

INSPECTION REPORT

Brookside Primary School
Street

LEA area :Somerset

Unique Reference Number : 123675
School Inspection Number: 188877

Headteacher : Mrs Claire Axten

Reporting inspector : Mr Andrew Clark
21596

Dates of inspection : 8th – 12th November 1999

Under OFSTED contract number: 707749

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 :	Brooks Road Street Somerset BA16 OPR
Telephone number :	01458 443340
Fax number :	01458 840339
Appropriate authority :	Governing Body
Name of chair of governors :	Mr Simon Tomes
Date of previous inspection :	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr Andrew Clark, RgI	Mathematics Physical Education	Main Findings Characteristics Attainment and Progress Teaching Leadership and Management
Mr Ernest Marshall, Lay Inspector		Attitudes, Behaviour and Personal Development Attendance Partnership with Parents and the Community
Mr Christopher Bolton, Team Inspector	Science Design and Technology	Provision for Children Under Five Staffing, Accommodation and Learning Resources Provision for Children Under Five
Mrs Rosemary Webber	Art Music	Curriculum and Assessment
Mr Don Parkinson	History Geography Religious Education	Pupils' Spiritual, Moral, Social and Cultural Education Provision for Pupils with Special Educational Needs
Mr David Marshall	English Information Technology	Efficiency Equal Opportunities

The inspection contractor was:

Schoolhaus Limited
Riverbank
Station Road
Old Ollerton
Near Newark
Nottinghamshire
NG22 9BN

Telephone: 01623 825542

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Teaching and planning for pupils with special educational needs is very good. They make very good progress towards the targets set for them.
- The brightest pupils are challenged and reach high standards.
- Spiritual, moral, social and cultural development of pupils is very good.
- Pupils' behaviour is very good and they are responsible and sensible.
- The curriculum for all pupils is very well planned.
- Relationships with parents have a positive impact on learning.
- Attendance is very good.
- The school is very well led; there is a strong commitment to continuous improvement.

WHERE THE SCHOOL HAS WEAKNESSES

- I. The school has no significant weaknesses. However, in the context of its many strengths the following aspects should be considered:
- II. Classrooms and work areas are small.
- III. The school library is not often used.
- IV. Teachers' confidence in music needs to be improved.
- V. There are not enough resources for religious education.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has developed very well since the last inspection in 1996. Very good schemes of work now guide teaching for all subjects and weaknesses in planning for English and religious education have been successfully addressed. Standards in religious education have improved and are now satisfactory. The speech and language resource base is now an effective unit. Good use is made of a full range of data to analyse and promote standards of learning and management systems work well. Significant improvements have been made to the accommodation, but space is still limited.

The school has set challenging targets for pupils of all ability to do better in National Curriculum tests. It is very well placed to continue to improve.

§ 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	<i>Key</i> <i>well above average A</i> <i>above average B</i> <i>average C</i> <i>below average D</i> <i>well below average E</i>
English	C	C	
Mathematics	C	C	
Science	A	A	

The percentage of able pupils who attained higher levels in the tests was above the average in all three subjects and well above that of similar schools.

The standards for pupils currently in Year 6 are an improvement on those shown above for all English and mathematics. These match the results of national curriculum tests over the previous three years which were above national averages. Pupils' competence in information technology is above average. Standards are sound for religious education. Work of a high standard was seen in history and geography.

Children under five make good progress and many of the present reception class are likely to reach and even exceed expected levels for five year olds.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Good	Good
Other subjects	Satisfactory	Satisfactory	Satisfactory

Teaching is at least satisfactory in 99 per cent of lessons. In 70 per cent it is good or better including 12 per cent of all lessons where teaching is very good. The overall quality of teaching is consistent throughout the school.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Very good throughout the school.
Attendance	Very good. Above the national average.
Ethos*	A very positive commitment to high standards amongst staff and pupils. Relationships are very good. All staff work as a team.
Leadership and management	Very good overall. The headteacher is supported well by an effective governing body and good management procedures.
Curriculum	The curriculum is very well planned to meet the needs of all pupils. There are particularly exciting initiatives to challenge bright pupils in English and mathematics.
Pupils with special educational needs	The provision is very good both within the speech and language resource base and throughout the school. Careful monitoring and recording allows pupils to make effective progress.
Spiritual, moral, social & cultural development	This is very good. Collective acts of worship make a particular contribution to spiritual development.
Staffing, resources and accommodation	Staffing and resources are good overall and the professional development of all staff is very good. Space is limited within the school.
Value for money	Very good.

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
VI. The school is approachable. VII. Parents are encouraged to play an active part in school life. VIII. The school gives a clear picture of what is taught. IX. Their children enjoy coming to school.	X.Children are not encouraged to be involved

Inspector's judgements support the parents' positive views. There is a good range of extra curricular activities to interest and inform pupils.

KEY ISSUES FOR ACTION

The school has no significant weaknesses. However, in the context of its many strengths the following aspects should be considered for inclusion in the governors' action plan:

- XI. Pursue every opportunity to improve accommodation (paragraph 85).
- XII. Make better use of the school library (paragraph 115).
- XIII. Improve teachers' confidence in music to that of other subjects (paragraphs 27 and 43).
- XIV. Develop resources for religious education (paragraph 86 and 163).

INTRODUCTION

§ Characteristics of the school

1. Brookside Primary School is larger than average with 366 pupils on roll. There were 50 pupils under the age of five at the time of the inspection. Children are admitted to the school in the September of the year in which they are five. The school houses a Speech and Language Resource Base for 13 pupils with Statements for Special Educational Needs. These pupils are fully integrated into the life and work of the school. Many of these pupils continue their education at Brookside when they leave the unit. Less than one per cent of pupils are from homes where English is a second language. Approximately 11 per cent of pupils are entitled to a free school meal which is below the national average. Thirty per cent of pupils are on the school's register of special educational needs and 21 pupils have a Statement for Special Educational Needs. This is well above national averages.
2. The pupils come from a wide geographical area to attend the Speech and Language Resource Base. Most pupils come from Street and Glastonbury, but a significant number of pupils come from outside the catchment area because of the provision it offers to special needs pupils. Many of these pupils enter the school in Key Stage 2. The intake is mixed. There is a significant proportion of able pupils and a high number of pupils with lower attainment.
3. At the time of the last inspection in 1996 the present headteacher had been recently appointed as acting headteacher.
4. Work has commenced on building new classroom areas as an extension to the school. During the inspection a class of pupils worked full time in the school hall as there was no other available space.
5. The schools aims are broad and clearly expressed in the school prospectus. They place a strong emphasis on high attainment through the development of all aspects of the child's personality and recognition of their individuality and for all pupils to have full access to a broad curriculum.
6. Current priorities for school development include the development of national literacy and numeracy strategies and continuing to improve accommodation. The school has set challenging targets for current year 6 pupils in English, mathematics and science.

