

INSPECTION REPORT

Healing Primary School
Grimsby

LEA area: North East Lincs

Unique Reference Number: 117767

Inspection Number: 117767

Headteacher: Mr John W. Hanson

Reporting inspector: David Tytler
8990

Dates of inspection: 29th November - 2nd December 1999

Under OFSTED contract number: 707443

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	County
Age range of pupils	4 to 11
Gender of pupils	Mixed
School address	Fords Avenue Healing Grimsby North East Lincs DN37 7RS
Telephone number	01472 882261
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Appropriate authority	North East Lincs
Name of chair of governors	Mr Nigel Riley
Date of previous inspection	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Anthony Mundy <i>(Lay Inspector)</i>		Attendance; Support, welfare and guidance; Partnership with parents.
Jean Morley <i>(Team Member)</i>	Science; Information technology; Design and technology; Art.	The efficiency of the school.
Helen Mundy <i>(Team Member)</i>	History; Geography; Physical education; Early years; Equal opportunities.	
Stephen Parker <i>(Team Member)</i>	Special educational needs; English.	Curriculum and assessment.
Gerard Slamon <i>(Team Member)</i>	Mathematics; Religious education; Music.	Attitudes, behaviour and personal development; Spiritual, social, moral and cultural development.

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MAIN FINDINGS

What the school does well

- The provision for the pupils' spiritual, social and cultural development is good. For their moral development, the provision is very good and a strength of the school.
- Pupils have good attitudes and behave very well in response to the high quality procedures for monitoring and promoting discipline and good behaviour.
- Children get a very good start to their schooling in the foundation class where there is consistently very good teaching. The quality of teaching throughout the school is good.
- The school's involvement with parents and its partnership with the community contribute significantly to the experiences offered to the pupils.
- Pupils enjoy coming to school and attendance is good.
- The headteacher provides good pastoral leadership, and the school gives high quality support and guidance for all its pupils.

Where the school has weaknesses

- I. Progress made by pupils in writing in Key Stage 2 is unsatisfactory.
- II. At both key stages, there is insufficient challenge for high attainers.
- III. Insufficient use is made of the information gathered on what pupils know and can do to inform planning for group and individual needs.
- IV. Pupils in different classes within the same year group, do not always have equal access to the curriculum. This limits progress in learning, particularly for the higher attaining pupils.
- V. The accommodation still presents a number of health and safety concerns and the outdoor space for the under fives and reception is unsatisfactory.

Healing Primary School provides a good quality of education and is highly regarded by parents and the community. The strengths of the school outweigh the weaknesses, but will form the basis of the governors' action plan which will be sent to all parents or guardians of the pupils at the school.

· HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made a number of significant improvements since the last inspection. Results in the national tests for seven and 11 year olds have risen and the proportions now reaching the expected levels for both year groups are above the national average. Co-ordinators have clearly defined roles and there are now good arrangements for monitoring the quality of teaching and learning. The school development plan targets priorities and has clear timescales and success criteria. Resources are allocated appropriately and time is used efficiently

There have also been improvements in: the quality of teaching; the curriculum for information technology and music, and the partnership with parents, through more consistent homework and home-school reading diaries. The provision for the spiritual, moral, social and cultural development of pupils has been improved and, in particular, pupils have greater understanding of their own and other people's lives and beliefs. Good attitudes, behaviour, and attendance have been maintained.

Whilst there have been substantial improvements to the accommodation, health and safety concerns remain unresolved despite the best efforts of the school. Given the aims of the school and its own targets for the next three years, the school is well placed to make further improvement to ensure that those objectives are realised.

· STANDARDS IN SUBJECTS

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

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

The proportions reaching Level 4 or above in the national tests for English, mathematics and science were well above the national averages. The proportion reaching Level 5 was well below in English, above in mathematics, and broadly in line in science. Evidence gathered during the inspection found attainment to be similar to that recorded in the tests. Standards in information technology are in line with what is expected nationally at the end of each key stage for children of their age. Attainment in religious education is in line with the locally Agreed Syllabus.

QUALITY OF TEACHING

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

The quality of teaching has improved significantly since the last inspection. Teaching in 66 per cent of the lessons seen was judged to be good or very good. No unsatisfactory teaching was seen. The consistently very good teaching in the foundation class enabled children to make good progress. In Key Stage 1, 74 per cent of the teaching was good or better whilst in Key Stage 2, the figure was 52 per cent.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	The very good behaviour of pupils and their good attitudes have a positive effect on attainment.
Attendance	Attendance continues to be good. Pupils enjoy coming to school and arrive on time, allowing good use of the school day.
Ethos*	The school's underlying determination has been to achieve the national average in English, mathematics and science in the national tests at seven and eleven, and in a friendly, supportive environment where all are valued. In this it has been successful. It is yet to achieve average proportions of the higher levels.
Leadership and management	The headteacher provides strong pastoral leadership. He and the senior management team and subject co-ordinators, with the active support and involvement of the governors, manage the school well.
Curriculum	Whilst there is strong focus on numeracy and literacy, the curriculum is broad and balanced. However, some pupils of the same age, but in different classes, do not have equal access to the curriculum and this limits the progress they make in their learning.
Pupils with special educational needs	There is good provision for pupils with special educational needs and they make good progress at both key stages in line with their individual education plans.
Spiritual, moral, social and cultural development	The pupils' spiritual, social and cultural development is good, enabling them to grow as compassionate and responsible members of society. Their moral development is very good.
Staffing, resources and accommodation	The school is adequately staffed with teachers and support assistants who work well together, bringing a broad range of experience and expertise to the school. Whilst there have been improvements to the accommodation, some health and safety concerns remain, and the outside space for reception and the under fives is unsatisfactory. **
Value for money	Sound.

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

***The need to improve the outdoor space for the foundation class is a priority in the development plan.*

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
VI. They are encouraged to play an active part in the life of the school.	XII. A small minority felt that the school
VII. It is easy to approach.	XIII. A similar proportion felt they were
VIII. It achieves high standards of behaviour.	press.
IX. The school's values and attitudes have a positive effect on their children.	XIV. A small group was also unhappy with
X. It encourages their children to become involved in more than just their daily lessons.	
XI. It enables their children to achieve a good standard of work.	

The vast majority of parents who replied to the inspection questionnaire and attended the parents' meeting were very supportive of the school and its work. Evidence gathered during the inspection supported the views of these parents. Inspectors also found that the school has satisfactory procedures for dealing with complaints and for informing parents of their children's progress. The homework policy is followed and homework is used to extend the work done in classes.

KEY ISSUES FOR ACTION

In order to raise standards further, the headteacher, governors, staff and the appropriate authority should:

XV. Improve the progress in writing in Key Stage 2 by:

(Paragraphs: 11,15,16,146,147,148,149,192)

- *. using assessment to identify weaknesses and then addressing those weaknesses through targeted teaching;
 - *. providing more planned opportunities throughout the curriculum for extended writing so that pupils can develop their skills of planning, drafting and editing.
-
- . Accelerate the progress of all pupils, but particularly the higher attainers, by ensuring that:
(Paragraphs: 44,46,48,50,64,65,66,71,72,73,116,141,169,170,174)
 - *. their needs are clearly identified through assessment and then planned for in lessons;
 - *. teaching is precisely linked to the requirements associated with all relevant National Curriculum levels, particularly in English and science;
 - *. teachers raise their expectations of what their pupils can achieve and set appropriately challenging work.

 - . Seek ways to address the health and safety concerns notified to the headteacher.
(Paragraph: 116)

The governors might also like to consider:

- *. Providing more opportunities for pupils to take responsibility and show initiative in their own learning and in the life of the school;
(Paragraph: 39)

- *. Improve the quality of the outdoor playing space for the foundation class as identified in the development plan.
(Paragraph: 141)

* **INTRODUCTION**

* **Characteristics of the school**

1. There have been a number of changes to Healing Primary since the last inspection. A popular school, it has continued to grow, and now has 305 pupils compared with the national average of 242. At the time of the inspection 36 children were at the foundation stage, 23 of them under five. Pupils in the main school are taught in ten classes, some of which have a preponderance of girls over boys. Some pupils are taught in mixed-age classes, in years one and two, and three and four, alongside one class each for Year 1, Year 2, and Year 4. All pupils in Years 5 and 6 are taught in mixed-age groups. The average class size is 30.5, lower than at the last inspection because of improvements to staffing and the accommodation.

2. The school, in a village three miles from Grimsby, was built in the 1960s and, whilst some classes are based in the original brick buildings or a new purpose-built extension, five classes are still housed in temporary wooden buildings in need of repair. In addition to the new classrooms, there have been improvements to the administration offices, the headteacher's room and staffroom. The school occupies a very pleasant position with its own wood, orchard, paddock and spacious playing fields.

3. Whilst most of the pupils come from private housing around the school, approximately one third come from outside the catchment area and the full ability range is represented in the intake. The percentage of pupils eligible for free school meals is below the national average, as is the percentage speaking English as an additional language. The percentages of pupils identified as having special educational needs, and those having statements of special educational needs, are both below the national average. At the time of the inspection three pupils had statements of special educational needs. Since January 1999, 32 children have joined Key Stage 2, eight in Year 6, six in Year 5, ten in Year 4, and seven in Year 3. One-third of those who have joined Key Stage 2 has been identified as having special educational needs. Ten pupils have joined Key Stage 1.

4. The school has a rolling three-year school development plan which includes yearly reviews of the school aims. Currently they are to:

- *.Provide a secure, happy and stimulating environment;
- *.Develop lively, enquiring imaginative and creative minds;
- *.Promote high expectations of the pupils' work;
- *.Maintain and improve standards to the highest level.

1. The governors have agreed targets with the local education authority for both key stages, taking into account the varying attainment levels of the pupils currently in the school. They are:

Key Stage 1 percentage-age to reach Level 2 and above:

	Mathematics	Reading	Writing	Spelling
2000	90	92	88	92
2001	80	87	88	87

Key Stage 2 percentage-age to reach Level 4 and above;

	5. English	Mathematics	Science
2000	82	82	90
2001	85	85	93

6. Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	16	22	38

6. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	15	15	16
	Girls	22	22	22
	Total	37	37	38
Percentage at NC Level 2 or above	School	97 (90)	97 (94)	100 (94)
	National	82 (77)	83 (81)	87 (85)

6. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	15	16	16
	Girls	22	22	22
	Total	37	38	38
Percentage at NC Level 2 or above	School	98 (94)	100(96)	100(94)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	23	29	52

6. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	19	23	23
	Girls	21	18	23
	Total	40	41	46
Percentage at NC Level 4 or above	School	77 (70)	80 (72)	88 (88)
	National	70 (65)	69 (59)	78 (69)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	19	22	23
	Girls	21	21	24
	Total	40	43	24
Percentage at NC Level 4 or above	School	77 (60)	84 (80)	90 (91)
	National	68 (65)	69 (59)	75 (71)

6.

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

Attendance

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

		%
Authorised Absence	School	5
	National comparative data	5.3
Unauthorised Absence	School	0
	National comparative data	0.5

6. Exclusions

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

	Number
Fixed period	0
Permanent	0

6. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	22
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

6. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

6. Attainment and progress

2.The attainment of pupils on entry to the school's foundation class covers the full range of ability, with some good attainment in language, but overall their attainment is in line with what is expected nationally for children of their age. Most children, including those with special educational needs, make very good progress in all areas of the curriculum. By the time they are five, their attainment is in line with what is expected nationally for children of their age. A small number exceed expectations and begin work on Key Stage 1 of the National Curriculum.

3.In language and literacy, children speak and listen confidently both to adults and to each other. They show interest and enjoyment in books and are able to recall familiar stories and nursery rhymes. Most recognise familiar words written out of context and can identify their own names and those of their friends. In mathematics, most children develop good mathematical vocabularies, can sort objects and place numbered cards from one to ten in the correct sequence.

4.Children learn about themselves by using modelling clay to make figures representing their friends. They learn about their local environment and the world around them by frequently visiting a wooded area on the school site. Their knowledge and understanding of the world are also well supported through visits out of school. Children express themselves through a variety of activities, and enjoy imaginative play and musical activities. They are able to use a range of tools for cutting and joining, and display some basic skills in physical education. Children have confidence and high self-esteem, settling very quickly into the routines of the foundation stage.

5.In the 1999 National Curriculum tests in reading at the end of Key Stage 1, the percentage of pupils reaching Level 2 and above was well above the national average, and also well above the average for schools which take pupils from similar backgrounds. The number reaching the expected level in writing was above the national average, but in line with that for similar schools. The number reaching the higher level in writing was below the national average. Results overall have been well above the national average in both reading and writing since the last inspection. Standards of pupils now in Year 2 are high in reading, and above what is expected for children of their age in writing, speaking and listening.

6.In the Key Stage 2 English tests, the number of pupils reaching Level 4 or above was similar to both the national average and the average for similar schools. The results in reading, however, were much higher than in writing. In reading, only 16 per cent of pupils did not reach the expected level, whilst in writing this figure rose to 44 per cent, which is greater than the difference which obtains nationally. Overall, results have been above the national average since the last inspection, although results have been close to the national average for the last two years. Standards of pupils now in Year 6 in comparison with what is expected of children of their age nationally are high in reading, above in speaking and listening and in line in writing. There are no significant differences in attainment between boys and girls.

