage, most pupils know that heating and cooling can change the shape and form of materials. For example, they know what happens to eggs when boiled in water and predict what will happen to chocolate heated on a baking tray. In baking, they understand that mixing ingredients changes the nature of the substances and that heating changes it further. Pupils understand in simple terms what constitutes a fair test. They present their findings in a variety of ways but this work is under-developed and presentation is impaired by weak, albeit improving, literacy skills. Oral work is good.

129. At Key Stage 2, the range and depth of investigative work is satisfactory but with room for improvement in variety and scope. Younger pupils at the key stage name and label accurately the parts of the human

skeleton and the major organs. They use good word-processing skills to make this clear. They carry out independent research in small groups, using a range of reference works. Pupils report their findings clearly, accurately and effectively to the rest of the class. Most know the principle functions of the major organs of the human body. In their work on healthy eating, dietary needs and healthy teeth, they demonstrate sound knowledge and skill at presenting information in a variety of ways for a variety of audiences, with good examples of extended writing. Pupils understand the sources of light and that light cannot pass through some materials and bends in the process. The more able pupils in the middle of the key stage explain well about reflection and formation of shadows. They conduct effective "shoe box" experiments to demonstrate this. The majority of

pupils give accurate facts about planets and the solar system. Most write clearly about the human digestive system. Older pupils at the key stage conduct investigations into the dissolving of solids. They know that change takes place when substances, such as sugar and flour, are dissolved in water and that these changes vary. They make predictions, observations and draw simple conclusions. Work is neat and well presented. Pupils also know that heating and cooling causes physical changes in substances and that solids can become liquids and vice-versa. They link this with previous work in geography on temperature change, using words such as 'evaporation', 'condensation' and 'water vapour'. At the end of the key stage, using skills from design and technology, pupils make effective working 'periscopes' and the more able explain in some

detail how they function. They also classify materials accurately, using words such as 'transparent', 'translucent' and 'opaque'. By the time they leave school, pupils know what distinguishes animal from other life forms. They know broad definitions of various life forms and, for example, what plants need to survive and grow. Most pupils identify some of the practical uses and benefits of science in every day life but this area for the most part is under-developed.

130. Progress for most pupils, including those with special educational needs, is satisfactory at both key stages. Progress is built on and the levels of attainment reflect this in the increasing numbers achieving nationally expected levels. As they move through the school, pupils gain a satisfactory understanding of scientific skills and concepts. They show reasonable gains in their ability to plan, organise and carry out scientific investigations. Pupils apply their knowledge to other

areas of the curriculum, for example, when discussing scientific and environmental aspects in geography. This accelerates progress in these subjects. They also make good progress in their understanding and use of appropriate scientific vocabulary, which contributes well to the development of literacy skills. Pupils increasingly find their developing numeracy skills useful in their work in science.

131. Pupils in all classes show interest and enthusiasm. They have good attitudes to work overall but pupils at Key Stage 1 show rather more commitment to the subject than pupils at Key Stage 2. This is a result of good quality teaching in the early years of the key stage. Older pupils at Key Stage 2 also show good attitudes, motivated through the interesting activities prepared by their teachers. These attitudes promote at least satisfactory progress. Pupils show sound levels of concentration and most take pride in their work. Most pupils respect their teachers and relationships are good. Behaviour, even in the less formal practical work, for most pupils is good. A small but significant minority of pupils is disruptive and, although well contained by most teachers, this does inhibit their progress and that of their classmates. Pupils work well together, respond well to questions, discuss ideas and the more able occasionally use a mature level of reasoning to work out ideas. Unless structured by the teachers, boys and girls tend to work separately in practical activities. Whilst the investigative work they undertake usually excites them, pupils listen carefully, follow instructions and behave in a responsible and sensible manner, sharing tasks and resources fairly. They pay suitable attention to safety issues. Not many pupils show real curiosity about scientific matters and this is a result of under-developed independent learning techniques.
132. The quality of teaching is satisfactory throughout the school, with some good teaching at