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	31	22	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	22	24	27
	Girls	18	19	18
	Total	40	43	45
Percentage at NC Level 2 or above	School	75(61)	81(73)	85(84)
	National	82(80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	24	27	29
	Girls	17	20	20
	Total	41	47	49
Percentage at NC Level 2 or above	School	77(67)	89(86)	92(96)
	National	82(81)	80(85)	86(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	25	18	43

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	16	23
	Girls	12	11	14
	Total	26	27	37
Percentage at NC Level 4 or above	School	60(70)	63(73)	86(80)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	16	23
	Girls	11	11	14
	Total	25	27	37
Percentage at NC Level 4 or above	School	58(68)	63(75)	86(80)
	National	68(65)	69(65)	75(72)

Attendance

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

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

Exclusions

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

	Number
Fixed period	2
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	12
Satisfactory or better	99
Less than satisfactory	1

PART A: ASPECTS OF THE SCHOOL

6. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

6. Attainment and progress

1. Standards of attainment are above average by the end of pupils time in school and progress for all abilities, including those with special educational needs, is good overall.
2. The attainment on entry to school is below average because of the high proportion of special needs pupils. Pupils often leave the speech and language base and enter the school during Key Stage 1 and 2 and their attainment is often below average. Other pupils enter the school later because of its reputation for teaching pupils with learning difficulties. In last year's Year 6, the 1999 Key Stage 2 test group, a quarter of pupils started in the latter stages of Key Stage 2, many with learning difficulties.
3. By the age of five, pupils largely attain typical levels for their age. They are in line with the desirable learning outcomes for language and literacy, mathematics knowledge and understanding of the world, creative and physical development. Teaching has a positive impact, particularly on learning in language and mathematics, and a significant proportion of children exceed these levels.
4. Pupils' attainment by the end of Key Stage 1 is in line with national expectations for reading but above that for writing and speaking and listening. There is no significant trend in the results of national curriculum tests although reading is generally below the results for writing and slightly below national averages. In the 1998 results reading and writing were well below national averages. This is directly related to the percentage of pupils identified with special educational needs. In reading and writing the proportion of pupils attaining higher level 3 was above average and reflects the challenge given to high attaining pupils. The present Year 2 pupils are likely to exceed current national averages for attaining the expected level and a significant proportion will attain higher levels. Progress towards these levels of attainment is good and very carefully tracked by the school. This lays a very firm foundation for progress in Key Stage 2.
5. By the end of Key Stage 2 standards of attainment for English have been above national averages for the last three years and the percentage of pupils attaining higher levels is above average. In 1999 the number of pupils attaining the expected levels was below the national average, but the number attaining the higher level 5 was well above average. Approximately a third of those pupils were, or had been on the special educational register, and a significant number of those had not started in the school until the last few years of Key Stage 2. Pupils currently in Year 6 are on line to exceed these levels significantly with a large proportion already working at higher levels.
6. Standards of attainment for mathematics are in line with national averages for mathematics by the end of Key Stage 1 and close to those of similar schools. Progress is good. The attainment is reflected in National Curriculum results.
7. By the end of Key Stage 2 standards are above national averages. This is reflected in the test results for the past three years and is closely matched to pupils' individual capabilities. 1999 results show a similar pattern to those for English with pupils attaining higher levels above national averages, but a significant number who did not attain national average. Progress is good for all abilities and is very evident in the careful assessments and records that teachers maintain.
8. Standards of attainment in science are in line with national averages at Key Stage 1 with a significant

proportion of pupils attaining higher levels. By the end of Key Stage 2 attainment is well above national averages with over half of all pupils attaining higher levels. Science attainment follows very similar patterns to attainment in other subjects but is slightly higher overall because the scheme of work and guidance has been established for longer in the school, being developed from an effective commercial scheme written by the headteacher. Again progress is at least good for all abilities.

9. Standards in these three subjects has been very effectively maintained since the last inspection and the introduction of national strategies for literacy and numeracy is building on this. The standards for all pupils are only possible because of the good quality of teaching for all pupils particularly those with special educational needs and detailed curriculum planning. These contribute, in turn, to an ethos where all staff and pupils strive for high attainment.
10. By the end of Key Stage 1 speaking and listening is above average with most pupils able to respond well to questions and discuss ideas. Progress is good. Pupils who start school with speech and language difficulties make very good progress. Good progress continues so that a significant proportion of pupils become very articulate and discuss in detail their thoughts on works of literature or explain their thinking when describing the properties of a shape in mathematics. Progress in this subject is promoted through the probing questions teachers ask in many subjects.
11. Standards in reading are in line with national averages by the end of Key Stage 1 and pupils make sound progress. Pupils read with appropriate confidence and fluency and discuss plot and character well. They build words successfully. Progress through Key Stage 2 and standards are above average. Pupils increase their fluency and expression, including those with special needs. They show a real understanding of a range of literature and identify key features and themes. They locate and retrieve information from books and CD-ROM's well. However, few pupils used the well-stocked school library during the inspection.
12. Standards of writing are above average for both key stages and progress is good. A strength of the writing is in the presentation, good handwriting, spelling and accurate use of punctuation. Writing is well organised and imaginative and interesting. Good progress is made by opportunities for writing in subjects such as history and geography.
13. In mathematics, pupils make good progress in all areas of the subject. Skills in numeracy are average by the end of Key Stage 1 and above by the end of Key Stage 2. Pupils' confidence in division and working with decimals is significantly better than that normally found. Understanding of shape and measure is also very good. Pupils use skills they have learned well and are accurate and careful in measurements and calculations. Teachers' high expectations and good knowledge contribute to progress in this.
14. High standards in science are evident throughout the school. Pupils develop a good knowledge of scientific facts and principles from first hand investigations. For example, in Key Stage 1 pupils classify healthy and unhealthy foods through simple experiments. By the end of Key Stage 2, they have a good knowledge of the respiratory, digestive and circulatory systems. Pupils develop good recording skills and this contributes well to learning in mathematics and literacy.
15. Standards of attainment for information technology are in line with national expectations by the end of both key stages. This is above that for most schools. Progress is good because pupils build systematically on their earlier learning through effective planning. By the end of Year 2, pupils draw and write successfully combining text and pictures. They store and analyse data that they have gathered themselves. By Year 6 pupils use desk top

publishing programs well to draft and redraft work. They build successfully on data handling skills. Good use of homework makes a significant contribution to progress in the subject.