7. Standards in speaking and listening remain good at the end of both key stages. Pupils join in class discussions confidently and speak clearly in Standard English. By Year 6, pupils are aware of when it is appropriate to talk more formally, and can use technical terms correctly.

8. Standards in reading have improved significantly since the last inspection and are now well above average at the end of both key stages. Pupils in Year 2 have a good understanding of phonics, which enables them to sound out unfamiliar words. All read with understanding, and some read aloud with dramatic expression. By Year 6, all pupils read longer texts silently with good concentration and understanding. Most read aloud fluently and accurately. Their library skills are well developed.

9. Standards in writing are good at the end of Key Stage 1, and have improved since the last inspection, when they were judged to be satisfactory. Most pupils write with good control, forming letters clearly, though few achieve a joined style until early in Key Stage 2. Spelling skills are above average and sentence punctuation is sound. Following the 1999 national tests, the school identified pupils' low attainment in extended writing as a weakness at both key stages. Standards of spelling, punctuation and handwriting are good at the end of Key Stage 2. The pupils' knowledge of grammar is sound. They have a wide vocabulary and their factual accounts are clear, although brief and following structures given to them. They do, however, produce fewer pieces of extended writing of fiction and non-fiction than is usually found and this limits their ability to develop their skills of planning, drafting and editing.

10. Pupils make satisfactory progress through both key stages in speaking, listening and reading. Progress in writing is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2. The range of writing tasks widens in Key Stage 2, but provision does not focus clearly enough on major forms of writing, including story and factual accounts. As a result, pupils make unsatisfactory progress in applying their skills to longer pieces of writing that require them to plan the structure of their ideas and then draft accurately at speed.

11. Progress in other subjects is supported by pupils' very good skills in reading. They are confident in using reference books of all kinds to find specific information. They do not have enough opportunities throughout the curriculum, however, to extend their experience of writing at length in a variety of styles. A similar criticism was made in the last report, and there has been no improvement. This remains a significant weakness affecting the progress of all pupils.

12. In the 1999 national tests in mathematics for pupils' aged seven, the percentage of pupils achieving Level 2 and above was well above the national average and in line with schools having a similar intake. The percentage of pupils achieving Level 3 was in line with the national average but below average when compared to similar schools. The results of the national tests for pupils aged 11 show that the number of pupils achieving Level 4 and above was above average when compared both to schools nationally and to those with pupils from similar backgrounds. The percentage of pupils achieving the higher level was average when compared to schools nationally, and below average when compared to similar schools. These results show an overall improvement since the time of the last inspection.

13. By the end of Key Stage 1, the majority of pupils recognise simple patterns and relationships, and can use appropriate terms such as first, seventh and tenth. Most pupils discuss their work using familiar mathematical language. Pupils throughout the key stage are developing confident mental calculation skills. Most pupils have a good understanding of two and three-dimensional geometric shapes and can use the correct names. The majority of pupils measure and order objects using direct comparison, and know the days of the week and the months of the year.

14. By the end of Key Stage 2, pupils have a good understanding of number work. They can describe number patterns and relationships such as multiple, factor and square root. The majority of pupils show an understanding of place value of numbers up to 1,000. Most pupils develop a good knowledge of fractions, decimals and percentages. Pupils throughout the key stage are becoming confident in developing their own strategies for solving problems and in using them both in mathematics and other subjects. Whilst pupils use data handling within mathematics, the practical use of data handling across the curriculum is underdeveloped.

15. Overall, pupils make good progress in both key stages. Pupils of all abilities make good progress in Key Stage 1, because of the good quality teaching they receive and the interest this generates. Setting arrangements at the end of Key Stage 2 are effective in providing for pupils of differing attainment. As a result, pupils in these groups make good, and often very good progress. In the younger Key Stage 2 classes, however, higher attaining pupils do not always make the progress of which they are capable as the planned work fails to challenge their thinking.

16. In science, inspection evidence showed that the proportion of pupils attaining Level 2 at the end of Key Stage 1 is very high, whilst the proportion achieving Level 3 is very low. These findings confirm the results of the 1999 teachers' assessment in the subject. When compared with similar schools, attainment at Level 2 remains very good, while at Level 3 it is very low. The current standards reflect an improvement since the last inspection.

17. The proportion of pupils attaining Level 4 at the end of Key Stage 2 is above national averages whilst the proportion attaining Level 5 is in line with national averages. When compared with similar schools, the Level 4 results are close to the average but fewer pupils than average achieve Level 5. These findings confirm the results of the 1999 national tests and indicate an improvement since the last inspection.

18. By the end of Key Stage 1, pupils classify different types of material according to appearance, properties and use. They begin to see a link between science and their knowledge of the world, for example, understanding that they can make a difference to their environment by recycling materials or reusing them. By the end of Key Stage 2, pupils know that our light comes from the sun and that day and night is the result of the earth's spinning on its axis as it orbits this star. Pupils know how shadows are formed and that sound is caused by vibrations.

19. In both key stages, learning is well supported by a good range of practical work. For example, Key Stage 1 pupils learn, through handling them, that different materials have different properties. In Key Stage 2, having used plastic cups and string to learn that sound can travel through solid materials, pupils experiment to see if the size of the cup makes a difference to the result.

20. Overall, pupils make sound progress through both key stages. There is no significant difference in the progress of boys or girls, but higher attaining pupils do not make the progress that they should. Several factors contribute to this unsatisfactory progress, and they are linked both to the planned curriculum and to the quality of teaching which pupils receive.

21. In information technology, pupils attain the expected standards at ages seven and eleven. Some pupils exceed those standards. Progress is satisfactory overall for all pupils. As pupils have growing access to computers in the recently established computer suite, this steady progress is beginning to accelerate.

27. In religious education, there has been a significant improvement since the last inspection. Standards of attainment at the end of Key Stage 1 are now good in relation to the expectations of the Agreed Syllabus, whilst in Key Stage 2 standards are satisfactory.

27.

22. In design and technology, all pupils, including those with special educational needs make sound progress through both key stages and by the age of eleven achieve standards exceeding those expected for pupils of this age.

28.

29. In art, all pupils make satisfactory progress throughout the school and, at the end of both key stages, achieve standards which are in line with national expectations. In some elements of art, standards exceed expectations, for example in printing, where a very clear development of skills is visible.

23. Standards in geography, history and physical education are satisfactory and have been maintained since the previous inspection. Pupils make satisfactory progress in all three subjects. It was not possible to judge attainment in music during the inspection, but where musical experiences were observed during the inspection, pupils were making good progress in Key Stage 1 and satisfactory progress in Key Stage 2.

24. Children with special educational needs make good progress. Their needs are identified as soon as possible after entry to the school. They are given well designed individual education plans and good support in lessons. Their progress is carefully monitored and their targets are adjusted to maintain their rate of progress.

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

25. On entry to the school, children's personal and social skills are of the standard expected for those of this age. A strong emphasis is placed on the development of these skills in the foundation class. During the inspection, the response of pupils was good or better in 81 per cent of the lessons seen and was never unsatisfactory. In the under fives, response was always good or better. In Key Stage 1, response was good or better in 84 per cent of lessons, whilst in Key Stage 2 the figure was 74 per cent. Behaviour of the under fives is very good, and children have very good attitudes when working and playing together. They respond appropriately to the clear routines and procedures that are applied consistently.

26. Pupils throughout the school are developing very positive attitudes to learning. They enjoy, and respond well, to all the activities planned for them, and are developing appropriate levels of concentration. Their behaviour is very good and they establish effective relationships, both with adults and other children. They are provided with many opportunities to make choices and accept responsibility, both of which contribute well to their personal development.

27. The school has maintained its high standards in the development of pupils' positive attitudes and good behaviour since the last inspection. No exclusions have been necessary. Parents who replied to the inspection questionnaire agreed that good manners, courtesy and respect are the hallmarks of the school's pupils. In both key stages, pupils' good attitudes and their very good behaviour make an effective contribution to their attainment and progress.

28. Pupils enjoy coming to school and as a consequence are attentive in lessons, show interest and enthusiasm in their work, and do their best to please their teachers. They show that they are good listeners, and follow instructions carefully. They are keen to contribute in whole class discussion and readily volunteer to answer questions. Pupils in a Year 3 English lesson were all keen to contribute and, although disappointed not to be asked, listened attentively to the pupil selected to give the answer.

29. Most pupils are able to concentrate for long periods of time. They are well motivated and respond to praise, encouragement and correction in a positive way. Pupils in all classes co-operate well and demonstrate that they can be trusted to work sensibly and diligently. A particularly good example of this was seen in Year 6 information technology lessons where pupils readily shared the equipment and were engrossed in their work. Pupils with special educational needs have good attitudes towards their work and they are keen to do well. They work hard and behave very well in class lessons and when supported in small groups.

30. Behaviour is very good. Pupils are courteous and well mannered towards adults and one another. They are confident and articulate their feelings and ideas clearly. Older pupils are often seen to be caring towards younger children. Pupils throughout the school show respect for other people's property and are aware that they must care for the environment. Behaviour in lessons, in assemblies, and when moving around the building is very good. Parents report that pupils are very well behaved on school trips and class outings. No incidents of bullying, aggressive or anti-social behaviour were seen during the inspection.

Parents and pupils agree that bullying is not an issue.

31. Pupils enjoy very good relationships with one another, teachers and other adults. There is an harmonious atmosphere about the school as pupils work and play together. Boys and girls mix well both in lessons and in the playground. Pupils work well together and listen to one another's ideas, values and opinions. They show a pride in their own, and other pupils' achievements. A very good example of this was where Key Stage 1 pupils gladly celebrated and readily applauded other's achievements in a 'Good Work' assembly.

32. Pupils' personal development is satisfactory. School rules are discussed in assemblies and the views of pupils are taken into account. There are too few opportunities, however, for pupils to develop independent learning and research skills. These skills are not systematically and progressively developed as pupils move through the school. There are also some opportunities for pupils to take part in discussions and debates when, for example, discussing and considering the effects of tourism on St Lucia. There are some opportunities for pupils to use their own initiative, for example, when investigating the methods they could use to solve a mathematics problem and when engaged in science investigations. Pupils enjoy taking responsibility and respond very positively to the opportunities they are offered. Older pupils have the opportunity for a residential trip, which contributes to their personal development. However, these pupils have too few opportunities to play the role of which they are capable in the daily life and routines of the school.

33. Pupils respond very well to opportunities to support charities such as: Action For Children, the 'Love in a Box' appeal for children in war-torn countries, and Children in Distress. These fund-raising activities help pupils to understand that there are children throughout the world who are less fortunate than they themselves are.

40. **Attendance**

34. Attendance remains good in all year groups. Nine out of ten of the parents who replied to the inspection questionnaire said that their children enjoyed coming to school. Pupils arrive punctually at school and settle quickly to work so that lessons begin promptly throughout the day. Parents support the school's drive to maintain good attendance and punctuality and the school reported no unauthorised absences.

41. **QUALITY OF EDUCATION PROVIDED**

41. **Teaching**

35. The quality of teaching has improved considerably since the last inspection, with 66 per cent of the lessons seen judged to be good or better and some outstanding. No unsatisfactory teaching was observed during the inspection, whereas the previous inspection reported that 13 per cent of the lessons seen were unsatisfactory. The proportion of very good teaching or better has risen from 3 per cent to 19 per cent. In the under fives, teaching was always good or very good and sometimes excellent. In Key Stage 1, teaching was good or very good in 64 per cent of the lessons. In Key Stage 2, teaching was good or very good in 52 per cent of

lessons.

36. Teachers in the foundation class and in Key Stage 1 have a good knowledge and understanding of the subjects of the National Curriculum, whilst it is sound in Key Stage 2. It is good throughout the school. Teaching of good quality was seen in all year groups and in all subjects. All lessons in the foundation class were underpinned by a good knowledge of the curriculum which ensured that pupils made at least good progress.

37. In English, teachers have good subject knowledge in both key stages. In a very good Year 3 and 4 literacy lesson, the teacher's expertise enabled pupils to make good progress in their understanding of the characteristics of a play. In a few literacy lessons, however, teachers in Key Stage 2 appeared unclear of the targets. In one mixed-age class, the tasks were challenging for the higher attaining Year 5 pupils. They were not, however, set at the appropriate levels for pupils in the first term of the Year 6 national literacy strategy.

38. Good subject knowledge underpins clear explanations of all aspects of mathematics, for example in a Year 6 lesson for a middle set on negative numbers. In science, the skills of the teachers were used effectively in both key stages to support a range of practical activities which enhanced pupils' understanding of investigative science. Teachers' knowledge was also evident in other subjects. In a Year 4 information technology lesson, for example, the teacher's good subject knowledge and use of the correct vocabulary enabled pupils to make good progress in their learning.

39. Teachers of the under fives have high expectations of what children should be able to achieve, which results in consistently good work. In the main school, teachers always have high expectations of behaviour which are made abundantly clear to pupils, but this is not always the case in what they should achieve in the course of the lesson.