both key stages. This contributes positively to pupils' progress. Teachers have good questioning skills to find out what pupils know and they use these skills well to take learning forward. They use praise and reward effectively. The teachers apply the satisfactory assessment procedures well in their planning and support these with sound informal assessment of pupils' attainment. Most teachers plan and prepare suitably, although teachers do not consistently plan for pupils' initiative in investigative work. Most planned scientific investigations for pupils are very teacher-directed. Teachers show satisfactory command of the subject knowledge. Teachers have clear learning targets for the most part but, occasionally, these targets are too imprecise, with a consequent lack of direction in lessons. However, lessons overall have pace and purpose with a good learning environment in classrooms. Teachers have good, caring relationships with their pupils and most have effective class management skills. Most, but not all, teachers manage the few disruptive pupils very well and apply the school's behaviour policy consistently. Teachers make good use of the overall satisfactory resources.

140. Information and control technology

133. At the last inspection standards were satisfactory in relation to national expectations and generally in line with pupils' abilities. There is some deterioration from this position at Key Stage 2. Standards of attainment in information and communication technology are in line with national expectations at Key Stage 1 and most pupils make satisfactory progress. However, at Key Stage 2, standards are below national expectations, particularly in pupils' use of databases, spreadsheets and some elements of control. Pupils' progress is

unsatisfactory in these areas. The school recognises the problem and has put the raising of standards as a high priority. Pupils with special educational needs at Key Stage 1 make satisfactory progress according to their prior attainment. They make unsatisfactory progress at Key Stage 2.

134. At Key Stage 1, pupils use their developing word-processing skills confidently to present their work. Younger pupils use simulations in their numeracy and literacy work to help recognise numbers and letters of the alphabet. As they move through the key stage, pupils work well with art packages, using the toolbar to choose shapes, draw lines and to fill them with colour and print out the results. For example, in designing 'Joseph's Coat of Many Colours' or arranging bricks to build a bridge for Guy Fawkes. Pupils use databases effectively to record their findings, for example, in a survey of their

favourite drinks and crisps. They use a CD-ROM encyclopaedia confidently to research information. In control, pupils use simple procedures to move a floor robot.

135. At Key Stage 2, pupils develop their word-processing skills further. They choose the font style, size and colour and paste 'clip art' into their work, for example, when designing a folder for geography. The teachers use simulations and adventure programs to link pupils' work in other areas of the curriculum, for example, in history and geography. In order to raise standards, there is a need to teach some aspects of the National Curriculum programmes of study at Key Stage 2 in greater depth. The school has adopted a cross-curricular approach to ensure efficient use of the time allocated. This gives pupils good opportunities to apply their information and communication technology skills and reinforce their learning in other

subjects.

136. It is clear that most pupils enjoy information and communication technology and when given the opportunity, make good progress. Pupils handle resources with care and confidence. They co-operate well in small groups. Of particular note is their ability throughout the school to work independently. At Key Stage 1, the quality of teaching is satisfactory. There was little direct teaching seen at Key Stage 2 to make a firm judgement about its quality. However, it is clear that some staff lack confidence in teaching the subject, particularly in light of the newly-updated resources. The school's approach to teaching is to emphasise the development of pupils' skills with subsequent "hands on" opportunities.

144. Religious education

137. It was only possible to observe very few lessons during the inspection. The evidence from these, however, along with a scrutiny of pupils' work and teachers' planning and discussion with pupils and teachers, indicate that, at the end of both key stages, pupils' attainment is in line with that expected in the locally agreed syllabus and that they make satisfactory progress. Similar standards were reported at the last inspection and the school has maintained this position.