16. Pupils' attainment in religious education is in line with expectations of the agreed syllabus by the end of both key stages and they make sound progress through the school. By the end of Key Stage 1 pupils describe stories from the Bible in their own words well. They develop an awareness of themselves. They build on this in Key Stage 2 and they make effective comparisons between world faiths. Quiet reflection develops pupils' inner feelings. This is a significant improvement from the last inspection when standards were below expectations and is the result of new planning and good teaching.
17. Pupils with special educational needs make good progress in all subjects and frequently make very good progress towards targets set for them. In particular the pupils make very good progress in English and mathematics through teaching carefully matched to the targets in individual education plans. The school makes very good provision for the significant proportion of pupils with special educational needs and they are fully integrated in to the school. This is a very significant improvement from the last inspection.
18. Bright pupils make at least good progress in subjects through the challenging work, complemented by homework tasks and the high expectations of teachers.
19. There are no consistent differences in the attainment or progress of girls and boys. The school has analysed any differences evident in test results for a particular year. Generally the curriculum the school provides is appropriate to both genders. The very few pupils for whom English is not the home language make similar progress to their peers.
20. Progress in all other subjects is at least satisfactory and often good. Pupils make good progress in history, geography and physical education. Progress is sound for art, design and technology and music. In many subjects there is a positive contribution to literacy and numeracy. For example, in history pupils use research skills effectively and in design and technology pupils produce careful, accurately drawn and measured diagrams and effective evaluations.
21. In all subjects, except music, standards have been successfully maintained and built upon. In music standards were reported as good in the last inspection rather than satisfactory. Overall teachers do not show the confidence in this subject as they do in most others.
22. Progress in physical education is good for games skills and swimming. In history pupils develop a sound understanding of change over time and a strong empathy with lives of people in the past. In geography pupils understand cause and effect in weather and climate.
23. The school has a well-established process for setting targets for all pupils not just those at the end of the key stage. They use these assessments to ensure work is matched to pupils' ability. The targets for next year are agreed with the local education authority and are suitably challenging. Pupils are making good progress towards them. The school is well placed to meet those targets.
29. **Attitudes, behaviour and personal development**
24. Pupils' attitudes to learning are good. Behaviour and relationships are very good.
25. By the age of five children relate confidently to a range of adults and ask for help when needed. They co-operate well in play in the home corner, taking turns and sharing equipment. Children develop confidence, knowledge and independence through a variety of individual, small

group and whole class activities. They are attentive and eager to learn. Children behave well and show respect for property and each other.

26. Pupils' attitudes to learning are good. In all age groups they show an ability and willingness to learn and enjoyment in doing so. Their social development is good and enables them to work collaboratively in whole class, group or paired activities. They apply themselves to their given tasks and will share equipment when required. Pupils are happy to show and discuss their completed work. This positive attitude enhances the atmosphere for learning and justifies the perception held by the great majority of parents that their children like coming to this school.
27. Behaviour is very good, both in the classroom and around the school. Pupils are guided by a simple code of conduct known as the 'Golden Rules'. They show understanding of what is required of them and meet the high standard of expectations the school has established. Exclusions are very rare. Pupils display a high level of courtesy to visitors including pupils from other schools. They are considerate of each other's feelings and points of view. The very good standard of behaviour is a strength of the school and a positive support to learning. Teachers do not lose valuable time in restoring order in the classroom and do not have to disrupt adjacent classes in the open plan layout by using raised voices.
28. Relationships between pupils and staff and between pupils are also very good. Pupils work and play well together. They are mutually supportive particularly through the successful 'Buddy' scheme. The older pupils, the 'Buddies', take personal and active interest in the welfare of any younger pupils showing signs of unhappiness or distress around the school. The concern they show is genuine. Pupils with special educational needs are well integrated with mainstream children both in the classroom and at play. There is no evidence of bullying or other forms of harassment.
29. The very good relationships in the classroom are clear examples of the school's caring attitude that is much appreciated by parents. This positive element results in an atmosphere which promotes pupils' enjoyment of schoolwork and the good progress they make.
30. Pupils have well-developed social skills and are confident conversationalists. They discuss school and other topical issues, expressing likes and dislikes. The school provides many opportunities for pupils to take on additional classroom monitor duties and pupils willingly accept. For instance, older pupils take care of the school office during lunchtime breaks. Pupils work in pairs and receive incoming telephone calls and greet visitors. Telephone calls are often transferred to other locations in school and pupils ensure visitors sign in and wear appropriate identity badges. Annual residential visits and offsite activity for older pupils enable them to develop leadership and teamwork skills, preparing them well for adulthood. Public performances by the school choir are popular and provide pupils with the opportunity to develop an awareness of the environment beyond the school.
36. **Attendance**
31. Attendance at the school is very good and a positive contribution to pupils' learning. The school continues to improve its performance above the national averages for similar schools. Unauthorised absence is virtually nil. There is no significant lateness and no truancy. Authorised absence rates are reducing as the school reinforces its policy of dissuading parents from taking family holidays in term time.
32. Registration complies with statutory requirements. The school day starts and finishes on time. Good attendance and punctuality allows teachers to make the best use of teaching time and promotes good progress.

QUALITY OF EDUCATION PROVIDED

Teaching

33. The quality of teaching is good overall. Of the lessons observed, 70 per cent of teaching was good or better. It was very good in 12 per cent of all lessons. The rest were satisfactory with the exception of one lesson. There is a very high level of consistency to the quality of teaching for both Key Stage 1 and 2 and for children under five years. The quality of teaching for pupils in the speech and language resource base, is consistently good and sometimes better. This is a significant improvement on the quality at the time of the last inspection when 15 per cent of all lessons were unsatisfactory, largely in the base.
34. The quality of teaching for children under five in the reception classes is good for all areas of learning and promotes good progress towards the desirable learning outcomes. There is a good focus on literacy and numeracy skills through all activities and teachers encourage pupils to talk and listen carefully. Good practical activities are provided to develop children's mathematical and scientific awareness. Teachers establish good routines to balance self-chosen and teacher directed opportunities. Relationships are very good and based on a good understanding of children's needs. The teaching gives children a good start to their education.
35. Teaching in both Key Stage 1 and 2 is good overall and shares many common strengths. This high level of consistency makes a significant contribution to good progress throughout the school and helps staff overcome the constraints of the building. Teaching is built on teamwork and agreed approaches to planning and main strategies. In turn, teaching methods are supported by effective monitoring and the sharing of good practice. Overall, the best teaching was seen in the core subjects reflecting the school's and national priorities.
36. Teachers' daily planning is good, drawing effectively from the school's schemes of work. There is a clear focus on the vocabulary to be taught and precise learning objectives. These objectives are usually given directly to pupils and often written down so they know exactly what is expected of them.
37. The teachers' knowledge of their subjects is often good or very good. A strong lead is set by the headteacher in work in science and mathematics. Most teachers are secure in their knowledge of these subjects and this leads to the good pace and confidence overall. Teachers' understanding of the national literacy and numeracy strategies is good and training has had a sound impact. They ask effective questions and maintain pupils' interest. Good understanding provides a particular challenge to brighter pupils. In Year 6 for example pupils are given considerable confidence in work on Macbeth. There are good initiatives to provide high attaining pupils with more challenging lessons in English and mathematics. The teachers' confidence in music varies and, although standards are satisfactory overall, they are not as high as at the time of the last inspection. Knowledge and understanding of sport skills are good and this is reflected in the progress that pupils make particularly at the end of Key Stage 2. Teachers' knowledge of the needs of pupils on the special needs register is very good overall and enables them to match work carefully to their needs.
38. Overall, pupils with special educational needs are well taught and particularly so in the resource base. There are similar strengths to teaching of these pupils as to the school as a whole. For example, teachers have high expectations resulting in work presented to a higher standard than is normally found for pupils with similar needs.
39. The pace of teaching is often good and creates a stimulating environment in which pupils expect to think and try hard. In several lessons in both key stages, teacher set tight time scales for the

pupils to complete their work. In a mathematics lesson for low attaining Year 4 pupils in the speech and learning resource base, they were given just the right amount of time to consolidate their learning of tables through practical work before being brought together. The introductory oral session in numeracy is effective in motivating and challenging pupils in learning both basic and more advanced number skills. Teachers have high expectations for pupils' response in such activities.