40. Where expectations are high, pupils made good progress. In a very good literacy lesson in Year 1, pupils of all attainment made good progress largely because of the level of challenge presented by the teacher. In a good Year 3 science lesson, pupils of all attainments were suitably challenged by investigating reflection from mirrors. All pupils in this lesson made good progress. In a mixed Year 3 and 4 English lesson, pupils were encouraged to think for themselves and explain to the class the differences between a play and a story, rather than relying solely on teacher talk. In an outstanding English lesson for Year 5 and 6 pupils, the teacher's high expectations gave pupils the confidence to express their views.

41. Where expectations are insufficiently high, particularly in Key Stage 2, the progress of pupils, particularly the higher attainers, is limited. In a Year 4 numeracy lesson, for example, the tasks were not sufficiently demanding for these pupils. In a Year 3 and 4 numeracy lesson, the higher attaining pupils marked time in the first six or seven minutes of the lesson as the mental maths questions were too easy for them. In an otherwise good Year 1 science lesson, there was little to challenge the real high flyers. The low expectation of some teachers of what their pupils could be capable of in English and science is one of the reasons why they make satisfactory, rather than good progress.

42. Planning is consistently good throughout the school. In classes for the under fives, lesson plans are linked closely to the areas of learning and have clear learning objectives. In a very

good mathematics lesson for reception children, the teacher was very clear about what they were to learn and the activities were planned to address those issues precisely. In English at both key stages, detailed planning with well chosen resources leads to lessons

which capture the pupils' interest. In mathematics, lessons are well planned with clear learning intentions that are discussed with the pupils. In a good Year 5/6 science lesson for the top group, effective planning had clearly defined learning objectives, which were achieved through a good range of tests to show that some materials are effective in preventing vibrations from sound sources reaching the ear.

43.A weakness in planning in some classes is that insufficient account is taken of the needs of the higher attainers. This, again, often prevents good progress being made. Pupils in a Key Stage 1 physical education lesson, for example, were given no opportunities to make their own suggestions as to how they might improve their performance. Overall, the lesson lacked challenge. In a Key Stage 2 mathematics lesson, the tasks were not sufficiently demanding for the more able. In an upper junior lesson in physical education, the tasks set were very similar to those seen in a lesson for pupils in Years 3 and 4 and there was no planned work to cater for pupils of varying attainment.

44.Teachers throughout the school use a good range of strategies and methods to support learning. Most lessons start with a brisk useful review of the previous lesson, usually with a good range of strategies to capture the pupils' imagination so that they are ready to move on to new areas of learning. There were occasions in some Year 5 and 6 classes, however, when a limited range of activities was used in literacy and numeracy lessons.

45.In an excellent information technology session for the under fives, the teacher visited all the children at individual computers, giving very clear instructions and demonstrations. Each task was well matched to the prior attainment of the children. In an excellent English lesson for pupils in a Year 5 and 6 class, a good range of strategies coupled with a brisk pace enabled pupils to gain a good understanding of the characteristics of poetry. In most lessons, particularly in literacy and numeracy, teachers use the last few minutes to pull together the strands of the lesson and review what has been learnt.

46.The management of pupils is a strength throughout the school. Very good relationships in all classes allow lessons to be taught in a calm and purposeful atmosphere. Pupils respond well to the clear routines and procedures which are established and followed consistently by teachers. In a Year 3 information technology lesson, the teacher made good use of the pupils' responses, allowing individuals to tell the class how carry out operations. In a very good Year 4 literacy lesson, the teacher skilfully involved pupils in their own learning enabling them to make good progress. In a design and technology lesson for a Year 5 and 6 class, the good relationships were clearly based on mutual respect. As a result, pupils were very well motivated and encouraged to be accurate when making pop-up mechanisms.

47.Teachers make generally good use of time and set an appropriate pace. In an excellent literacy lesson for the third set in Year 5 and 6, the teacher set a blistering pace, which, whilst ensuring a good match of task to their prior attainment, swept the pupils along and enabled them to make good progress. Progress in other lessons, however, was limited due to a slow pace and few timed targets. In a Key Stage 2 design and technology lesson, for example, the

slow pace led to satisfactory rather than good progress in the lesson. In some Key Stage 2 English lessons, the pace could have been brisker, particularly for older pupils in classes with two year groups

48. Teachers make good use of the resources available to them, picking them with care to add interest to their lessons. In a history lesson for pupils in Years 1 and 2, the teacher made good use of visual aids to give pupils a good understanding of Roman soldiers. In a good design and technology lesson for older pupils in Key Stage 2, resources were well organised to sustain a handwriting session. In an otherwise good upper junior science lesson, however, insufficient thought had been given to the use of resources leading to wastage.

49. Teachers throughout the school make good use of questions throughout lessons to check their understanding of the focus of the lesson. In a very good Year 1 literacy lesson, the teacher used very clever questioning to explore the pupils' understanding of the text. Review sessions at the end of lessons in literacy and numeracy are particularly well used to check that the teaching points have been understood. Where necessary these are further reviewed in subsequent lessons.

50. Pupils with special needs are given work at an appropriate level, following the guidance given in their education plans. Teaching assistants know clearly what targets their assigned pupils are expected to reach and give them good support in lessons. Teachers monitor their progress carefully and adjust their individual education plans so that future lessons meet their needs.

57.

51. Homework is clearly identified in the teachers' planning, and throughout the school, it is set according to the homework policy and used to extend the work of the classroom.

58.

The curriculum and assessment

52. The curriculum is satisfactory in breadth and balance and meets statutory requirements. It includes all subjects of the National Curriculum, together with religious education. There is satisfactory provision for sex education for older pupils. Health education and drugs awareness are included in the programme for science.

53. A homework policy has recently been agreed, clearly setting out a programme to support the curriculum. A wide range of visitors helps to broaden children's awareness of the world. Pupils' understanding and skills are developed through a good number of visits, such as those to museums to support studies in history. The physical education programme includes swimming, and is extended by adventurous activities on a residential visit for older pupils.

54. Good provision for out-of-school activities involves many pupils in Key Stage 2. Sports activities include football, netball, basketball, skipping and table-tennis. Arts activities include a choir, and groups for dance-drama and recorders. There is a computer club, and other clubs are run at different times of the year, depending on staff interests and availability.

55. Curriculum planning is satisfactory, and weaknesses noted in the last inspection have largely been addressed. For instance, a planning grid outlines provision in all subjects through the school year, so that teachers can easily see where the plans for their class fit into the overall scheme. Policies and schemes of work for all subjects now guide planning for continuity and progression. Overall, pupils are given a sound preparation for the next stage of their education.

56. Provision in English and mathematics has been strengthened by the official frameworks of the recent national strategies, both of which the school has implemented successfully. All classes have a lesson each day in literacy and numeracy. Provision for information technology has been developed in line with recent official guidance, and meets the revised national expectations. Pupils are taught information technology skills in the new suite, and apply these skills in most other subjects. Religious education is soundly based on the locally Agreed Syllabus, addressing a concern raised in the last report. The scheme of work for music has been strengthened by a commercially published scheme, and other subjects have been revised with reference to recent official guidelines.

57. There is, however, unsatisfactory provision for pupils to have equal access to the curriculum and equal opportunity within it. Five classes in the school contain pupils from two year-groups. Two concerns arising from this arrangement were noted in the last inspection, but they have not been adequately addressed. Firstly, pupils in the same year in different classes do not cover the same work in all subjects. Teachers plan subjects on a two-year cycle so that topics are not repeated, but their medium and short-term plans are not monitored strictly enough to ensure equal provision. Secondly, pupils in these classes are not consistently offered subject matter at the level expected for their age. This is a significant weakness that affects all pupils to an extent, but higher attaining older pupils in Key Stage 2 in particular.

58. The problem is solved in a minority of classes, where teachers group pupils according to both age and level of attainment. This arrangement makes it easier for these teachers to ensure that tasks are appropriate, to provide the extra resources these pupils need, and give the right level of support to each group as they work. Generally, however, the levels of skill, knowledge and understanding expected in these combined classes do not challenge the highest attaining pupils.

59. Over time, the negative effect on pupils' progress is most evident in the low number attaining the higher level in national tests in English and science, but there is a similar effect in other subjects. It is significant that this effect does not occur in mathematics, where teachers in all classes match the curriculum closely to the needs of different ages and levels of attainment. Nor does it occur in reading, where a graded reading scheme ensures that individual pupils are progressively challenged at their best pace.

60. The good provision for pupils with special needs noted in the last report has been sustained. These pupils have full access to the curriculum, and provision meets the official Code of Practice. Their needs are clearly identified and then supported by individual education programmes of good quality. The targets in their programmes are

specific and realistic, and teachers and teaching assistants are given clear guidance on how best to achieve them. Class teachers are thorough in taking account of these targets in planning lessons, and they modify them as necessary in the light of the progress made. When these pupils are withdrawn for additional support, there are effective arrangements to reduce the effect on their other studies.

61. Assessment procedures are satisfactory overall. Staff in the foundation class make daily written assessments of the children's progress and use the information to guide informal planning. Formal assessment is very good and is passed on to the next class with suggested targets for each child.

62. The school has an assessment and marking policy that includes a list of formal test procedures. These begin with a baseline test, to establish pupils' attainment on entry to the school. There are tests each year to monitor standards in reading, spelling and mathematics, and there is a general intelligence test.

63. The information is used to guide the placement of pupils in sets matching their attainment in English, mathematics and science in upper Key Stage 2. Pupils in Years 2 and 6 take the compulsory National Curriculum tests, and those in Year 4 take the optional tests. Results of these tests are analysed to show where changes are needed in the curriculum. This is good practice that has a positive effect on standards. For instance, the school has concluded from the 1999 results in English that pupils in both key stages need more practice in extended writing. As a result, pupils are being given more opportunities to write at length in Key Stage 1.

64. All teachers keep an assessment folder containing a running commentary on the progress of each pupil in all subjects. A similar commentary is kept on each pupil's reading progress, and many of these commentaries are of good quality in identifying strengths and weaknesses so as to guide progress. Generally, teachers' assessments are guided by the level descriptions of the National Curriculum, though they also refer to results of tests set after units of work, for instance in science. Overall, however, the quality of these commentaries varies considerably and is inconsistent, because they are not based on agreed guidelines that ensure full coverage in depth in all subjects.

65. The use made of assessment information is unsatisfactory overall. This is partly because the information in assessment folders is not precise enough to guide teachers' planning. In many lessons, pupils of different ages and levels of attainment do the same work. Sometimes this is appropriate, but the weaknesses identified in such work are not supported often enough in the lessons that follow by more specific tasks aimed at improvement.

66. Teachers show strong commitment in marking formal tests and classwork, but much of their effort loses its effect because pupils generally do not do corrections or further work on the weaknesses identified by marking. The school does have a model of good practice on which to build. The introduction of the national numeracy strategy has led to frequent assessments in mathematics, both formal and informal. The information is used to place

pupils in each class in groups at a similar level, and then to determine the precise level of work needed to develop the skills of each group, lesson by lesson. The approach has been very effective in raising standards, and the school needs to review its assessment policy and procedures in the light of these results.

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

67. Overall, this aspect of provision is good and promotes pupils' growth as responsible and compassionate members of society. The school makes good provision for their spiritual, social and cultural development. Provision for pupils' moral development is very good and is a strength of the school.

68. The calm, peaceful atmosphere that has been created effectively supports pupils' spiritual development. At the time of the last inspection, there were limited opportunities to gain understanding through reflection on their own and other people's lives, and acts of collective worship were not effectively planned to allow this to happen. Acts of collective worship are now carefully planned, meet statutory requirements, and are well-received by pupils, contributing effectively to their spiritual development. Spiritual development is further nurtured in religious education lessons and in the opportunities for reflection and prayer, which form part of the school day.

69. In other areas of the curriculum, such as art, music, dance, science, history and English, there are opportunities for pupils to reflect on their personal experiences and those of other people. Evidence of this was seen in lessons and in displays around the school, as for example, when pupils consider why they are special. One pupil wrote: "I am special because I have friends and because God loves me." Pupils have opportunities to reflect on the works of famous artists such as Van Gogh and to reflect on their feelings as they listen to music by well-known composers such as Bach, Handel and Mozart. The school's own wood provides a very rich resource in developing pupils' spiritual awareness.

70. The strong ethos of the school, which stresses respect for self and for others, provides an effective focus for pupils' moral development. Values are fostered through the caring and supportive relationships which exist between staff and pupils, and by the very good example set by all who work in the school. The importance of truth and justice is communicated through the evident concern the school community has for them. The school's aims, behaviour policy, anti-bullying policy and a strong code of practice underpin moral development, and pupils are taught the difference between right and wrong.

71. They are appropriately praised and rewarded for their good behaviour and work, and are made aware of the consequences of inappropriate behaviour. The school's behaviour policy is consistently applied in the classrooms, in the playground and as pupils move through the building. A structured personal, social and health education programme and the religious education programme successfully provide opportunities to discuss moral issues such as friendship, sharing, bullying and the effects of drugs. Pupils are learning to make informed decisions and choices. They understand that bullying will not be tolerated and know what to do if they have any concerns. Parents are justified in their confidence in this area of the

school's provision.