138. At the end of Key Stage 1, pupils are aware that different religions have different Gods and know some differences between major religions. They know some of the stories told by Jesus and the miracle of 'The Five Loaves and Two Fishes'. They know the story of 'Joseph and The Coat of Many Colours' and use this to illustrate their own feelings of happiness and sadness. Pupils know some of the important festivals in the Christian calendar, such as Easter and Christmas. Pupils in Year 2 accurately retell the story of Christmas referring to the visit by the Angel to Zaccharius, the birth of John the Baptist, the visit of Gabriel to Mary and the journey to Bethlehem. They recognise how frightened the shepherds would be when the Angels appeared before them. Pupils know about the Hindu festival of Divali and write about some of the special features of this festival. They know, for example, that it is the Festival of Light, that candles are lit and that special food is eaten at Divali.
139. At the end of Key Stage 2, pupils know about a range of religions, such as Christianity, Islam, Hinduism, Sikhism and Judaism. They know how religions have developed and they make comparisons between different religions. They know, for example, that the ancient Egyptians believed in the Rites of Passage and that the Pharaohs were given their needs for the afterlife when they were buried. They make comparisons between stories found in different faiths. They know that the Hindu story of Manu links closely to that of Noah and the Ark. Pupils write about the use of water in religious ceremonies. They describe the Muslim Wadu, when preparing for prayer, the belief in healing waters and the use of Holy Water in Baptism. Pupils know that special books feature in religious beliefs. They make similar designs to those found in the Book of Kells and the Book of Durrow. They know that the Bible is the Holy book for Christians and the Qur'an is sacred to Muslims.
140. Pupils, including those with special educational needs, make satisfactory progress overall, although on occasions the less than satisfactory quality of teaching impacts negatively on progress made in individual lessons. As they go through the school, clear progress is shown in the development of pupils' knowledge and understanding about different religions. Evidence from the scrutiny of pupils' work shows how, at the end of Key Stage 2, pupils have extended their knowledge of Hinduism. They are more aware of the ways in which Hindus celebrate their festival of Divali. Pupils become more aware of the differences and similarities between religions. Where the quality of teaching is less than satisfactory, however, pupils make limited progress. On these few occasions, the teacher strives hard to maintain discipline and, consequently, too little time is spent on developing pupils' knowledge and understanding.
141. Pupils' response overall is satisfactory. Most pupils throughout the school pay attention

to their teachers, work hard and are proud to produce work of a high standard. In a few lessons, however, there is an undercurrent of noise and a few pupils' behaviour is poor. In assemblies, pupils enter the hall sensibly and calmly, listen to the introductory music and pay attention to the teacher or group leading the assembly.

142. The quality of teaching observed varied between good and poor and was overall satisfactory at both key stages. The higher-quality teaching is where teachers plan effectively and develop a range of activities to achieve the learning targets identified. There are high expectations of behaviour and standards and the teachers have good knowledge of the subject. This is shown when the teacher confidently explains the differences and similarities between stories featured in different religions. The unsatisfactory teaching occurs where the teacher is not confident in managing some pupils' misbehaviour and is unsure about the content of the lesson. There is excessive noise, inappropriate behaviour is unchecked and the work set for pupils offers little challenge.

150. **Other subjects or courses**

150. **Art**

143. The basis for judgements on the quality of art is the scrutiny of work, displays, two lesson observations and interviews with teachers and pupils. This does not give a secure base for firm judgements on overall standards and the quality of teaching. However, the evidence does indicate that the school is improving standards at Key Stage 1. It is continuing to maintain and develop good standards at Key Stage 2 since the previous inspection. It is clear that many pupils at both key stages attain standards above what are expected.

144. Pupils throughout the school are confident in their use of art materials and, from an early age, have opportunities to appraise and improve their work. Pupils use a range of media and materials confidently. They experiment with colour to achieve different shades and tones. The school provides a variety of stimuli for pupils. These include

visits from local artists.

145. At Key Stage 1, pupils know what primary colours are and that they form the basis of all other colours. They link their drawings with work in science. They observe skeletons closely and make effective representational drawings, using pencil and paint. Pupils know how to smudge pastels and apply watercolours with fine brushes, to good effect. They experiment with different techniques and use the work of famous artists as a stimulus. For example, pupils observe work by Kandinsky. They paint patterns very effectively in this style. Pupils experiment confidently with printing techniques. They use sketchbooks to record ideas and develop their skills of working with a range of media. Pupils show a suitably high level of skill in the pencil drawings they make.
146. At Key Stage 2, pupils explore the properties of crepe paper. They successfully experiment with printing techniques and appraise their work in progress. Pupils show a good level of skill in their use of printing techniques. They use pencils skilfully to represent light and shade. All pupils experiment with a range of techniques to achieve texture. They evaluate and change their work in progress and discuss and evaluate each other's work. Pupils use a correct art vocabulary, such as 'shade' and 'texture' when they appraise work. They use work from famous artists to develop their skills. For example, pupils produce work in the pointillism style. Pupils use equipment and materials confidently. By the age of 11, pupils' work shows increasing control when using a variety of media. They are confident in their use of pencils and have well-developed observation skills. They use these well and give increasing attention to detail and accuracy when, for example, developing ideas in their sketchbooks.
147. Pupils make good use of their skills in using clay and other three-dimensional materials. They use art to support and enhance work in other curriculum areas. For example, pupils at Key Stage 1 use the 'Dazzle' computer program to good effect as they experiment with line. At Key Stage 2, pupils illustrate work in English, history and geography with increasing skill and attention to detail.
148. Progress and the consolidation of skills, knowledge and understanding for most pupils, including those with special educational needs, are good. Pupils use and apply their knowledge of techniques, such as using pencils, pastels, fine brushwork and printing, to good effect. They make good progress in developing their understanding of the properties of a range of media and materials. They show increased control when sketching and in their ability to mix and experiment with colours. Pupils make significant gains in their ability to appraise critically, change and improve their work.
149. Pupils show much interest in the activities and clearly enjoy their work in art. They present their work with care and show much enthusiasm. Pupils