40. Relationships and discipline are good throughout the school. There are several pupils with behavioural problems on the special educational needs register. They are managed particularly effectively by teachers and support staff who all know the patterns of behaviour very well. The whole school staff have been involved in training for such situations. Throughout the school pupils are treated with respect and their contributions to the life of the school are valued. There is a calm and quiet atmosphere which is very conducive to good learning. It also means that teachers can teach effectively in rooms which are open to other areas of the school.
41. In the satisfactory teaching the pace of teaching is sometimes a little slow and pupils are not as highly motivated as they are in the good lessons. However, within these lessons any weaknesses were outweighed by the strengths. In the one unsatisfactory lesson in physical education the teacher did not follow the planning carefully and simple activities went on too long.
42. Teachers use day to day assessment well. Marking promotes the good standards of presentation and care and accuracy in work. Day-to-day assessment also supports the overall curriculum assessment that ensures a good match of work to pupils' abilities.
43. Homework makes a good contribution to learning in both key stages. Parents are involved at Key Stage 1 in working alongside their children when homework is set and following this up the following week. Regular homework is set in both key stages and consists of basic skills activities such as reading, spelling and multiplication tables, and a weekly open ended question on mathematics or English involving pupils in research and thinking. There is no evidence of the weakness identified in the last inspection of pupils working on tasks that are not related to the subject.

The curriculum and assessment

44. The school provides a very good broad and balanced curriculum, which appropriately meets statutory requirements in all subjects. Since the last inspection the development of schemes of work to support teachers' planning in subjects has improved significantly.
45. The curriculum for children under five is good. It is based appropriately on the desirable learning outcomes and links effectively into the National Curriculum for the higher attaining and older pupils. Strategies for teaching in English and mathematics draw sensitively from the national literacy project and national numeracy strategy. There is good provision for children with special needs.
46. In Key Stage 1 and 2, the school has successfully implemented schemes of work for all subjects of the National Curriculum and religious education. These ensure that learning is systematically developed from one year to the next. The quality of curriculum planning is very good overall as teachers use schemes of work effectively to support their lesson planning. Throughout the school, an appropriate emphasis is placed on the development of literacy and numeracy and curriculum planning for these areas of learning is particularly strong. The national strategies for literacy and numeracy are effectively incorporated into planning and build upon already successful plans. In mathematics, for example, teachers have devised an extensive programme of activities to ensure the pupils learn through first hand experience. Planning for religious education appropriately follows the Locally Agreed Syllabus for Religious Education. The plans

for information technology provide good guidance for teachers and lead to good progress. Effective use is made of the government's recently published schemes of work for many subjects. There are very good policies to guide the teaching of sex education and drug misuse. These promote the very good personal development of pupils.

47. Curriculum planning and organisation ensures all pupils receive equal access to the curriculum. Pupils are taught in ability groups for English and mathematics and this is effective for both higher and lower attaining pupils.
48. The curriculum is well planned to take into account pupils with special educational needs. It is organised and taught effectively in order to ensure that pupils with special educational needs have access to the full range of the school curriculum. Assessment opportunities are taken informally in classes and more formally to measure progress, particularly to inform Individual Educational Plans. These plans are regularly reviewed and effective. They contain achievable targets that are regularly updated. Annual reviews are well documented and parents are fully involved.
49. Provision for extra-curricular activities, particularly sporting activities is good and has been maintained since the last inspection. A high proportion of pupils take the opportunity to take part in a range of activities such as netball, football, cross country, athletics, table tennis, folk dancing, recorders, first aid and singing for fun.
50. Procedures to assess pupils' progress are very good. Pupils are carefully assessed and information gained is used well to make certain that pupils build progressively on earlier learning. Assessment is used effectively in the reception classes to make sure planning meets the children's needs and for the early identification of those pupils with special educational needs. Accurate assessments in English and mathematics allow teachers to set challenging, yet achievable targets for all pupils. The curriculum management team and governors regularly review whole school targets, and this supports the best achievement for individuals and groups of pupils. Records of Achievement are kept for each pupil allowing progress to be carefully tracked throughout the school. Pupils are involved in assessing their own work. They are encouraged to select and evaluate their own work for their individual profiles. Older pupils meet the headteacher to review their personal progress. This helps pupils to address shortcomings and recognise their own strengths.

Pupils' spiritual, moral, social and cultural development

51. The positive situation in relation to pupils' spiritual, moral, social and cultural development has been maintained and improved upon since the last inspection and overall provision is very good. This is reflected in the good behaviour of pupils in lessons and around the school and the courtesy and consideration they show towards each other and to visitors. The adults in the school have high expectations and set a good example to pupils who develop positive relationships.
52. Pupils' spiritual development is very good and is promoted through the care and concern shown towards all pupils by staff and by high quality assemblies. Teachers value pupils and the contributions they make and encourage them to explore their ideas and feelings in all areas of the curriculum. Across the curriculum pupils have opportunities for periods of quiet reflection and to explore their inner feelings. This permeates the school. This was evident in a high quality assembly on the theme of Remembrance Day, and again during a whole school period of silence at 11.00am on 11th November which was immediately followed up by each class being read or told a poignant story about the reasons for having 'Poppy Day'.
53. Pupils' moral development is very good. They respect and value their own achievements and those of

others and act considerately towards each other, their teachers and visitors. The school promotes good behaviour. Pupils are very aware of the high standards of behaviour that are expected and have a clear sense of what is right and what is wrong. Staff provide positive role models in their relationships with pupils who respond well in lessons and in the way they conduct themselves around the school. Concern for those less fortunate than themselves is achieved through several subjects such as history. For example, the life of the poor in India is considered and pupils develop empathy by looking at the way people lived a long time ago and make comparisons with their own lives.

54. Pupils' social development is very good. They are given many opportunities to co-operate in lessons and work effectively as individuals, in groups and as a whole class. The school is a well ordered community where good relationships exist at all levels. Pupils are given a wide range of responsibilities as helpers and take a pride in the tasks they are asked to complete.

55. Cultural development is very good. The school has due regard to the contribution of the arts in promoting pupils overall development and work in a number of subjects such as English art, music, history, geography and religious education provides opportunities to develop cultural awareness through the formal curriculum. There is also a good range of extra curricular activities

providing a variety of cultural opportunities. Many opportunities are provided to attend the local theatre or for arts and theatre groups to visit the school.

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

56. Provision for support, guidance and pupils' welfare is very good.

57. The school provides a caring and friendly environment in which pupils can quickly develop trust and confidence in the staff and supervisors. Teachers of children under five make the first contact by visiting children in the local playgroups. Children about to enter school are invited to attend for short sessions each Friday afternoon in the summer term to familiarise themselves with the play routines and the layout of the classrooms. Induction into full-time learning is carefully planned and implemented by half-day attendance until their confidence is achieved. Transfer into secondary education is effective as pupils and teachers from both schools plan and work together on joint activities. Parents share the view that the school is a caring school.