72.The school actively promotes the development of good social skills. This is illustrated by the positive and happy way pupils work and play together. The ethos effectively promotes good social interaction and equality of opportunity. Pupils are encouraged to be considerate towards each other and to appreciate each other's efforts. Older pupils in the school are made aware that they must provide good examples for those who are younger and they respond to the needs of their peers thoughtfully and sympathetically. Year 6 pupils, for example, help to look after younger ones at wet playtimes. These pupils are capable of assuming further responsibility within the school community.

73.Pupils with special educational and physical needs are encouraged to play a full part in the life of the school. Suitable opportunities are provided for pupils to appreciate and to contribute to the community in which they live. Local studies, visits to local churches, links with the local football club, entertaining the elderly and taking part in inter-school competitions are some good examples of this provision. Pupils are also offered opportunities to contribute to the wider community through supporting charities such as Children in Need and the Shoebox Appeal.

74.They are also given opportunities to develop a sense of citizenship and are actively encouraged to care for the environment as, for example, through their involvement in recycling projects. These, together with celebration assemblies, music festivals, a wide range of extra-curricular activities, taking part in music festivals, class visits and residential trips, contribute strongly to this area of pupils' development. The obvious commitment to work and partnership between members of staff effectively promotes constructive social and working relationships amongst pupils.

75.Pupils are encouraged to appreciate and develop their knowledge of British culture and traditions, for example, through history and through visits to churches and other places of historical and cultural interest. The school makes effective use of visiting speakers as, for example, representatives from Christian churches and musical performers. Commitment to pupils' cultural development is evident from displays around the school.

76.Since the last inspection the school has produced a multi-cultural policy which aims to provide opportunities for pupils to understand and appreciate the diversity and richness of other cultures and faiths through the religious education programme, assemblies and a visiting speaker from the Jewish faith. The school's commitment to this area of pupils' development is evident from displays around the school. Work on major faiths and traditions, add on the celebration of festivals and visits to different places of worship, is still a developing area of the school's provision.

83.

83. Support, guidance and pupils' welfare

77.The provision for the support, guidance and welfare of pupils is good and has a positive effect on the educational standards. This represents an improvement since the last inspection, when it was adjudged as satisfactory. Teachers and other adults know the children well and are committed to ensuring their health, safety and general well-being. There are good

relationships throughout the school. Pupils receive very good individual care and support from class teachers, and from the head teacher, who is easily accessible and

reassuring. Good systems support pupils entering the school's foundation class. The foundation class teachers visit pre-school children at two local nurseries and their staff are invited to visit the foundation classroom. There are also very effective procedures in Years 5 and 6 to prepare pupils for transfer to secondary education.

78.Procedures for gathering information on what pupils know and can do are satisfactory, although they are not always used consistently to ensure progress in learning as pupils move through the school. Arrangements for monitoring pupils' personal development are good, although largely informal, based on teachers' observations, knowledge and understanding of individuals. Systems for monitoring attendance are very good. Efficient morning registrations set the working tone for the day with registers completed neatly and in line with legal requirements.

79.A brief, clear policy for the management of and monitoring of behaviour is implemented consistently by all the staff. The school's expectations of behaviour are well known to pupils and parents. Additional rules for behaviour have been agreed in some classes. A whole-school system of team points, and consistent praise for individuals, promote very good behaviour in classes and in the open areas of the school. The school functions very well as a happy and orderly community. The few incidents of bullying are dealt with speedily and sensitively.

80.The support, guidance and welfare of pupils are underpinned by clear and useful policies which are implemented consistently, and the school conscientiously promotes the health and safety of pupils. The staff includes qualified first-aiders. All adults in the school are caring and sympathetic to pupils who are hurt or upset. Long-term medication is stored safely in a cabinet and is self-administered by pupils under the supervision of the office staff.

81.Much useful advice is included in the handbook for staff and in the prospectus for parents. Procedures are established to ensure pupils' safety on the school site, and when away from the school on educational visits. Regular risk assessments are conducted of the school site and buildings. Good procedures for child protection are implemented unobtrusively by each teacher. The headteacher is responsible for child protection. He has ensured that staff have shared the benefits of his recent training.

82.Playground supervision is very well organised to ensure pupils' safety at break times and lunchtimes. Good safety practices are evident in physical education and crafts lessons. The school's programme for personal, social and health education is very effective, and is supplemented by cycling proficiency lessons and regular visits from a community police officer and the school nurse.

83.The school has good systems of support, guidance and welfare for pupils who have special educational needs. Regular liaison with support services is used effectively to benefit identified pupils. Teachers and teaching assistants give these pupils positive encouragement to promote their self-esteem. As a result, they play a full part in all aspects of school life. Their needs are regularly reviewed, and relevant information is properly recorded so that their progress towards academic and personal targets is monitored effectively. These arrangements enable pupils with special educational needs to make good progress throughout the school. Detailed records are kept and passed on to receiving schools when they leave.

90. **Partnership with parents and the community**

84.The school has maintained a good partnership with parents and the community which makes an important contribution to the pupils' attainment and the progress they make in their learning and personal development. A pre-inspection meeting for parents was overwhelmingly positive. These opinions were confirmed by responses to questionnaires and by discussions with a number of parents during the inspection. The school is rightly valued and respected by parents and the local community.

85.Parents are welcome in the school at all times. Evidence gathered during the inspection confirms their view of good two-way communication, and good relationships with class teachers and other members of staff. There are very good arrangements for introducing children into the foundation with all future families visited by the teachers. A number of parents and friends help regularly in classrooms, and the school encourages the use of specialist skills of volunteers to support pupils' learning.

86.An active parents' association organises popular social and fund raising events and contributes significantly each year to the school's budget. Recent activities have provided generous funding for the new computer suite, the library, and numerous small items for classrooms. Very good co-operation is maintained between the parents association and the school's governing body, and some families have been active on both committees.

87.The quality of information for parents is satisfactory. Information on topics to be covered is distributed at the start of each term and is supplemented by newsletters which include details of activities and events. The school prospectus and governor's annual report to parents are well written and contain much useful information. The home-school agreement complies with official guidelines.

88.Teachers' written reports to parents are computer-generated. Reports accurately identify what pupils can do, but do not always show how attainment may be improved. The quality of the reports is currently being reviewed. Two consultation evenings each year are well attended, and parents are certain of a sympathetic response from teachers at any other time if difficulties arise.

89.Parents' involvement with their children's learning is good. Varied and relevant homework is provided for each year group. Parents are encouraged to read with their children at home, and to note progress in the reading record book. At evening meetings the school has fully involved parents in the introduction of the national strategies for literacy and numeracy. Parents' attendance at these evenings was facilitated by a crèche.

90.Parents of children entering the reception class are well informed of the school's routines, whilst pupils in Year 6 receive good information on secondary transfer. Good links with the local secondary school include co-operation in literacy and mathematics. Each year, work experience students benefit from effective mentoring, and make a valuable contribution to school life.

91. Parents are given clear information about the school's special needs policy and practice. They are kept fully informed of their children's progress and are invited to annual reviews. Whenever they have concerns, they are able to contact the class teacher and the co-ordinator for special needs. The governor for special needs takes an active role in liaising between parents and the school, and also with the local high school.

92. The school makes very good use of community resources. Pupils visit local churches, museums, a heritage centre and industrial complexes. Recent visitors from the community have included a librarian, police officer, fire officer and ministers from local churches. Very good links are maintained with a school in Naples, and links are developing with a school in Australia. Multicultural visitors have included a Muslim lady in traditional costume and an African dancer. Pupils have celebrated the festivals of Diwali and Hanukah. The school enthusiastically supports the outreach training scheme sponsored by the local professional football club. These links make an important contribution to the pupils' attainment and their personal development.

93. Pupils enthusiastically support good causes. They have good understanding of the situations of disadvantaged people at home and abroad, and each year they collect significant amounts for local and national charities. The school receives financial and material sponsorship from a number of local companies.
100.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

100. Leadership and management

94. The headteacher provides strong pastoral leadership, and he shares clear educational objectives for the school with the senior managers and governors. He is approachable and concerned for the general well-being of all in the school. Governors are supportive and offer their expertise to the school in various ways. Each governor has a link with a specific subject or area of the school's work, and all governors, particularly the chairman, offer support and appropriate guidance in the spirit of partnership. These arrangements make an important contribution to the overall quality of education provided by the school.

95. The headteacher no longer has a regular teaching commitment and spends a considerable amount of his time monitoring teaching and learning. He formally observes each teacher twice a term and discusses his written notes with the teacher concerned to identify targets for improvement. Teaching and planning are also monitored by the deputy headteacher and subject co-ordinators, who also support the training needs in their subjects. Some specimen lessons have been taught, for example in mathematics, information technology, physical education and art. This represents an improvement in the managerial roles of the headteacher, senior management team and subject co-ordinators since the last inspection and has led to a rise both in standards and in the quality of teaching. The foundation stage is very well managed with clear educational objectives. The co-ordinator shares her expertise and monitors the development of all members of the staff and voluntary helpers.

96.The school ethos enables the school to meet its aims to provide a secure, happy and stimulating environment, and to develop lively, enquiring imaginative and creative minds. The underlying determination of the school has been to achieve the national average in English, mathematics and science, and in this it has been successful.

97.The school's targets, however, have not been set sufficiently high. As a result, it does not, meet its stated aims to promote high expectations of the pupils' work, or to maintain and improve standards to the highest level. Too few pupils reach the higher levels in the National Curriculum tests at seven and eleven. Whilst the governors have agreed targets with the local education authority for both key stages, the school and governors have yet to develop strategies to ensure a sufficient proportion of higher levels in the future.

98.The three-year school development plan is a useful working document which effectively guides the work of the school through clearly identified priorities, and represents a considerable improvement since the last inspection. There are clear targets for nearly all areas of the school's work, with clear indications of who is responsible, the costs incurred and the success criteria. The plan enables the governors to monitor the quality of education the school provides. Subject co-ordinators get an extra non-contact day to audit their subject and plan for future development.

99.In many documents, the school does not include clear and explicit statements about equal opportunities. For example, the ethos and aims sections of the prospectus do not refer at all to provision for equal opportunities. The policy for equal opportunities includes some relevant gender guidelines, but many aspects of equal opportunities good practice are omitted, and the circulation of the policy is unclear. Whilst most pupils have equal access to the curriculum, this does not always happen for those who are the same age but in different classes. This lack of opportunity slows their progress even when the teaching is good.

100.Statutory requirements are met. The school fulfils its statutory responsibilities for special educational needs and complies with the official Code of Practice. The plan identifies targets for improvement, and allocates appropriate resources to meet them. The named governor for special needs is fully involved through regular visits to the school, and able to discuss issues with staff and parents. He makes formal reports to the governing body on all relevant matters and liaises with the local high school. Special needs provision is well managed by the co-ordinator, who has been given non-contact time to support planning and monitor teaching. Pupils with special needs have full access to the curriculum. Good provision is made for them, and their progress is carefully monitored.

101.The headteacher, senior managers, and governors, now plan to focus on raising the attainment of all pupils, but particularly the higher attainers. Given the quality of leadership and the good level of development planning, the school is well placed to make further improvement in quality and performance.

108. **Staffing, accommodation and learning resources**

102. There are sufficient teachers who represent a broad range of experience and expertise and who are suitably qualified for the age group. Where necessary, subject co-ordinators receive in-service training to keep them up to date. All have undertaken training for the introduction of the literacy and numeracy hours and also for information technology, and this has had a positive impact on the quality of teaching.

103. The appointment of a music specialist and access to training in information technology for the co-ordinator have improved provision in these areas. There is now a good level of staff expertise in information technology and music, and this represents an improvement since the last inspection. The co-ordinator for special needs has received suitable training, which is kept up to date through regular contacts with the appropriate agencies of the local education authority. She is given a good allowance of non-teaching time for planning, administration and monitoring teaching. The foundation stage co-ordinator is very experienced and shares her expertise with all adults.

104. There are sufficient non-teaching support staff to meet the needs of the curriculum, many of them with specific expertise, for example in information technology. They work closely with teachers to ensure that work with withdrawal groups matches and supplements the work done in class. Teaching assistants are very effective in helping the work of pupils with special needs, and in monitoring their progress. They meet the special needs coordinator regularly for professional development.

105. There are good arrangements for the induction of newly appointed and newly qualified staff. Newly qualified teachers have time to observe others teaching: each has a mentor and also uses local authority courses. A comprehensive staff handbook contains routines and procedures and is a useful document for supply teachers and newly appointed staff.

106. Formal appraisal does not take place, but all teachers have informal annual professional review interviews with the headteacher. Professional development targets result from the formal monitoring of all teachers by the headteacher, deputy and subject co-ordinators.

107. All teachers have specific job descriptions which are regularly reviewed and agreed, whilst non-teaching staff have generic job descriptions provided by the local authority.