co-operate well together and talk confidently about their work. They take considerable pride in their own and other's work. Pupils respect the work of others, for example, they take good care of work on display around the school. Pupils show initiative in developing and using their own ideas within the subject.

150. It is not possible to make a firm judgement about the quality of direct teaching. However, teachers' planning is thorough with clear learning targets and outcomes. The level of challenge in the activities indicates high expectations of achievement. Planning for the teaching of skills is systematic and ensures pupils develop them well. The teaching about artists and their art is good. It enables pupils to develop a good awareness of a wide range and variety of art from many cultures. Teachers provide a good balance between direct teaching of facts and opportunities for pupils to discuss and reflect on art and artists. The work in art provides valuable opportunities for pupils to develop their skills in using information technology. For example, pupils at Key Stage 1 use the computer to develop their ability to experiment with line. At Key Stage 2, pupils use the 'Micropaedia' program to develop their skills of portrait drawing.

158. Design and technology

151. At the last inspection, pupils achieved standards at both key stages that were good in relation to national expectations. There were very few design and technology lessons to be seen during the inspection. The subject is taught alongside art and often through work related to other subjects. The pupils carry out one project each term. Nevertheless, discussions with the staff, a review of some previous work, interviews with pupils and a review of the school's planning, enabled some judgements to be made. It is clear that most pupils, including those with special educational needs, reach standards appropriate to their ages and abilities in this work and make steady progress and that several exceed these levels and make good progress. There is a balanced approach. Pupils use a range of materials. They enjoy their projects and explore new ideas through them. Pupils show a satisfactory knowledge of material, components, controls and structures. They develop through their practical tasks, appropriate skills, techniques and knowledge, particularly related to tools and materials. They have good attitudes towards health and safety and many have suitable knowledge of construction kits, textiles and food.
152. At Key Stage 1, pupils design and make three-dimensional mobiles, such as of a swarm of bees. This is linked to work in English. Pupils also make entertaining 'Humpty Dumpty' cut-outs with a paper spring. They carry out successful sewing activities, making a list of components. Pupils make effective three-dimensional faces for their work on the five senses. Older pupils make an initial design and choose a suitable cloth for Joseph's "Multi-Coloured Coat".

They join pieces of material together using wool, having written out an accurate description of the sequence of steps to take. Pupils that are more able work on a template for practice stitching and join at least four pieces of material together successfully.

153. At Key Stage 2, pupils follow well a series of instructions, such as in making scones, biscuits or a cup of tea. In links with science, younger pupils make well jointed paper/card miniature skeletons with moving limbs. Pupils in the middle of the key stage plan menus, design calendars, make masks from clay and design and make interesting book covers. Pupils at the end of the key stage have made 'flying saucers' with a variety of designs and shapes. They also design and make out of clay a variety of crosses for Christmas.
154. The weakest areas are in design planning, amendment and evaluation where there is little evidence to show that pupils have dealt with this aspect of the work in any real depth. However, it is evident that pupils do discuss their projects, prepare and use simple design processes. They select and employ materials and tools appropriate to the task. They work satisfactorily from their designs to produce an initial product. Whilst the more able pupils show some skills at evaluation, with subsequent amendments and adjustments to produce and present a finished product, this aspect is under-developed, primarily as a result of the constraints of time.
155. Pupils clearly have a good response to the subject and enjoy the practical elements. They show interest and involvement. They collaborate and co-operate when working in small groups and also work well on their own. Pupils handle equipment and resources well and take a pride in their finished products.
156. Other than through teachers' planning and discussion, which showed satisfactory quality, it was not possible to make firm judgements on teaching overall. However, based on the evidence and the few lessons seen, it appears that the quality of teaching is at least satisfactory at both key stages. Assessment is on going and teachers keep a simple record of pupils' activities to record annually in their reports to parents their children's achievements.