58. The school provides very good support for pupils with special educational needs. This is evident in the care taken by teachers to ensure that pupils are fully integrated into and involved in lessons. Classroom support assistants are effectively deployed to help individuals and small groups. The school's organisation for teaching the curriculum, particularly in the grouping of pupils of similar ability for numeracy and literacy, ensures that pupils with special educational needs and those of high ability are suitably challenged and supported.

59. Procedures for monitoring pupils' progress and personal development are very good. Assessment shortly after entry into reception is now supplemented by a pilot scheme of pre-assessment and recording of achievement in the playgroups. The school uses a range of nationally adopted tests to regularly and systematically assess pupils' levels of achievement as they progress through the different age groups. Individual targets are agreed and set. Pupils with special educational needs have individual plans prepared in consultation with parents and are monitored on a continuous basis. Teachers assess pupils' learning after each completed work unit and record personal development characteristics for inclusion on pupils' annual reports.

60. The school's procedures for monitoring and promoting discipline and good behaviour are very good and effectively implemented. The agreed code of conduct is translated into a short set of

'Golden Rules' and displayed in each classroom. Inappropriate behaviour is discouraged effectively as teachers take a positive approach to rewarding good behaviour and using it as an example to be followed. Any persistent inappropriate behaviour is dealt with by pupils' group discussion of the behaviour, its implications and an agreed action plan. The action plan is implemented for a period of a week and the group re-convenes to review the outcome under the watchful eye of the headteacher. Child protection procedures are good and understood well by all staff. The effectiveness of the procedure and the resulting very good behaviour add positively to children's learning.

61. Procedures for monitoring pupils' attendance are also very good. Registers are checked daily for any unauthorised absence. Individual records for each pupil are maintained and up-dated. If no notification is received, the school administration makes personal contact with parents. Registers are audited every three weeks and checked against notification previously submitted by parents. The headteacher makes personal contact with any parents whose child's attendance is giving rise for concern and the school uses the services of the educational welfare officer only as a last resort. Pupils with prolonged authorised absence are kept informed of work covered. Pupils may be withdrawn from sex education if parents elect to do so. All staff, including mid-day supervisors are aware of the school's procedures for raising concern over child protection matters and for the use of reasonable physical restraint of pupils. First aid provision is good and all records are up-to-date. The premises are well maintained and kept clean. The school carries out regular inspections for the identification of health and safety hazards and the governing body takes an active role. The school's attention to health and safety is a further illustration of the care it shows to its pupils and results in an environment that is conducive to the learning process. The strengths identified at the last inspection have been successfully built upon.

Partnership with parents and the community

62. The school's partnership with parents and the community is very good. The school effectively built on the strengths identified in the last inspection and addressed the weakness of informing parents of events through a regular newsletter.

63. Parents are well-informed of what is taught and about the routines of the school. Good newsletters are issued each term and parents' meetings are held each term. The autumn meetings are held on four consecutive evenings to enable all parents to meet the year group team leader and staff and discuss what is to be taught during the school year. The governing body is also represented at these meetings, governors make themselves known to parents. The annual report of the governing body is comprehensive. The school prospectus is well-presented, informative, and is complemented by a separate leaflet on guidelines for new parents. All new parents are invited into school during the summer term preceding their children's entry on roll. Pupils' annual reports are descriptive, cover all core and foundation subjects and give relevant comments on their personal development. The most appreciated facility offered to parents by the school is the open invitation to attend at any time at the end of the school day to inspect pupils' work or discuss any matters of concern with the class teachers. All new parents are invited to let the school know of any particular skills or assistance they can offer. The recently issued home/school agreement is appreciated by parents, many of whom were instrumental in its preparation.

64. Parental involvement in children's learning is good and enhances pupils' learning. Parent helpers, particularly in the infant year groups, are regularly in class and assist with preparing resources and supporting pupils in group activities. Parents are fully involved in the reviews and target setting procedures for those pupils with special educational needs. The parent/teacher association is a true partnership with representatives of parents,

teachers and the governing body in regular attendance at the monthly meetings. This group is actively engaged in fund raising events, the results of which have enabled the school to purchase such items as story sacks, computer equipment, tape recorders and equipment for the school library. Environmental improvements around the school are due to the welcomed efforts of the group. Organised events are well supported by parental attendance. The school has five parent governors who play an active part in the management of the school. Parents are involved in the support of regular homework and that part of topic work set for completion at home.

65. Links with the community are very good and contribute positively to the learning process. The strong links with other schools and the playgroups makes transfer into and out of the school much less stressful for the children. There are joint activities and reciprocal visits organised by the school and the receiving secondary school that ensure pupils are familiar with their new surroundings and the new staff. Links with public services such as the fire and police provide instruction in home and personal safety matters and the community policeman conducts cycling proficiency testing for older pupils each year. The school has a strong link with the library service. Pupils use the computer suite, take part in quizzes, and meet children's authors at annual events held on library premises.
66. An established link with the nearby shopping complex has resulted in the donation of new playground seating and a commitment to provide materials for the new planters. The school choir makes public performances in the complex and enhances the good reputation the school enjoys. Links with the community have a positive impact on learning.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

72. Leadership and management

67. The quality of leadership and management is very good.

68. The leadership of the head teacher is a significant strength of the school. She has a very good understanding of the needs of primary school pupils and the demands of the curriculum. Her own knowledge of science and mathematics has a direct impact on the quality of learning in those subjects. There is a very clear drive towards high attainment which runs through all aspects of the school's work and is shared by staff, governors and other members of the school community. In a short period of time the headteacher has established good procedures for monitoring and evaluating teaching and learning through the curriculum management team and school development planning. The management of the school is the concern of all staff who feel that their strengths are valued and that weaknesses are addressed in a professional way. The ability to reflect upon shared and individual practice in order to improve is an important underlying feature of the effective management.

69. The governing body is very effective in all aspects of its work. Monitoring and evaluation of developments is good. School development planning is well structured. It is based upon thorough reviews of provision by the subject co-ordinators, the head teacher's own monitoring and careful analysis of National Curriculum tests and assessment results. Priorities for development are clearly established and presented as carefully structured projects. The plan covers all aspects of school life and projects three years ahead. New developments for numeracy, literacy and information technology are discussed fully before hand and monitored regularly. The school uses a wide range of data to plan for developments and this has improved significantly since the last inspection. The governing body is very professional in its work, bringing a wide range of appropriate skills and interests. It fully complies with statutory requirements. Full advantage is taken of governor training by the local education authority. All statutory policies are up to date and reviewed regularly and consistently. The concise and strategically focused reports from the head teacher to the governing body allow school developments to be carefully monitored. This is improved by established close links between individual governors and subject co-ordinators, so that the governors are better informed about teaching and learning in their specific area.

70. The aims of the school are effectively met. They are clearly expressed in the prospectus and set the drive to high achievement. Many of the aims are very specific and have a precise educational purpose. The achievement of these aims is monitored and measured. The school aims for all children should have full access to a rich curriculum regardless of ability and that they should reach high standards. The school is successful in this.