108. The school has adequate accommodation, with appropriate provision for pupils with special needs. Improvements since the last inspection include: a new classroom block, an information technology suite, and three modern temporary classrooms. Pupils using these rooms and the older temporary buildings have to walk in the open to reach the main school for assemblies, information technology and the use of cloakroom facilities. The school library is well used although it is housed in one of the three older blocks. All of these are in a poor state of repair and do not provide stimulating accommodation for pupils of this age. The school is on the local authority's list for building improvement

109. The school has its own swimming pool, and its outside spaces, including grass and playground, are good for Key Stages 1 and 2. There are, however, no playground games and the markings are fading. The hard play area for the under fives is unsatisfactory, but its improvement is a priority of the school development plan. The car park is situated between these buildings and the main school, and the school grounds are very open. Whilst the headteacher and governors drew up detailed plans to meet the health and safety concerns which were a key issue of the last report, they failed to secure the necessary planning permission. The school is well served by its caretaker, and is clean and free of graffiti.

110. The school is well resourced to teach all subjects of the National Curriculum and religious education. Resources are very good for the under fives and information technology. They are good in mathematics and in English, which has a large and well-stocked library, and satisfactory in science, religious education, art, design and technology, history and geography and for pupils with special educational needs.

117. The efficiency of the school

111. The headteacher, senior management team and governors ensure that the resources available are used effectively to meet clearly identified priorities for school improvement. The school has successfully addressed a key issue in the last report, which asked it to ensure that more effective use is made of the time available in the school day.

112. Expenditure is related carefully to income and is carefully linked to the priorities of the school development plan. Financial control is efficient and is closely overseen by the headteacher with support from the senior management team. The finance sub-committee of the governing body meets approximately twice termly and provides adequate support to the school. With oversight from the local education authority, day-to-day financial administration is effectively undertaken by an efficient school secretary. There has been no financial audit since the last inspection. The school makes good use of all the grants made available to it, including those for training, and for special educational needs. The senior management team has good procedures to judge the cost-effectiveness of spending decisions. The governors are also able to monitor the quality of education provided through regular visits to the school and by reviewing the success criteria in the school development plan.

113. Teaching staff are effectively deployed and efficient use is made of their expertise to support colleagues through new developments or initiatives, for example in literacy, numeracy and information technology. The school judiciously employs non-teaching assistants with appropriate training and there is evidence that this spending is proving effective, particularly in supporting both pupils with special educational needs and others with below average attainment. Additionally, the nursery nurse makes a very valuable contribution to the highly effective team working with the foundation class.

114. Satisfactory use is made of the accommodation despite the poor quality of the old temporary buildings. The library is in regular use for pupils to browse and select books to read, but is underused as a resource to help pupils develop independent learning skills. In classrooms, resources are used well.

115. Raising standards of attainment, particularly for the higher attaining pupils, is not something which the school actively prioritises or rigorously pursues. With the exception of this specific group of pupils however, the quality of teaching makes a good contribution to the attainment and progress of pupils in the school. Attainment on entry to the school for pupils aged four is broadly average, but by the beginning of Key Stage 1, attainment is above average. It is sustained at this higher level until the pupils leave the school at age 11.

116. When account is taken of the cost of educating pupils, which is broadly average, and the satisfactory progress made by pupils, the school provides sound value for money overall.

123.

123. PART B: CURRICULUM AREAS AND SUBJECTS

123. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

117. Provision for children aged under five is very good and has improved significantly since the previous inspection. All children aged under five attend school full time, and are placed in the foundation stage. At the time of the inspection, 36 children were in the foundation stage, and 23 of them were aged fewer than five. Children enter the foundation class in the September of the calendar year of their fifth birthday. Baseline assessment show that their attainment is broadly average compared with children of similar ages.

118. Children, including those with special educational needs, make good progress in all areas of the curriculum, and by the time they are five most achieve the standards expected in the Desirable Learning Outcomes. A small number exceed foundation stage expectations and begin work on Key Stage 1 of the National Curriculum before transfer to the reception class. On entry to the reception class, the attainment of most children, including those with special educational needs is satisfactory.

Language and literacy

119. By the time they are five, children's attainment in language and literacy is good. They speak very confidently to adults and to each other. During the inspection, a Christingle rehearsal was introduced by a small number of children, speaking individually about aspects of the subsequent performance. Children listen very well to instructions from adults, and they listen carefully to each other. All children show interest and enjoyment in books, discussing illustrations and joining in repetitive verses read aloud by the teacher. They recall familiar stories, and identify nursery rhymes from series of non-sequential illustrations.

120. Parents are encouraged to read at home with their children and to note their progress in reading record books. The home-school link contributes to good progress in reading. Most children quickly learn to recognise familiar words out of context. They recognise their own names and the names of other children. They know that changing the first letter of a word can change both word and meaning.

121. Similarly, most children quickly learn to recognise some sounds of the alphabet, and relate the sounds to printed letters. For example, they can sort a group of toys into boxes identified by printed letters corresponding to the first letter of the toy's name. Many children successfully write their names, and record their ideas and experiences through drawing and writing. Specific handwriting activities develop correct letter formation and pencil control. Consequently, children's writing skills are advanced. Their work is attractively displayed and described in some detail by captions written by the staff. Some higher attaining children neatly write their own captions. Children write independently in the writing corner. Some imaginative work is produced but the writing corner is underdeveloped.

Mathematics

122. By the age of five, children's attainment in mathematics is sound. Most are developing good mathematical vocabularies. They can, for example, identify some two- and three-dimensional shapes, including diamonds, spheres and cubes. They successfully sort objects by colour, shape and size. They learn and remember many number rhymes, and demonstrate practical applications of their knowledge. During the inspection, in a new role-play as cashiers and customers, for example, they were exchanging money for goods. The cashiers were calculating the money required for purchases and were confidently refusing to sell goods for less than the agreed amounts. All who took part in this activity made good progress. Children are able to place cards numbered one-to-ten in the correct sequence. They are learning to record numbers but sometimes write them back to front. Most children are able to calculate one more and one less than a given number. Numeracy is integrated with other areas of the curriculum. For example, during a creative activity, when children were making Christingles, they were asked to place three raisins on each of four cocktail sticks, and then asked for the total number of raisins. Many are able to count objects accurately to ten, and a few higher attainers are able to count objects to twenty or more. Progress in lessons is reinforced by good mathematics displays.

Knowledge and understanding of the world.

123. By the age of five, children have made good progress in this area of learning. They learn about themselves by using modelling clay to make figures representing their friends. They learn about their local environment and the world around them by frequently visiting a wooded area on the school site. They have visited toyshops and compared the quality and prices of toys. They regularly visit a local fast-food restaurant, and learn the routines of ordering and paying for food. They visit two local churches, and have reproduced some characteristics of church architecture in an area of the classroom. They understand the meanings of words such as 'font' and 'stained glass'.

124. They compare the textures of different materials and know that some materials are changed by the application of heat or cold. When asked about the effect of oven heat on cornflour dough, a child said 'It will go rock hard'. Children select materials to make collage. Displays indicate that they can cut, twist and fold paper for a variety of purposes. Children have very good access to information and control technology in their classroom and in the school's computer suite. During the inspection, some children aged under five, at all levels of attainment, made their first visit to the computer suite. During an extended session and with unwavering concentration, they made excellent progress in learning to control the mouse.

Creative development

125. By the age of five, children have made good progress in creative development. They express themselves through a variety of activities, including collage, printing and painting. They have made three-dimensional Christmas tree decorations in a variety of imaginative designs. They have successfully sewn Christmas stockings, and created their own designs on the stocking fronts. They enjoy imaginative play with puppets, and in the home corner have developed an extended role play based on a christening party. They have extended the activity by taking a doll to a local church, where the minister demonstrated the christening service. Using dressing up clothes, they replicate the service in the classroom.

126. Whilst the children enjoy role play, the variety of clothes available for dressing-up is related entirely to Western culture. Similarly, domestic articles in the home corner are wholly of western origin. Children enjoy musical activities. They have learned many Christmas carols, and can sing the words clearly. They all try to sing together, and some sing tunefully. During the inspection, some children provided tambourine accompaniment to the singers.

Physical development.

127. By the age of five, children's attainment in physical development is sound. They use a range of tools for cutting, glueing and joining. During the inspection, they were observed using scissors to cut pictures accurately from worksheets. When sewing, they thread their own needles. During the inspection, no physical activity was observed in the hall, but detailed planning demonstrates that regular sessions are planned to develop dance skills, and confidence in physical movement.

128. Children work alone and with others. They use small apparatus, such as bean bags, and are taught to skip, jump and turn. Later in the year, they begin to use large apparatus. Outdoor activities are well organised but are limited by unsatisfactory outdoor facilities. Children show good awareness of space when riding bicycles and pushing prams. During the inspection, children were observed to chalk their own playground markings, such as hopscotch, and to play the games successfully.

Personal and social development.

129. By the age of five, children's personal and social development is good. They have confidence and high self-esteem, and are very happy to come to school. They settle very quickly into the routines of the foundation stage. They spontaneously line up in their own playground when they hear the whistle blown at the end of playtime for the rest of the school. Behaviour is very good, and children have very good attitudes when working and playing together. during the previous year: They respond appropriately to the clear routines and procedures that are applied consistently.

130.They are able to sustain concentration for long periods of time and persevere until activities are completed. All relationships are excellent. Children were observed to be sharing, taking turns and tidying up together. They have unusually mature attitudes to sharing among themselves and, similarly, a communal understanding of charitable collection for others in need. Children are valued as individuals, and the contributions of children with special needs are particularly valued. Children have participated in ethnic dances, led by an African dancer, but have limited experience of other multicultural and multi-ethnic activities.

131.Teaching in all aspects of the curriculum is very good, and sometimes excellent. Staff have extensive knowledge of the foundation curriculum, and they teach with flair and enthusiasm. They have high expectations of behaviour and attainment. They question children effectively, praise and encourage them all, and use a system of rewards with insight and discretion. Planning is good. Lesson plans are linked closely to the areas of learning, and have very clear objectives. The meticulous plans provided for volunteer helpers ensure consistency of practice. Children are suitably grouped for all activities, including storytelling. Management of pupils is effective: activities continue in unbroken sequence with minimal disruption. Routines consistently applied by all adults contribute to an orderly and very happy environment.

132.The curriculum is good. It enhances the desirable learning outcomes and includes some elements of Key Stage 1. All children have equal access to the curriculum, and the highest attaining children are fully challenged with extended activities. Children with special educational needs are quickly identified and are fully integrated in all activities. Staff in the foundation stage make daily written assessments of the children's progress, and use the information to guide informal planning. Formal assessment is very good, and is passed on at the end of the year to the next class with suggested targets for each child.

133.The foundation stage co-ordinator provides very strong leadership and clear educational direction. She shares her expertise, and monitors and encourages the development of all members of staff and voluntary helpers.

134.A wide range of learning resources is provided. Some very good resources are purpose-made by members of staff. All resources are accessible, in good condition, and used effectively by staff to promote learning. Indoor accommodation is very good, and is well used by staff. Outdoor accommodation is unsatisfactory. Although space is adequate, no fixed equipment is provided and the area is barren and unstimulating.

141. ENGLISH, MATHEMATICS AND SCIENCE

141. English

135. In the 1999 National Curriculum tests in reading at the end of Key Stage 1, the number of pupils reaching Level 2 and above was well above the national average. They were also well above the average of schools which take pupils from similar backgrounds. The number reaching the expected level in writing was above the national average, but close to the average of similar schools. The number reaching the higher level in writing was below the national average. The results for writing were lower in 1999 than in the previous year, but results overall have been well above the national average in both reading and writing since the last inspection. Standards of pupils now in Year 2 are very good in reading, and good in writing, speaking and listening.

136. In the 1999 National Curriculum tests at the end of Key Stage 2, the number of pupils reaching Level 4 or above was similar to the national average and the average of similar schools. However, results in reading were much higher than those in writing. Sixteen per cent of pupils did not reach the expected level in reading, but this figure was 44 per cent in writing. Results have been above the national average overall since the last inspection, mainly because they were well above average in 1997. That level has not been sustained, and results have been similar to the national average for the last two years. Standards of pupils now in Year 6 in comparison with national expectations are well above in reading, above in speaking and listening and in line in writing.

137. Standards in speaking and listening are good at ages seven and eleven, and have been sustained at this level since the last inspection. Pupils pay careful attention to teachers during literacy hour. They join in class discussions confidently, and most wait politely for their turn. They speak clearly in standard English, and read aloud together with expression. By Year 6, pupils are aware of when it is appropriate to talk more formally, and they use technical terms correctly. During group tasks, they discuss problems sensibly to agree solutions. In making reports to the class, they express their views clearly, relating well to their audience.

138. Standards in reading are very good at the end of both key stages, and have improved significantly since the last inspection, when they were judged to be satisfactory. Pupils in Year 2 have a good understanding of phonics, so they are able to sound out unfamiliar words. All read with understanding from books well chosen to match their level of attainment, at a higher level of difficulty than usually found. Some read aloud with dramatic expression. Levels of understanding are generally high, and pupils with average attainment or above give detailed accounts of what they have read. By Year 6, all pupils read longer texts silently with good concentration. Most read aloud fluently and accurately. All retell the main events of the plot, and most can explain characters' actions. Many pupils have favourite authors, and are well informed in explaining their preferences. Their library skills are well developed, though they have limited opportunities to apply these skills to research tasks in other subjects.