164.

Geography

157. At the last inspection pupils achieved satisfactory standards at both key stages. No geography lessons were observed at either key stage during the inspection. Evidence from teachers' planning, a scrutiny of pupils' work and displays around school is consistent with attainment appropriate to pupils of this age. Progress for all pupils, including those with special educational needs, is satisfactory. Talking with pupils shows they have an interest in the subject and respond well to the provision. Most pupils take a pride in their written work.

158. At Key Stage 1, the local area is used as an important resource to develop pupils' early geographical skills. The youngest pupils look at its main features such as shops and houses. As they move through the key stage, they develop a greater awareness of their surroundings and know the difference between physical and human features. Moving to a wider perspective, they locate Spalding on a map of the British Isles and name some of the countries of Europe. Pupils make useful comparisons, for example, between Spalding and Gosport. At the end of the key stage, they confidently draw and use simple maps and through their weather studies understand that geographical conditions influence people's lives.
159. At Key Stage 2, pupils continue to make satisfactory progress and build on their earlier foundations. In their local studies, they examine more closely their local environment, for example, Pennygate, looking at possible ways to improve it. They study the main physical features of the area, for instance, the rivers that discharge to the North Sea at the Wash. They use geographical vocabulary such as 'source', 'meander' and 'delta' with confidence. In their mapwork, they accurately use large-scale maps when comparing the local amenities with those seen on their residential visit to Freiston. At the end of the key stage, they use these skills well to recognise the similarities and differences of the lives of people who live in the Nilgiri Hills of India.
160. Useful links exist with other subjects, for example, information and communication technology. Pupils download information from the Internet and send e-mails to 'Tim' and 'Ash' on their travels in the Pacific. Visits out of school play an important part in the curriculum, giving pupils valuable, interesting and stimulating first-hand experiences. A good example is the residential visit to Sherwood Forest. As part of the programme, pupils take part in orienteering, providing a good opportunity for them to practise their map reading skills. Geography makes a useful contribution to pupils' cultural development.
168. **History**
161. The school has maintained the satisfactory standards reported at the last inspection. Pupils, including those with special educational needs, make good progress.
162. At Key Stage 1, pupils have a clear understanding of past, present and future and begin to understand chronology in terms such as 'now' and 'then'. They use a time line to record major events. For example, Year 1 pupils sequence the stages of Florence Nightingale's life and compare that with a time line of their own life from birth to the present day. Pupils learn about famous people and give reasons for their fame. For example, pupils in Year 2 explain effectively why Florence Nightingale was famous and that Queen Victoria was Queen of England.
163. At Key Stage 2, pupils study the Tudor period and look at differences in life then and life now. They study ancient civilisations such as the Ancient Greeks and build up an understanding of their cities and buildings and when they existed. For instance, pupils in Year 5

know the Greeks lived before the birth of Christ and that they built the Parthenon. They use their literacy skills efficiently to research information for themselves and write up the main features and events of the Greek era. Teachers and pupils make good links with other subjects through cross-curricular topics. For example, Year 6 visit Freiston and Sherwood to compare localities for geography. As part of the topic, they study the local history of the two areas.