71. Provision for special educational needs is managed very well. There has been considerable improvement since the last inspection through the drive and commitment of the management and staff. The special needs co-ordinator ensures that practice meets the requirements of the code of practice and school policy through a range of strategies involving careful monitoring of individual educational plans and the teaching provided. There are good links with the local education authority staff for speech therapy, special educational needs and psychological services. Clear roles and responsibilities are established for all staff and the governing body monitors and reports on progress effectively.

72. There has been very good progress in addressing the key issues since the last inspection. Good schemes of work are in place for all subjects and the weaknesses in planning for English have been addressed in full. Planning for religious education is good and standards are improving

and are at least satisfactory. The greatest improvement is in the quality of provision for pupils with special educational needs in the speech and language resource base. The base provides good support for the school as a whole and good quality teaching. The management system through a team approach was new at the time of the last inspection and is now providing a firm base for developing planning and learning in all subjects. The use of numerical and quantitative data for development planning is well established and recorded in detail. In fact the use of a wide range of data underpins progress and learning in many aspects of the schools work. The governors have been successful in addressing many of the problems relating to site security and accommodation, although space is still limited.

73. The rate of change has been fast, built on a desire by all to offer pupils the best. With the leadership of the headteacher and strong support of governors the school is very well placed to continue to improve.

79. Staffing, accommodation and learning resources

74. The quality of staffing, accommodation and learning resources is good overall.

75. The school has an appropriate number of qualified teachers with good experience to meet all the requirements of the National Curriculum and religious education. This includes provision for pupils under the age of five. The school has maintained its particular strengths in English, mathematics and science since the last inspection and now includes expertise in the teaching of information technology. All staff work hard and show a high level of commitment to the school. All staff have current job descriptions defining their roles and responsibilities. All teachers, except the newly qualified, have a curriculum responsibility in one or more areas of the curriculum. There are good procedures in place for the induction and mentoring of new staff. A useful staff handbook provides comprehensive information.

76. The special needs co-ordinator is a teacher with considerable experience and is supported by an assistant teacher and a number of classroom assistants. All special needs staff are effective. The speech therapist attends for three and a half days a week and there is good liaison with other support services.

77. Staff development is good. Teaching and support staff avail themselves of opportunities for training and there are procedures for sharing the experience amongst staff. The school has an effective appraisal system in place that follows Local Education Authority guidelines. The head teacher appraises team leaders to set targets that meet both individual and school needs. In turn team leaders review the work of members of their team according to an agreed focus based upon priorities in the school development plan. There has been good training for the literacy and numeracy hour.

78. Support staff are well qualified and have appropriate expertise to support teachers and pupils in the classroom. Their work is reviewed appropriately on an annual basis by the headteacher. Administrative staff support the management of the school very well.

1. The quality of accommodation is satisfactory overall. There have been some improvements made since the last inspection, notably the erection of a boundary fence to the school grounds. The enclosed courtyard area within the school is used well for constructive play activities for children under the age of five. An extra classroom currently under construction will relieve some of the pressure on accommodation. However, teaching areas in the main school are too small for the numbers of pupils and continue to place constraints on the schools' organisation and teaching. The language resource base is used for teaching a range of pupils with special educational needs in groups of varying size. There is a further classroom which is also a community room. This arrangement is not ideal, but the school is grateful to be able to use the room. The caretaker works

well with the staff to ensure the buildings are kept clean. There are good, spacious and well-kept grounds.

1. The overall quality and range of resources to support and enhance pupils' learning across the curriculum is good. Resources in English, mathematics and information technology are good. Resources in science, music, art, geography, history and physical education are sufficient to meet the demands of these subjects. Resources for religious education are adequate, but there are weaknesses in the provision of artefacts to support the teaching of the Agreed Syllabus. The library is categorised appropriately and there is a sufficient range of non-fiction books.

86. **The efficiency of the school**

2. The school has put in place a thorough approach to financial planning since the last inspection and all available funding is now appropriately targeted towards meeting priorities in the school development plan. The school development plan clearly details the identified priorities and indicates costs, training needs, success criteria and evaluation. The financial plans take a sensible long-term view, over three years, of the school's position and support educational development well beyond the current year.

3. The preparation of the budget is based on sound information combining an analysis of the last year's expenditure, review of the targets achieved and the forecast for the coming year. The head teacher is kept closely informed about spending by the finance officer and ensures that appropriate allocations are made to curriculum areas. She maintains a close overview of spending to ensure that the budget is appropriately used and that spending remains within agreed limits.

4. Funds delegated for pupils with special educational needs are used appropriately and sufficient additional staff is provided to support pupils both in class and in withdrawal groups. These arrangements have contributed significantly to the progress made by these pupils. Funding for staff development is very carefully allocated to support school improvement initiatives as well as to meet the needs of individual teachers.

5. Generally the deployment of both the teaching and non-teaching staff is good, particularly the Learning Support Assistants for Special Educational Needs, whose influence in all aspects of the support of these pupils and across the curriculum is very effective. Less experienced teachers are supported by experienced and effective class teachers in the same year group and Key Stage. The deployment and expertise of the staff support the efficiency of the school in every sense.

6. The school makes good use of the very significant extra funds provided by the Parent Teachers Association to improve the range of resources and equipment available for pupils. The head teacher ensures that committee members of the association are not only involved in raising money but also in how it is spent and used.

7. The school has effective procedures to ensure the cost effectiveness of the goods and services that it purchases and seeks several quotations for major items of expenditure before making a choice. Regular, and in depth, reports about the school's financial position are presented to the governing body. Governors take an active part in monitoring spending decisions through regular visits and consultations with the head teacher. They are completely involved in making spending decisions and have a good oversight of the budget. There is a finance sub-committee, which has specific terms of reference, meets at least twice a term and considers the school's financial position in depth.

8. Overall the financial systems and procedures are very good and the head teacher and governors effectively monitor expenditure regularly through the budget reports submitted to them.

9. Administrative staff are extremely efficient and provide very good support for the day-to-day organisation of the school. There are good routines and safeguards in place and tasks are effectively carried out. The school Finance Officer is very experienced in all aspects of Local Financial Management. Procedures for ordering stock and major items of equipment and paying suppliers are well established and secure. The most recent

audit report raised very few minor matters. All of these have already been satisfactorily resolved. The effective administrative procedures allow the headteacher to play a full role in monitoring teaching and curriculum development.

10. Lessons at the start of the day always begin promptly, and the change over between lessons, and when pupils move into their groups for English and mathematics, is efficient and quick.

11. Resources are used effectively to develop pupils' understanding. Resource needs are identified accurately, and the purchase of resources is efficient. Subject co-ordinators ask for specific items of equipment through an individual subject action plan. They are then fully involved in the process of prioritisation and decision-making. There are no major deficiencies in the school's resources. Generally the school makes very good use of the range of resources that are available.

12. Although classrooms are small and there is very little free space in the building, imaginative use is made of corridors and similar areas to meet pupils' needs successfully. The hall is currently used as a classroom because of the ongoing building work. Again careful timetabling and consideration by all staff and pupils means that disruption to physical education is kept to a minimum. However, the library was not used for study related work during the inspection week. It is used for other activities such as group work because of the limitations of available space.