139. Standards in writing are good at age seven, and have improved since the last inspection, when they were judged to be satisfactory. Most pupils write with good control, forming letters clearly, although few achieve a joined style until early in Key Stage 2. Spelling skills are above average and sentence punctuation is sound. Following the 1999 national tests, the school identified pupils' low attainment in extended writing as a weakness at both key stages. Planning in Key Stage 1 has been adjusted this year to ensure that pupils have more opportunity to write at length. Pupils in Year 2 have recently written good, detailed accounts of personal events and lively stories, using correctly punctuated speech.

140. Standards of spelling, punctuation and handwriting are good by age eleven. Knowledge of grammar is sound. Pupils in Year 6 have a wide vocabulary and a good understanding of techniques, such as simile and metaphor, to create pictures in words. Their factual accounts are clear, but mainly brief and follow structures given to them. They write perceptively about sense impressions, for instance in poetry on the theme of autumn, using computer graphics to enhance the words. Those with higher attainment write good stories, using dramatic speech for effect. Pupils in Key Stage 2, however, produce fewer pieces of extended writing of fiction and non-fiction than usually found which limits their ability to plan and redraft their work. The results of national tests indicate that pupils aged eleven are not confident in planning and drafting longer pieces in a range of styles.

141. Pupils make satisfactory progress through both key stages in speaking, listening and reading. Progress in writing is satisfactory in Key Stage 1, but unsatisfactory in Key Stage 2. Pupils become progressively more confident through the school in speaking and listening for more formal purposes in more demanding situations. There are occasional opportunities for drama, but no scheme of work to ensure that such provision is planned consistently through the school. Progress in reading is sustained because it is directed by graded reading materials and carefully monitored. The range of reading material is widened in Key Stage 2, when pupils are increasingly offered books outside the reading scheme. In writing, pupils make sound progress through the school in handwriting, spelling and punctuation because they are given regular practice in these aspects.

142. Pupils in Key Stage 1 successfully use their writing skills for a range of purposes. The range of writing tasks widens in Key Stage 2, but provision does not focus clearly enough on major forms of writing, including story and factual accounts. As a result, pupils make unsatisfactory progress in applying their skills to longer pieces of writing that require them to plan the structure of their ideas and then draft accurately at speed.

143. Pupils with special educational needs make good progress. This is because their individual education plans have specific targets for reading and writing. These are planned as a series of specific steps, and their progress is carefully monitored. The targets are used by class teachers in planning appropriate tasks for these pupils in lessons. These pupils play a full part in class activities, and are given additional support whenever possible. Teachers revise the targets in their plans when necessary so that they continue to be appropriately challenged. Higher attaining pupils are not always fully challenged. In some cases, they produce too little work in the time available, although it is generally accurate and well presented.

144. Progress in other subjects is supported by pupils' very good standards in reading. They are confident in using reference books of all kinds to find specific information. By Year 6, they summarise key points and explain their ideas clearly. However, they do not have enough opportunities in other subjects to extend their experience of writing at length in a variety of styles. A similar criticism was made in the last report, and there has been no improvement. This remains a significant weakness affecting the progress of all pupils.

145. Pupils' attitudes to English are generally positive throughout the school. Most enjoy reading, and develop their skills at home, supported by their parents. They appreciate opportunities to use the library. Nevertheless, some older pupils, particularly boys, choose books that do not extend their skills or response, and this needs closer monitoring. Behaviour in lessons is good. Pupils in both key stages settle to work quickly and stay on task. Most work carefully, so that standards of presentation are good, but often the pace is slow and too little is produced in the time available. Pupils take a pride in their finished work and are proud to see it attractively displayed around the school.

146. Standards of teaching are good overall in both key stages, and no unsatisfactory lessons were seen. It is good in three lessons out of four in Key Stage 1, and satisfactory in the remainder. In Key Stage 2, one lesson was excellent, two lessons were very good and others were satisfactory. Because teachers in both Key Stages have good subject knowledge, they plan lessons carefully in thoughtful detail, with well chosen resources and interesting content. They set good models of language in reading aloud expressively and in writing clearly on the board.

147. Good relationships between teachers and pupils in all classes increase pupils' confidence in discussions and their enjoyment of the subject. Activities are well organised. Lessons are harmonious, but, in some otherwise satisfactory lessons, expectations of pace generally need to be higher, particularly for older pupils in classes with two year-groups. This was not so in an excellent lesson for the lower set in Year 5/6, where a brisk pace kept all on task, so that a very good amount of work was covered. Because pupils were grouped by both age and ability, tasks closely matched the needs of each group. Similarly, it was a very good feature of a Year 1/2 lesson that older pupils were given tasks appropriate for their age. This is not always the case in other classes. Teachers mark pupils' work thoroughly, and give good encouragement. However, not all teachers clearly identify major weaknesses or set new targets. Generally not enough demand is made of pupils to proof-read their own work before it is marked or to correct errors afterwards.

148. Management of the subject is sound. The co-ordinator and staff have worked hard to implement the National Literacy Strategy, and planning is now guided by the targets of the official framework. All classes have a literacy hour in their timetable each day, and teachers follow the recommended structure closely. The co-ordinator has monitored teaching and given advice to ensure that standards are consistent. Teachers have recently met to analyse samples of pupils' work, and so review the standards expected of each year group. However, there needs to be more emphasis on the higher levels of expectation, particularly targets for the end of each key stage during the previous year. Assessment procedures are satisfactory for reading, but there are no procedures to monitor and guide pupils' progress in speaking and listening.

149. Assessment of writing is broadly guided by National Curriculum level descriptions. Nevertheless, there is no framework to guide teachers in analysing pupils' strengths and weaknesses in the various elements of writing other than spelling. As a result, teachers' judgements of standards are inconsistent. Teachers lack the precise information required to plan tasks that accurately meet the needs of pupils at different levels of attainment, and to monitor individual progress through the school. Similar criticisms were made in the last report and there has been little improvement. As a result, pupils make unsatisfactory progress in writing in Key Stage 2, even though progress may be good in elements of writing within individual lessons. Resources have been increased to meet the new requirements and are now good. Examples of pupils' work are very attractively displayed throughout the school, making a good contribution to the ethos of the subject.

156. **Mathematics**

150. In the 1999 statutory assessments for pupils' aged seven, the percentage of pupils achieving the expected Level 2 and above was well above the national average and above the average for schools with a similar intake. The percentage of pupils achieving Level 3 and above was in line with the national average and below average when compared to similar schools. The results of the national tests for pupils aged eleven in 1999 show that the number of pupils achieving Level 4 and above was above average when compared to schools nationally and close to that of schools with pupils from similar backgrounds. The percentage of pupils achieving Level 5 and above was above average for all schools nationally, and below average when compared to similar schools.

151. These results show an overall improvement since the time of the last inspection, when standards of attainment were reported to be in line with national expectations in Key Stage 1, and in line and sometimes above in Key Stage 2. Inspection evidence indicates that standards of attainment are above average at the end of both key stages. The school is working hard to improve standards and has successfully implemented the national numeracy strategy, which has led to a greater emphasis on mental mathematics and to well-structured, focused teaching. These initiatives, including the recent training that staff has received, are having a positive impact on standards throughout the school.

152. By the end of Key Stage 1, the majority of pupils use mathematics as an integral part of classroom activities. They recognise and use simple patterns and relationships as, for example, when defining an object's position in a series using appropriate terms such as first, seventh and tenth. Higher attaining pupils try different approaches and find ways of overcoming difficulties that arise when solving problems, as for example, when they are considering what measuring instruments to use when measuring curved surfaces. Most pupils discuss their work using familiar mathematical language.

153. Pupils throughout the key stage are developing confident mental calculation skills and these help them make good progress in their learning. They add and subtract numbers up to 20, count in twos, fives and tens, and most understand place value to 100. Higher attaining pupils quickly add 52 and 11 mentally. Pupils of average ability count sets of objects reliably, and use mental recall of addition and subtraction facts to 10 and above. Pupils of below

average ability count, order, add and subtract numbers when solving problems involving up to 10 objects. Most pupils have a good understanding of two- and three-dimensional geometric shapes. They use correct names for shapes, such as rectangles, triangles, squares, and group them according to the number of sides, corners, faces and edges. The majority of pupils measure and order objects using direct comparison and know the days of the week and the months of the year. Higher attaining pupils use standard units, such as metres and centimetres to measure length accurately. From gathered information, as, for example, when collating information about pupils' birthdays, they tally their findings and transfer this information to simple block graphs.

154. By the end of Key Stage 2, pupils have a good understanding of number work, which is central to the requirements of the National Curriculum and the National Numeracy Strategy. They describe number patterns and relationships, including multiple, factor and square root. The majority of pupils show an understanding of place value of numbers up to 1,000. Higher attaining pupils use their understanding of place value to multiply whole numbers and decimals by 10, 100 and 1,000. Most pupils develop a good knowledge of fractions, decimals and percentages. In a lower ability group, pupils were observed exploring number patterns as they devised simple formulae expressed in words.

155. Pupils throughout the key stage are becoming confident in developing their own strategies for solving problems and in using these strategies, both within mathematics itself and in other practical contexts. Most Year 5 and Year 6 pupils use and interpret co-ordinates in the first quadrant and draw common two dimensional shapes and orders of rotational symmetry. Higher attaining pupils, have an understanding of congruency and have a good knowledge of language associated with angles. They use compasses to construct triangles, and know that the sum of any two sides of a triangle must be greater than the third side. Lower attaining pupils find the perimeters and areas of shapes by counting squares and other pupils go further and develop an understanding of the use of formulae. Although pupils do use data handling within mathematics and develop an understanding of mode and median, the practical use of data handling across the curriculum is underdeveloped.

156. Pupils enter the school with average levels of attainment in mathematics and they make good progress overall in both key stages. Pupils with special educational needs make good progress towards the targets set for them. Teachers are aware of their needs and they receive good support in lessons. Pupils of all abilities, including those with special educational needs, make good progress in Key Stage 1, because of the good quality teaching they receive and the interest this generates. Consistently good teaching in this key stage ensures that pupils make good progress from class to class and build systematically on previous learning. Setting arrangements at the end of Key Stage 2 are effective in providing for pupils of differing attainment. Teachers are aware that, although pupils are set according to their abilities, they still have different needs and plan their work accordingly. As a result, pupils in these groups make good, and often very good progress. Higher attaining pupils do not always make the progress of which they are capable in lower Key Stage 2, when the planned work fails to challenge their thinking, and where teachers do not employ effective intervention strategies for this to happen. The school is currently reviewing plans to set for mathematics throughout Key Stage 2.

157. Pupils throughout the school have good attitudes to mathematics and for many it is their favourite subject. They concentrate well for sustained periods of time when the work challenges their interest. Relationships are very good and pupils work well together. They listen attentively to class teachers and to each other and appreciate each other's efforts. When pupils are challenged in their work, they respond well and persevere to reach a conclusion. Work is generally well presented in an organised way and pupils are proud of their work.

158. Overall, the quality of teaching is good in both key stages. It is invariably good in Key Stage 1 and ranges from satisfactory to very good in Key Stage 2. Teachers throughout the school have good knowledge of the subject, which allows for well-conceived, clear expositions embracing different branches of mathematics. Planning of lessons is good; learning intentions are clear and are appropriately shared with pupils. In the good and very good lessons, teachers have high expectations; lessons move at a brisk pace, and teachers make effective use of intervention strategies to further challenge pupils when they are engaged on tasks.

159. Teachers make very good use of time and grasp every opportunity to develop pupils' numeracy skills. Very good examples of this were seen in a lesson with a Year 5/6 set, where pupils were very effectively challenged to devise rules and to find patterns when mentally multiplying and doubling 2-digit numbers and when investigating 'Arithmagons'. In these lessons, pupils were very highly motivated; teachers had very high expectations and they used very effective intervention strategies to further challenge pupils as they worked. In all classes throughout the school, positive relationships have been established which raise pupils' confidence and self-esteem. Teaching has shortcomings where, although appropriate tasks are prepared for different groups of pupils, insufficient use is made of more rigorous teaching as pupils are engaged on these tasks, to meet the needs of all pupils, most particularly the higher attaining pupils. These lessons are not sufficiently well structured and the pace of working is too easily determined by pupils themselves.

160. Throughout the school, marking of pupils' work is inconsistent and comments are not always made on the content and quality of the work to help pupils develop their written methods. However, in most lessons, teachers give good oral feedback as pupils work. Teachers place appropriate emphasis on developing correct mathematical vocabulary and this makes a good contribution to pupils' literacy skills. Homework is well used to consolidate work done in the classroom and to encourage personal study.

161. The subject co-ordinator provides effective leadership. She has been instrumental in the successful implementation of the National Numeracy Strategy and has a clear vision for the future development of the subject. Resources are good, well managed and efficiently used. Strategies for assessing pupils are good and the co-ordinator has identified the need to introduce individual pupil targets to monitor pupils' achievements more closely so as to help ensure a swifter rate of progress. Assessment information is generally well used when planning work for pupils of differing attainment, particularly for pupils in Year 5 and 6 set groups. In all classes, tasks are differentiated to provide for pupils of differing attainment. However, this differentiation does not always extend to whole-class mental arithmetic sessions.