164. Progress is good. Pupils build progressively on the skills they acquire and move their knowledge and learning forward well. For example, in Year 1, pupils learn basic facts about the life of Florence Nightingale. In Year 2, they extend this knowledge to learn something of the effect of her work in the Crimean War and of the conditions that existed during that conflict. Good progress continues through Key Stage 2, as pupils build up a strong knowledge base and understanding of past events and how they affect life today.
165. Pupils' response is good. Most are keen to learn and take an active part in lessons. The majority listen well and most pupils contribute well to discussions. Pupils follow instructions carefully and settle to work quickly. Most pupils take turns effectively and enjoy the interaction of discussion.
166. The quality of teaching at both key stages is good. Teachers use good questioning techniques to recall previous learning and to move knowledge and understanding forward at a good pace. They plan lessons well and provide a range of interesting activities, well matched to the lesson aims. They challenge pupils of all abilities well and have high expectations of their behaviour and academic success.
174. **Music**
167. The basis for judgements on the quality of music is the scrutiny of work, assemblies, a concert for senior citizens, two lesson observations and interviews with staff and pupils. This does not give a secure base for judgements on overall standards and teaching. However, the evidence does indicate that the school is continuing to maintain and develop good standards in music since the previous inspection and that several pupils achieve standards above expectations in some areas.
168. Pupils throughout the school sing well in assemblies. They pay suitable attention to posture, breathing and dynamics and sing in tune. Pupils make good progress in developing their singing skills. There is evidence of good progress in the development of pupils' performing skills. They develop the ability to use percussion instruments accurately, when echoing rhythms. Pupils rapidly improve their skills of stopping to the conductor's command.
169. Pupils at both key stages enjoy their singing. They concentrate well and follow

instructions carefully. They develop a good sense of rhythm as they copy rhythmical patterns. From Year 1, pupils show a good understanding of the effects of dynamics. Pupils listen attentively to their teachers and work hard to improve their musical skills and abilities. They take part in a suitably wide range of musical activities outside school. These include singing at local homes for senior citizens and at the Spalding music festival. Pupils give concerts in school for senior citizens. The concert during the week of the inspection demonstrates pupils' musical skills and abilities well. Pupils of all abilities have opportunities to consolidate and develop their skills and understanding in music. By Year 6, pupils identify changes of mood in music. They listen to, appraise the work of famous composers and learn about their lives. Pupils' knowledge of music covers a range of cultures, including western and non-western. They have a good understanding of composition and produce graphic scores, with instrument identification keys. This, along with their understanding of note values, indicates good progress.

170. The scheme of work provides effective procedures for assessing pupils' progress in performing, composing and in their knowledge and understanding of music. There is significant improvement in the provision for monitoring work in music since the previous inspection. Lesson planning is thorough and detailed. There is a good match of task to pupils' abilities. It indicates the provision of a balanced range of activities, which includes listening to, appraising, performing and composing throughout the school year for all classes. There is equality of opportunity and access to the whole music curriculum for all pupils, including those with special educational needs. This is particularly noticeable in assemblies, where pupils reflect quietly and thoughtfully as calm music is playing.

178. Physical education

171. At the last inspection standards at Key Stage 1 had unsatisfactory elements and standards at Key Stage 2 were sound. There is clear improvement at Key Stage 1 and the school has maintained its standards at Key Stage 2. The improved standards at Key Stage 1 are a result of better quality teaching. Pupils' levels of achievement exceed expected levels overall at the end of Key Stage 1 and they attain appropriate levels at the end of Key Stage 2. Pupils, including those with special educational needs, make good progress at Key Stage 1 and satisfactory progress at Key Stage 2.

172. In Year 1, pupils use space effectively when moving about the hall. They gain increased confidence in balancing on either foot. The positive teaching encourages them to move at different levels and to make interesting shapes in the air when they jump. Pupils at Year 2 develop these movements and begin to link a series of

movements together effectively, when creating dance routines. They balance on different points of their body and make a wider range of shapes within their routines, such as stars, spikes, wide and long shapes. They are taught new language about their work. They learn, for example, the word “sequence” when linking balances with movement. Pupils handle the apparatus safely and carefully.