13. The cost per pupil is close to the national average. Considering the very good support and guidance, provision for pupils' spiritual, social, moral and cultural development, the very good provision for special educational needs, the good progress made and standards attained the school gives very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

14. Provision for children under five is good. Progress in the reception classes is good. By the time they are five, their standards of attainment overall are close to those expected their age. A minority of pupils achieve above this level. Children with special educational needs receive very good support and make very good progress.

15. The personal and social development of children is good and achievements by the age of five are in line and, for a significant minority, above the expectations for their age. They have settled well into the secure routines established by staff. They relate confidently to a range of adults and ask for help when needed. Children develop confidence, knowledge and independence through a variety of individual, small group and whole class activities. They are attentive and eager to learn. They co-operate well in play in the home corner, taking turns and sharing equipment. Children behave well and show respect for property and each other. Teaching in this area is good. Teachers expect children to behave sensibly and this has a positive effect on the atmosphere in both reception classes. Teachers establish routines well and have clear expectation of behaviour.

16. Overall, children are working in line with national expectations for their age in language and literacy. Children make good progress in their speaking and listening skills. Staff encourage them to contribute to discussions and to listen to one another. Children talk about their experiences, such as the recent Bonfire Night, with interest and enthusiasm. Many opportunities are used to encourage children to extend their vocabulary; for example, to describe sounds made by various fireworks. Children extend their knowledge of stories well and make good progress with their reading development. Many can name some initial letter sounds and blends and some use these to identify simple well-known words. The children are confident to share books with an adult and, with support, use all the skills they have learned to make sense of the story. Most children make good progress in their early writing skills. They use pencils with increasing control and copy letters correctly. Higher attaining children can write simple words unaided. The teaching of language and literacy is good. Teachers have taken care with the introduction of literacy and this is making a significant impact on the quality of learning and children's progress. Frequent, well-organised opportunities are given for children to develop their skills.

17.Children's mathematical development is good and attainment is in line with and a minority above the expectation for their age by the time they are five. Many are able to count in unison up to ten and backwards. They know several number rhymes and songs and enjoy singing 'Ten Green Bottles' with accompanying actions. They match, sort and count using objects. They gain appropriate knowledge of capacity with practical experiences with sand and water. They learn the properties of simple shapes through building models and using jigsaws. Many children can copy numbers. Children show an interest in their work and behave well. Teaching is good in this area of learning. Teachers plan good opportunities for practical activities to allow children to investigate and record number, shapes and measures.

18.At an early stage, children are given appropriate opportunities to develop their knowledge and understanding of the world. They develop their investigate skills through exploring sand, water and Play dough and can explain what they are doing. They are introduced to a variety of living creatures, such as a hamster, and are taught how to care for them. They gain a deeper understanding of the passage of time as they see changes in their own experience. They know whose birthdays are before and after Christmas. Activities in the home corner support their understanding of self and the family. Computer skills develop well and most children are confident in operating a simple 'paint' programme and in the use of the mouse. They develop skills such as cutting, joining, folding and building to make models which they plan orally. Overall by the age of five, children achieve standards in relation to this area of learning that are in line with expectations for their age. Teaching is good. There are systems in place for keeping children on task and encouraging interest during sessions.

19.Progress in physical development is good and children by the age of five, are working in line with national expectations for their age, with a significant minority achieving above this. They use construction toys and malleable materials with appropriate tools and demonstrate sound manipulative skills and hand-eye co-ordination. They develop confidence and co-ordination in moving to music. Most are able to respond to fast and slow pieces of music and know what to do when the music stops. Opportunities to develop larger physical movements are restricted due to lack of larger toys and wheeled vehicles, because of storage problems. Behaviour is good and children are sensible in large group situations, such as working outside. The quality of teaching physical development is good. Teachers plan carefully, with due regard to safety. They know what they expect children to learn by the end of the lesson.

20.Children make good progress in their creative development and their achievements are in line with expectations for their age. They experiment with different ways of printing with paint and use their observations and imagination to create pleasing results, such as printing with their hands to create hedgehog pictures. They make the most of opportunities to explore colour, texture, shape and form through working with a wide range of materials to create collages and models. They learn the words of new songs quickly and respond with actions to slow and fast pieces of music with obvious enjoyment.

21.The quality of teaching of creative learning is good. Staff listen carefully to what children have to say and lead them to explore new ideas and express these through a variety of media.

22.Teachers' planning for the under-fives is effective. It is based effectively on nationally recommended areas of learning, incorporates the desirable learning outcomes and is linked to the early stages of the National Curriculum as appropriate. Teachers use assessment procedures, and the recording of children's day-to-day progress, very well, to build on what has already been achieved. The class teachers and learning support assistants work well as a team. They plan together with good agreed aims and working practices. In general the school has maintained the good provision for this age group which was identified in its last inspection.

ENGLISH, MATHEMATICS, SCIENCE

INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION

English

23. Pupils' overall attainment in English at the time of the inspection is in-line with the national average at the end of Key Stage 1. However, the significant proportion of special needs pupils, particularly boys, means that the national curriculum test results for reading are below average at Key Stage 1. It is slightly above the national average for writing. Pupils' overall attainment is in line with the national average at the end of Key Stage 2 in reading and writing. Overall standards are above average in speaking and listening by the time pupils leave the school. The school's national test results and the teachers' assessments for 1998 reflect similar standards of pupils' work. However, due to a large number of pupils with special educational needs the pupils' overall attainment in English in tests and teacher assessment at Key Stage 2 for 1999 showed lower levels of achievement.

24. The percentage of pupils attaining level 5, above the expected level for pupils of 11, in English by the end of Key Stage 2 is well above average. This reflects the consistent challenge to bright pupils evident in several lessons throughout the school.

25. The last report of 1996 reported that standards in pupils' writing, reading and speaking and listening were average when compared with national expectations at the end of both key stages. The main weaknesses were the inconsistency of teachers' approach, the lack of a scheme of work and the imprecise use of assessment. As the school's national test results suggest, and inspection evidence confirms, the school has improved in all aspects of English since the last inspection. This is due particularly to the implementation of a clear scheme of work agreed by all members of staff.

26. Pupils at Key Stage 1 make good progress in all aspects, those at Key Stage 2 continue to make good progress and several achieve high standards. Good progress is seen within the literacy lessons.

27. By the end of Key Stage 1, standards of speaking and listening are above average with most pupils able to respond well to questions and ideas in discussions. They gradually begin to participate in role-play and relate well in group activities. They listen to each other with care and progressively become confident speakers in a variety of different situations. Many pupils speak with confidence and some understanding, after listening attentively to stories. Most of them recall some details of characters and narrative using a wide and appropriate vocabulary.

28. By the end of their time in the school, most pupils can adapt their talk to the required purpose and are able to listen with concentration. They speak confidently in the class and to adults in discussion and assemblies. Throughout Key Stage 2 pupils become more articulate and confident as they discuss their work with one another. They share their ideas, give their opinions and value those of others. They share comments and opinions about books they are reading and enjoy discussing issues arising from their out of school activities. Pupils are particularly articulate about issues of real interest to them such as the homework from Year 5 which was applied to a database in information technology, and their role play in drama in Year 6.