168. Science

162. The proportion of pupils attaining Level 2 in science at the end of Key Stage 1 is very high. The proportion of pupils achieving Level 3, however, is very low. These findings confirm the results of the 1999 teachers' assessment in the subject. When compared with similar schools, attainment at Level 2 remains very high while at Level 3 it is very low. This indicates clearly that although all pupils reach the nationally expected levels, the higher attaining pupils, who should be achieving the higher level, are failing to do so. At the time of the last inspection, standards were judged good at the end of Key Stage 1; current standards reflect an improvement.

163. The proportion of pupils attaining Level 4 at the end of Key Stage 2 is above national averages. The proportion attaining Level 5 is in line with national averages. When compared with the averages for similar schools, Level 4 results are just comparable, while fewer pupils than average achieve Level 5. These findings indicate that the higher attaining pupils are not achieving as well as they should. They do, however, indicate an improvement over standards at the time of the last inspection, which were judged satisfactory.

164. Evidence gathered during the inspection was broadly in line with the 1999 test results. By the end of Key Stage 1, pupils classify different types of wood according to appearance, properties and use. They identify the properties that apply to wool from a list of options. They understand that materials have different properties and that it is because of this that different materials are used for different purposes. They write, for example, 'We use glass to make windows because we can see through it.' They begin to see a link between science and their knowledge of the world. For example, metal makes a suitable package for a fizzy drink because it is waterproof. Some begin to understand that they can make a difference to their environment by recycling materials or reusing them for a different purpose. Most know that glass, paper and plastic are made from natural resources and that, because we need to be careful not to waste them, recycling is a sensible thing to do. Year 1 pupils 'recycle' in their classroom and talk earnestly about the difficulty of deciding whether a 'silver' lined crisp packet and a polystyrene cup should go into the container marked metal, plastic or paper.

165. By the end of Key Stage 2, pupils know that our light comes from the sun and that day and night are the result of the earth spinning on its axis as it orbits this star. The most able pupils begin to understand why we have different seasons. Pupils know how shadows are formed and explain why they are shorter at noon than at other times of the day. They list sources of light; show in diagrams how light travels in order for us to see objects, and know some vocabulary associated with light such as scatter, reflect, opaque and absorb. They know that sound is caused by vibrations.

166. In both key stages, learning is well supported by a good range of practical work. This is a strength of work in the subject. For example, Key Stage 1 pupils learn through handling them, that different types of paper have different properties. They handle wool to feel its warmth and softness. They test the strength of different magnets. They test a bag they have made to see if it will hold six tins of baked beans. In Key Stage 2, pupils have used plastic cups and string to learn that sound can travel through solid materials, experimenting to see if the size of the cup makes a difference to the result. They colour seven segments of a circle

with the colours of the spectrum and then spin it rapidly to see them produce white. They undertake a range of activities to find successful ways of muffling sound, devising their own investigations, understanding and applying the principles of fair testing.

167.Overall, pupils make sound progress through both key stages. There is no significant difference between the progress of boys and girls. Pupils with special educational needs make satisfactory progress in line with their potential to do so. However, higher attaining pupils do not make the progress that they should. The several factors that contribute to this unsatisfactory progress are linked both to the planned curriculum and to the quality of teaching which pupils receive.

168.Pupils enjoy science lessons, particularly the practical elements. They both behave and share resources well. Nearly all pupils are prepared to compromise and come to a corporate decision when engaged in group work. Such opportunities contribute well to pupils' social development. The presentation of pupils' work is satisfactory although the quality and quantity of the content infrequently reflects the full ability of the pupils who produce it.

169.There are strengths in the teaching of science which suggest that pupils should make good progress in the subject through both key stages. However, the weaknesses inherent in the planned curriculum, together with some deficiencies in the quality of teaching, combine to militate, to a greater or lesser extent, against this happening in all classes. There are three major contributory factors. Firstly, higher attaining pupils are not always sufficiently well challenged. This occurs particularly in Key Stage 1 and lower Key Stage 2. Secondly, pupils in the same year group but in different classes do not have the same opportunities to learn. Year 1 pupils, for example, in a single age class are given work which is significantly different in specific content, or challenge, or both, from the Year 1 pupils in a mixed age class. This same problem pertains in Years 2, 3 and 4. The final factor is more complex. The school underpins scientific enquiry very strongly with practical investigation. This is a strength. However, there are occasions when the emphasis shifts on to the activity itself rather than concentrating on its original purpose as a means of scientific enquiry. Teachers do not always help pupils to understand the scientific significance of what they have done by linking it back firmly to the element of the science curriculum they are studying. Clearly, this devalues the practical experience which, of necessity, is frequently very time consuming, and it therefore dilutes the effectiveness of science teaching which has the potential to be good.

170.In Years 5 and 6, pupils are taught science in ability groups. The school is trying this system for the first time this year and intends to evaluate its success before making decisions for September 2000. The work is more closely matched to the age and ability of pupils than it is in other year groups. The higher attaining pupils in Years 5 and 6 are being challenged by appropriate work, but the links between this and the programme of study still need to be more strongly forged so that pupils are more aware of the significance of their practical investigation.

171.Management of the subject is sound. There is an appropriate scheme of work, based largely on a published science curriculum but adapted to meet the perceived needs of the school. Appropriate systems are in place to assess the attainment of pupils against units of work in the science curriculum. The knowledge gained could be more effectively used. Resources are adequate, providing that not all classes cover similar topics at the same time,

and the school does take appropriate steps to ensure that this does not happen. Visits and visitors make a positive contribution to the science curriculum. There are regular visits to school from theatre companies and from speakers on such issues as electronics and recycling, and the school make use of the science facilities at Eureka! Some useful software means pupils can access useful information by computer and CD-ROM.
178.

178. OTHER SUBJECTS OR COURSES

178. Information technology

172. By the end of both key stages, pupils attain standards which meet those expected at ages seven and eleven. Some pupils exceed those standards. Progress is satisfactory overall for all pupils, including those with special educational needs. As pupils have growing access to computers in the recently established computer suite, there are signs that this steady progress is beginning to accelerate.

173. By the end of Key Stage 1 pupils communicate their ideas and handle information. They have basic control of the computer mouse to move the cursor, delete text and alter text. Speed with keyboard skills varies, although all have acceptable competence. Pupils save their work and some know how to print it. They use programmable toys and adapt what they are taught about controlling the 'robot' to give it their own commands: to turn a corner or knock over a brick, for example. They use software programs to support their work in other subjects. For example, Year 2 pupils use a drawing package to produce title sheets for work in science, illustrated with articles made from glass, wood or metal.

174. By the end of Key Stage 2, pupils create text using word processing programs, and produce 'designer' sheets of paper on which they over-write their own poetry. They change both font and size of text, move blocks of text around the screen, save, print and retrieve their work. They use the mouse with speed and skill for a range of purposes. Linked to their topic on earth and space, for example, Year 6 pupils model a lunar community with dexterity. They write and carry out a series of commands to move an object around the screen in a variety of patterns. They use a CD-ROM independently to find information and use both this and the internet to support work in other curriculum areas; to research St. Lucia, the Bermuda Triangle and the Marie Celeste, for example. Year 3 pupils are confident in operating the mouse; understand how to use some of the toolbar functions, and can cut and paste text.

175. Pupils are very enthusiastic to learn new skills and they are attentive to their teachers. They are confident users of computers. They work well collaboratively when sharing a computer with a friend and are very happy to compromise when their work entails making a joint decision. In this respect the subject makes a positive contribution to pupils' personal and social development.

176.All classes receive direct teaching of information technology skills on a regular basis. Some classroom assistants also have appropriate skills and are able to provide good support to small groups of pupils. The quality of teaching is good and there are no significant weaknesses. Teachers give confident explanations; circulate effectively to support individuals or groups as appropriate; ensure that the work set provides a good level of challenge, and have good subject knowledge.

177.Information technology is a well-managed subject with an enthusiastic and committed co-ordinator and a staff team who are willing to involve themselves in developments. It makes a valuable contribution to work in other subjects, supported by a satisfactory – and growing – range of software. Arrangements are underway for pupils to enjoy an e-mail link with a school in Australia. A lunch-time computer club, currently limited to Year 6 pupils because it is so heavily subscribed, makes a very positive contribution to the skills which these pupils acquire.

184. **Religious education**

184.

185. Lessons observed at the time of the last inspection focused more on the personal and social aspects of the theme ‘Specialness’ rather than developing religious concepts. In Key Stage 2, there was limited evidence of pupils broadening their knowledge of world religions and major Christian festivals. There has been a significant improvement since the time of the last inspection. Standards of attainment at the end of Key Stage 1 are now above the expectations of the Agreed Syllabus. Standards of attainment are average at the end of Key Stage 2.

178.By the end of Key Stage 1, pupils know a range of Bible stories and can describe some important events in the life of Jesus. They have a good understanding of symbolism, such as the candle representing Jesus as ‘The Light of the World’. Pupils’ awareness of personal relationships is well developed and they understand the importance of helping others and being kind. They show an encouraging understanding that people are different and yet have the same physical and emotional needs, and that everyone is special. Pupils appreciate the purposes of prayers, and have a growing knowledge and understanding of the activities, rituals, and practices of a variety of religious communities. They understand, for example, how different faiths celebrate their major festivals, such as Christmas, Christingle and Diwali. They develop an appreciation of the natural world and their place and responsibility within it.

179.By the end of Key Stage 2, pupils have a good understanding of the basis of Christianity. The four-year curriculum provides for developing their knowledge of other faiths but it is yet to be fully effective across the school. Most pupils, however, know facts about some of the main faiths in Britain, such as Christianity, Judaism and Hinduism. Through assemblies, class lessons and visiting speakers, they understand that each faith gives rules for living, and that religions share some common features. For example, the role of festivals and the importance of giving as well as receiving are well understood.

180. Pupils, including those with special educational needs, make good progress in Key Stage 1 and sound progress in Key Stage 2. By the end of Key Stage 1, all have consolidated the knowledge they have acquired through the religious education curriculum. At the end of Key Stage 2, there is evidence that pupils' knowledge of religion is extended. However, pupils' patchy knowledge of other faiths limits their progress. Pupils at this key stage do not have sufficient, well planned opportunities to reflect upon and discuss the religious beliefs, attitudes and values of other people in developing their own beliefs and values. This means that many pupils are acquiring a superficial knowledge of basic religious concepts.

181. Pupils' attitudes are generally good in lessons and in assemblies, particularly when they are motivated by well planned teaching and questions which challenge their thinking. They show sustained interest and respond positively to tasks undertaken in lessons. In assemblies, they listen attentively to teachers and to visiting speakers. When given the opportunity, pupils enter into experiences which introduce questions of meaning and purpose and which help them respond imaginatively to religious ideas. Good examples of this were seen in both key stages where pupils were considering and discussing the significance of different festivals of light, and where Key Stage 2 pupils went further to consider the importance of Advent to Christians. Good relationships exist; mutual respect is apparent both amongst pupils and between pupils and teachers.

182. The quality of teaching in group and class lessons observed during the week of inspection ranged from good to very good, and was good overall. This, together with the scrutiny of work and discussions with pupils, indicates that teaching is good in Key Stage 1. The quality of teaching in Key Stage 2 is satisfactory but the subject is inconsistently taught. The very good teaching seen during the inspection was a direct result of good planning which provided pupils with appropriate opportunities to consider and discuss the symbolism surrounding Christingle. The teacher established a very effective, spiritual learning environment in which pupils could reflect upon God's love for all people. Well planned acts of collective worship contribute effectively to the progress pupils are making in recognising their own value and importance, and promote their social understanding of why we must give as well as receive.

183. The recently appointed subject co-ordinator is enthusiastic in her efforts to develop the subject throughout the school. There is a well managed stock of stimulating artefacts to promote knowledge and understanding of Christianity and of other faiths. Guest speakers and visits to local churches are well used to enrich pupils' experiences. The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development. It also contributes to the pupils' speaking and listening skills, but more opportunities could be given for extended writing.

191.

191. Art

184.The school teaches art and design and technology alternately, each for half a term. During the week of inspection, the emphasis was on design and technology. Inspection judgements do not therefore include evidence from lesson observations. The evidence has been gathered through the scrutiny of pupils' work, both on display, in their sketch-books and in a portfolio of work compiled by the co-ordinator.

192.

185.All pupils, including those with special educational needs, make satisfactory progress throughout the school and, at the end of both key stages, achieve standards which are typically expected of pupils at the ages of seven and eleven. In some elements of art, standards exceed expectations. One such example is printing, where a very clear development of skills is visible. This is the result of careful planning, and of the good support given by the art co-ordinator to colleagues.

186.By the end of Key Stage 1, pupils are in line with what is expected nationally. They are able to produce collages made of many materials, can draw themselves and their family as part of their work in religious education, where they learn about baptism. They make effective use of some art-related computer software.