173. At Key Stage 2, pupils gain greater confidence in their own abilities to move freely and to develop their skills in movement. Pupils in Year 3 appreciate the need to warm up before exercise and follow the teacher’s lead in warming up their muscles and stretching their ligaments. Pupils add greater variety to their sequences of movements, with twists, curls and jumps featuring. In Years 4 and 5, the sound progress continues. Their routines become more complex and they work effectively in pairs, in threes and as larger groups. The good pace generated by supportive teaching has a positive effect on pupils’ progress. At the end of Key Stage 2, pupils have developed their movements and put these successfully to music. They maintain the steady rhythm of the music and their well-practised sequences of movements reflect this. In games lessons, pupils play well as teams in netball and football games. They appreciate the need to pass accurately and to support other members of the team. By the time they leave the school, most pupils have swum unaided the statutory distance of 25 metres. Provision for the teaching of swimming is good.
174. Pupils’ response overall is good. They are keen to give a high standard of performance and work hard to achieve this. They handle the apparatus carefully and sensibly, helping each other to position it correctly. Pupils work well co-operatively, when planning and performing their sequences of movement. They show appreciation of other pupils’ performance. In most lessons, there are good relationships between pupils and between pupils and adults. In a few lessons, there is a small element of unsatisfactory behaviour and excessive noise.
175. The quality of teaching overall is satisfactory. Teaching is good at Key Stage 1 and satisfactory at Key Stage 2. It is never less than satisfactory and has some good features. The higher-quality teaching occurs when teachers are confident to teach the subject and generate this through well-chosen activities to achieve their learning targets for lessons. Good levels of discipline and effective methods of handling difficult pupils are particular features of the higher quality teaching. Teachers use resources well and give clear explanations to pupils in these lessons. When teaching is less effective, the teachers have too low expectations of discipline and allow excessive noise in their lessons. When this happens, the teachers talk over the background noise generated.

183. **PART C: INSPECTION DATA**

183. **Summary of inspection evidence**

176. This inspection was carried out by a team of six inspectors including a lay inspector and took place over a period of four days in the week beginning 6 December 1999. The main evidence considered by the inspection team for the report was gathered from:

- 78 lessons or parts of lessons covering the children under the age of five in the nursery and reception classes and all classes at Key Stage 1 and Key Stage 2, including pupils identified as having special educational needs and pupils in the Speech and Language Unit;
- aspects of acts of worship and a range of other activities;
- listening to three pupils read from Year 2 and Year 6 classes, a number from all other classes throughout the school and checking pre-reading and reading skills of the children under the age of five in the nursery and reception classes;
- the full Literacy Hour and numeracy session for all classes;
- a range of previous and current samples of pupils' work from each year group;
- discussions with pupils about their work;
- discussions with the headteacher, staff, governors, parents and the link teachers with the secondary schools;
- a scrutiny of a full range of documentation, including the school development plan, policy documents, schemes of work and other associated school documentation;
- an examination of attendance records, budget statements, teachers' planning, records of pupils' attainments and reports to parents;
- a meeting held by the registered inspector and attended by 20 parents shortly before the inspection;
- the team also considered the responses that parents made in 64 questionnaires.

• **DATA AND INDICATORS**

• **Pupil data**

September 1999	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	249	15	62	9
Nursery Unit/School	26	0	3	n/a

• **Teachers and classes**

• **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	10.1
Number of pupils per qualified teacher:	25 : 1

• **Education support staff (YR – Y6)**

Total number of education support staff:	11
Total aggregate hours worked each week:	257

• **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	26 : 1

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

Total number of education support staff:	2
Total aggregate hours worked each week:	59

Average class size:	31
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• **Financial data**

Financial year: No on Roll : 253	1998/1999
	£
Total Income	431,040
Total Expenditure	436,600
Expenditure per pupil	1,725
Balance brought forward from previous year	21,680
Balance carried forward to next year	16,120

PARENTAL SURVEY

Number of questionnaires sent out:	300
Number of questionnaires returned:	64

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	34	55	9	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	45	44	4	2	5
The school handles complaints from parents well	23	42	25	5	5
The school gives me a clear understanding of what is taught	23	55	12	8	2
The school keeps me well informed about my child(ren)'s progress	23	48	26	3	0
The school enables my child(ren) to achieve a good standard of work	33	42	18	5	2
The school encourages children to get involved in more than just their daily lessons	28	41	23	8	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25	52	10	11	2
The school's values and attitudes have a positive effect on my child(ren)	36	42	17	3	2
The school achieves high standards of good behaviour	27	39	23	8	3
My child(ren) like(s) school	45	48	4	3	0

Other issues raised by parents

- Homework is inconsistent, particularly at Key Stage 2
- The bad behaviour of a few children causes problems
- Class size is too big