187.By the end of Key Stage 2, pupils achieve standards that are in line with what is expected nationally. They develop their skills of painting and drawing through studying the work of a range of artists and have attempted to copy their styles or techniques. These include Van Gogh, the focus for work in Years 5 and 6, and Paul Klee and Georgia O'Keeffe, studied by pupils in Years 3 and 4. Such work makes a positive contribution to pupils' cultural development as well as to their artistic skills. A good range of media, including paint, pastel, chalk, clay, textiles and printing ink, is available in school. Pupils in Years 5 and 6, for example, weave with fabric and string, working with shades of one colour. They paint some attractive designs on silk and some translate these into embroidery. Pupils have sketch-books in which, largely in pencil, they record their ideas. However, the use of these books has not been imaginatively extended to incorporate trial and error as a means to developing and refining skills in a range of media; water-colour, pastel and charcoal, for example.

195. Design and technology

188.All pupils, including those with special educational needs make sound progress through both key stages in design and technology and, by the age of 11, achieve standards exceeding those expected for pupils of this age.

189.By the end of Key Stage 1, pupils plan their work well within a 'Let's make music' theme. Their designs and their finished products are testament to a wealth of individual ideas that the pupils bring to the subject. They produce simple evaluations when their instruments are complete. The instruments show great variety and can be shaken, scraped, tapped or plucked. They design and make finger puppets that demonstrate how accurately they can cut. They make Christmas angels from cardboard kits, using their good reading skills to follow the printed instructions.

190. By the end of Key Stage 2, pupils produce books with moving parts. These are designed with the very youngest children in the school in mind. Pupils bring together their skills in design and technology, story writing and word processing to produce work of high quality. Again, one of the strengths of pupils' work is the original thought that they bring to the task. They create pop-up trees, mouths that open and close, footballs that slide into nets and many more moving characters and objects, designed to bring the text to life.

191. The most able pupils in Year 6 use their making skills in other subjects, for example to produce simple 'cameras' in science when they study light. Year 5 pupils produce bags made from hessian and felt and demonstrate their ability with a range of embroidery stitches – chain, stem, back, satin and French knots, for example. Year 4 pupils design and make Christmas cards with moving parts, using more basic techniques, and make envelopes to fit their cards. They also make divas from clay when they learn about Diwali, the festival of light.

192. Pupils clearly enjoy these lessons. They share resources well and are good at working with a partner or as a member of a small group. They understand that they need to work together amicably and that sometimes this involves a compromise. Opportunities such as these help pupils to develop good inter-personal skills.

193. The quality of teaching observed ranged from satisfactory to very good. There were no significant weaknesses. A strong emphasis on the development of skills in design and technology is one of the strengths of teaching in the subject. Pupils are encouraged to be inventive and creative. They are shown how to evaluate their own and others' work constructively. Because it offers excellent opportunities to be inventive, imaginative and original, the challenge of work in design and technology is appropriate for most pupils in every class. There are occasions, however, when sufficient account is not taken of the difficulties experienced by pupils with special educational needs.

201.

Geography

194. Standards in geography are satisfactory and have been maintained since the previous inspection. Pupils make satisfactory progress. During the inspection, geography was not timetabled in Key Stage 1, but evidence from completed work and photographs indicates that pupils have good understanding of the local environment. Children in Year 2 made weather records and noted seasonal changes. They have contrasted daily life in Healing village with life in a city. They have looked at natural features and man-made features of the local landscape.

195. In Key Stage 2, pupils in Year 4 are currently comparing their own lives with the daily lives of children in Kenya. They make keen observations of differences in their schools. At the end of Key Stage 2, children are learning about St Lucia, and have used the internet to obtain current weather reports from the island. They know that the dormant volcano on St Lucia is a major tourist attraction, and have made attractive tourist brochures. They have debated the merits of deforestation to increase the area available for constructing tourist hotels.

196. Progress is satisfactory in both key stages, although the written work in books is limited. Pupils enjoy geography. Behaviour is good and some pupils use the Internet for research at home. For example, a pupil had located and downloaded the national anthem of St Lucia.

197. Observation of a geography lesson in Key Stage 2, interviews with pupils in both key stages, and scrutiny of their work all indicate that teaching is satisfactory. Teachers have satisfactory subject knowledge but work provided for pupils is not always challenging. Pupils are good at answering questions.

198. Currently geography is co-ordinated by the headteacher. He enthusiastically monitors the subject but does not teach it on a regular basis. A geography policy in draft contains many improvements to the current policy. For example, the draft policy requires teachers each term to assess understanding and progress in an element of the subject. Resources in geography are satisfactory in both key stages.

History

199. Standards in history are satisfactory and have been maintained since the last inspection. Teachers' planning has improved and pupils make sound progress in both key stages

200. In Key Stage 1, pupils have good understanding of old and new. They have made good drawings of penny farthing and boneshaker bicycles, and have compared old cars with new. They are beginning to differentiate between 'then' and 'now', comparing and contrasting the care of baby Jesus with care of a contemporary baby. They have played Victorian games, using hoops, five stones and diablos. They know the work of William Wilberforce and Mary Seacole, and they are beginning to understand where individuals are placed in time.

201. During the inspection, history was not timetabled in Key Stage 2, but evidence from completed work and photographs indicates that pupils have a good understanding of ancient civilizations, including much detail of the Egyptians. Pupils speak with confidence about the sarcophagus and conopic jars. They have written acrostic poems, and made board games based upon Egyptian originals. At the end of Key Stage 2, they identify different types of pyramids, and identify the functions of stonemasons and scribes. They speak enthusiastically about mummification.

202. Teaching is satisfactory in Key Stage 1. No Key Stage 2 history teaching was observed during the inspection, but available evidence indicates that it is satisfactory. Pupils' work in books is often marked with ticks; few developmental comments are evident. Pupils of all attainments enjoy history and are good at answering questions. Their interest is stimulated by well organised visits to museums. Resources for history are satisfactory in Key Stage 1 and good in Key Stage 2.

Music

203. During the inspection, only two lessons were observed, both in Key Stage 1. However, discussions with staff and scrutiny of teachers' plans indicate that music is regularly taught. At the time of the last inspection, pupils were making at least satisfactory progress. The co-ordinator has produced a scheme of work to guide teacher's planning and teachers are able to continue lessons in the interim.

204. Where musical experiences were observed during the inspection, pupils were making good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Pupils in Key Stage 1 sing well, remember the words of a good number of songs, and use actions to help them. They perform accurately and confidently, making expressive use of the musical elements and showing awareness of pulse. They listen to music without embarrassment, and can identify changes in the music. Year 1 pupils, for example, recognised that not all notes played on a tuned percussion instrument were of the same length. Year 2 pupils sing well, and compare pieces of music using simple terms.

205. In singing in assemblies and in whole-school practice sessions, the majority of Key Stage 2 pupils perform accurately and confidently, making expressive use of the musical elements and showing awareness of phrase. Pupils were observed rehearsing carols for a Christmas performance with the local community, and it is evident that, by the end of the key stage, pupils have developed the power of their singing and their ability to blend their voices to make a good choral sound.

206. Pupils' attitudes to music are good. They show interest and discipline in their work. Throughout the school, the majority of pupils enjoy singing and behave well in lessons and in whole school singing sessions. However, it is obvious in these sessions that a significant number of older boys in Key Stage 2, lack confidence in singing. Pupils' response was excellent in a Key Stage 1 lesson, where pupils reflected deeply as they listened attentively to 'Au Claire de la Lune.' The very good relationships that exist in the school give pupils the confidence to sing in small and large groups.

207. The quality of teaching observed during the inspection was good. In these lessons, teachers had high expectations of behaviour, and they used praise, humour and encouragement effectively to make music a fun learning experience. Inspection evidence indicates that teaching is good in Key Stage 1 and satisfactory in Key Stage 2.

208. The subject co-ordinator effectively promotes the subject throughout the school. Peripatetic instrumental tuition and opportunities for participation in social events, such as concerts, schools' festivals and church services, enrich music provision. Resources for music are good and are well managed. Pupils throughout the school are given opportunities to listen to the works of well-known composers and to describe how the music makes them feel. There are: a school choir, a recorder club and good arrangements for peripatetic provision. These activities, together with opportunities for musical performances, further enhance pupils' progress. Pupils are introduced to music from other cultures, and visiting musicians are well used to excite their interest. In these ways, the subject makes a good contribution to pupils' spiritual, social and cultural development.

Physical education

209. At the end of both key stages, standards in physical education, including gymnastics and games, are in line with what is expected nationally for children of their age and pupils make satisfactory progress. During the school year, pupils are taught a full programme of physical education including outdoor and adventurous activities. Swimming was not observed during the inspection, but by the end of Key Stage 2, the vast majority of pupils meet the national expectation of being able to swim 25 metres unaided. The school makes very good seasonal use of its outdoor swimming pool.

210. In gymnastics, pupils in Years 1 and 2 can control their body movements while running, changing direction and stopping. In Year 4, pupils develop balancing sequences, using specified limbs, while working on apparatus or the floor. Most pupils are able to plan, perform and evaluate their movements. At the end of Key Stage 2, similar exercises extend the range of imaginative participation. Most pupils in the school understand how the body responds to exercise, and the importance of warming up and cooling down at the beginnings and ends of lessons.

211. At the end of Key Stage 1, pupils have good understanding of the rules of simple competitive games, such as dodgeball. They demonstrate good ball control with their feet and with the use of hockey sticks. By the end of Key Stage 2, professional coaching develops good skills in football. Dance skills learned in Key Stage 1 are developed in Key Stage 2. Although Key Stage 2 pupils successfully follow tape recorded dance sequences, they have few opportunities to plan their own sequences to music.

212. Pupils are good at responding to their teachers' instructions. Consequently, little time is lost during physical education sessions, although sessions are slow to start when pupils are changing in congested classrooms some distance from the hall.

213. Most pupils show positive attitudes to physical activities. Behaviour is good in all lessons, although talking while working is obtrusive in some lessons. Pupils work well in small groups and many are confident of demonstrating skills to their peers and to visitors. Pupils in Key Stage 2 skilfully move equipment, and show awareness of the importance of safety.

214. The school takes part in football, netball and athletics competitions. A wide variety of extra curricular activities, including skipping and table tennis, is well supported, open equally to boys and girls, and adds significantly to the educational provision.

215. In both key stages, teaching is always sound and is sometimes good. In the best lessons, teachers have good subject knowledge and understand the importance of pace and continuity. The recently appointed coordinator for physical education has significant subject expertise. She has not yet been able to develop all aspects of the subject, although the teaching of physical education has improved since the previous inspection.

216. Resources for physical education are satisfactory overall, and are in good condition. The

school hall provides satisfactory accommodation for physical education lessons. The field is in satisfactory condition and is used intensively in good weather.

224. **PART C: INSPECTION DATA**

224. **SUMMARY OF INSPECTION EVIDENCE**

217. Prior to the inspection:

- *. a range of school documents was examined, including whole school planning, teachers' planning files, financial information, governors' reports, school policies, and information provided for parents;
- *. twenty-five parents attended the meeting with inspectors and gave their views about the school;
- *. one hundred and six parents returned questionnaires, expressing their views about the school.

226. During the inspection:

- *. Fifty nine lessons, or parts of lessons, were observed, totaling 42 hours 40 minutes, an average of 37 minutes per lesson;
- *. eight assemblies and five registration times were observed;
- *. all registers were reviewed;
- *. planned and unplanned discussions took place with individual pupils, groups of pupils, teaching and non-teaching staff, the headteacher, parents and governors;
- *. pupils' records, reports, past work, work during lessons, and displays around the school were scrutinised;
- *. pupils were observed at break times, lunch times, when coming to school and when leaving school;
- *. inspectors listened to the reading of a representative sample of at least three pupils from each year group.

227. DATA AND INDICATORS

227. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	305	3	47	19

227. Teachers and classes

227. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	12.20
Number of pupils per qualified teacher:	24.92

227. Education support staff (YR – Y6)

Total number of education support staff:	5
Total aggregate hours worked each week:	87

Average class size: 30

227.

Financial data

Financial year:	1998-1999
	£
Total Income	483766.00
Total Expenditure	470669.00
Expenditure per pupil	1568.90
Balance brought forward from previous year	4508.00
Balance carried forward to next year	17605.00

227. PARENTAL SURVEY

Number of questionnaires sent out:	305
Number of questionnaires returned:	106

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	44.3	53.8	1.9	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	63.2	34.0	1.9	0.9	0
The school handles complaints from parents well	40.2	41.2	13.4	4.1	1.0
The school gives me a clear understanding of what is taught	40.6	50.0	6.6	2.8	0
The school keeps me well informed about my child(ren)'s progress	39	45.7	10.5	3.8	1.0
The school enables my child(ren) to achieve a good standard of work	46.2	47.2	5.7	0.9	0
The school encourages children to get involved in more than just their daily lessons	50.9	43.4	5.7	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	39.6	45.3	10.4	3.8	0.9
The school's values and attitudes have a positive effect on my child(ren)	59.0	35.2	4.8	1.0	0
The school achieves high standards of good behaviour	60.4	35.8	2.8	0.9	0
My child(ren) like(s) school	55.7	36.8	5.7	0.9	0