29. Standards in reading at the end of Key Stage 1 are in line with the national average but increasingly pupils are reading with some confidence and fluency. Most have little difficulty in discussing characters and plots in stories. The majority have acquired a core of initial sounds and have learned how to use their wordbooks effectively. Pupils regularly take their books home to practise their reading skills and share their books with parents. The home-school diaries provide a useful contact with parents and the school informs the parents as to how they can improve their child's reading.

30. Reading at the end of Key Stage 2 is above average and pupils show a real understanding of a range of familiar literature and in their responses they are able to identify key features, themes and characters. They often read aloud expressively and fluently and have begun to develop preferences for their choice of books and have opinions about various authors. Most older pupils locate and retrieve information from non-fiction books very well. The provision of a good school library should enhance this progress, although there was little evidence of the library being used during the inspection week. In both key stages, pupils make good use of their reading skills in cross-curricular work. The school makes good use of authors, poets and storytellers to help extend pupils' enjoyment of reading.

31. By the end of Key Stage 1, pupils are beginning to write imaginatively and in a variety of forms. They are encouraged to spell accurately and use their knowledge of phonics, grammar and punctuation in their written work, and there are several examples of creative writing, where the work is imaginative and accurate. Handwriting skills progress quickly in Key Stage 1.

32. By the time they leave the school, most pupils are able to produce interesting and clear writing for different readers showing real imagination at times, their spelling is accurate and their handwriting is in ink, well formed and joined. There are many examples of their capacity to write letters, poems, stories and reports in classroom and classroom displays. Every pupil from year one upwards has a handwriting book, and many acquire real fluency in this skill by the time they leave school. The writing by the many higher attaining pupils is well organised and imaginative. They frequently write at length producing books with chapters and correct paragraphing. They write well in other subjects. For example, they produce detailed reports in science with a good structure. Pupils in both key stages use word-processors effectively to re-draft and edit.

33. Pupils with special educational needs are well supported to meet the reading and writing targets in their individual education plans. They use appropriate resources and receive appropriate levels of good individual support.

34. Throughout the school, pupils concentrate well and show a keen interest in their lessons. They behave well, showing good levels of respect to teachers and other adults. They look after books and property well. Work on display is presented well, and work in books show that many younger pupils take pride in the presentation of their work. Pupils are willing to co-operate and collaborate with others when required, sharing their ideas generously. All pupils show a positive attitude to the Literacy hour and are obviously enjoying the independent activities and focused group work with their teachers.

35. Overall, the teaching of English in Key Stage 1 is good. The teachers have a good understanding of pupils' needs and plan short and long-term effectively. There were a number of examples where the teacher's questions kept the pupils' interest well. This was particularly true in the Year 2 class when the teacher introduced increasingly difficult words as the pupils responded in a lesson on starting sentences. Their use of words like "afterwards", "after a while" and "lastly" in well constructed sentences and narratives was testament to how successful her lesson had been. The good use of non-teaching assistants means pupils are never left unattended for long, and, therefore, make good progress. The pupils' relationships with the teachers in Key Stage 1 are very warm and positive.

36. Teaching in the Key Stage 2 classes is good. In those lessons that were very good the teachers exhibited good knowledge and great confidence in their teaching, tackling with skill and enthusiasm lessons on Shakespeare, "modern words" and using direct speech. Great care is taken in the Key Stage 2 classes where the teachers make careful assessments in their literacy hour lessons and adapt their presentation accordingly. Generally pupils are encouraged to work hard, and firm, consistent and gentle control in the lessons observed maintained good standards of behaviour.

37. There are good policies in place for the different aspects of English and good medium and long-term plans that enable teachers to select appropriate tasks for pupils of all abilities. Individual lesson plans are effective as they include clear objectives and because the teachers know their pupils well the plans focus on the needs of individual pupils.

38. Procedures for assessing pupils' attainment and progress are good, and the information gained is used well. The marking of pupils' work in English gives praise and encouragement but occasionally lacks detail in setting specific additional targets for the development of pupils' skills. By the end of year 6 many pupils are able to evaluate their own work and are beginning to set their own targets for improvement. Homework usually consists of reading and research activities and the pupils understand the value of these in reinforcing and extending of their basic skills.

39. English makes a significant contribution to the pupils' social development as lessons on creating a story were being used to reinforce social development and independence. Scrutiny showed that shared writing tasks

in later years are designed to develop co-operation and collaboration. Overall, the classroom accommodation could hardly be better used to enhance learning in English.

40. Attainment in literacy is good throughout the school and pupils often make good progress during the daily literacy hour. Pupils respond well in these lessons; they are able to concentrate well and work independently without direct recourse to the teacher. The teaching of literacy is almost always good, and in Key Stage 2 sometimes very good. In these lessons the staff have high expectations, the pace of the lessons is very good and there is a real sense of urgency where all want to succeed. Throughout the school teachers plan their literacy lessons carefully, to make good use of the time and resources available. Teachers organise lessons well so that they can offer focused teaching to particular groups.

41. The implementation of the National Literacy Strategy has been very well managed by the co-ordinator. A thorough literacy audit by the co-ordinator led to an action plan that was clearly appreciated by all teachers. The staff are committed to implementing the strategy and are continually looking to raise standards in literacy. The implementation of an English Enrichment day, also involving pupils from other local schools, produced a level of challenge and an exceptionally high standard of work from some pupils.

Mathematics

42. Standards are above national averages by the time pupils leave school. Standards are in line with national averages by the end of Key Stage 1. Progress through the school is good for pupils of all abilities. Pupils sometimes make very good progress. Standards have been successfully built upon since the last inspection.

43. Although fewer than average pupils attained the expected level 4 in 1999, the percentage of pupils attaining the higher level 5 was well above average. The lower attainment levels are accounted for by the high number of pupils on the special educational needs register in that particular Year 6 class. The attainment for the past three years has been above national averages. At the end of Key Stage 1 test results are close to the national average or slightly above. 1999 test results were below average, reflecting the particular age group with over a third of pupils registered as special needs. Pupils with special educational needs frequently have learning targets for mathematics and make at least good progress and generally attain them.

44. Pupils currently in Year 6 at the end of Key Stage 2 are likely to exceed previous national averages. A significant proportion of pupils are already working at level 5 and there is a possibility that a few pupils could reach standards higher than this. In Key Stage 1, the majority of pupils are likely to attain the expected level 2, and a significant proportion to exceed this. The high attainment and good progress is a direct result of quality of teaching, curriculum planning and careful assessment of pupils' achievements. Pupils are taught in groups of similar ability for mathematics and this also contributes to standards attained

45. By the end of Key Stage 1, standards of numeracy are sound. Pupils give quick and accurate responses to addition and subtraction sums to 20. They know their two, ten and five times tables and count back and forth appropriately. They understand the value of tens and units to 100 and arrange numbers in order appropriately. By the end of Key Stage 2 pupils have made good progress and standards in numeracy are often high. They use their knowledge and understanding of multiplication and division facts very effectively to calculate angles in regular and irregular polygons. Average ability pupils calculate halves, quarters and eighths of numbers over 100 accurately and quickly. Pupils compare and convert decimals and fractions well. A strong feature of their understanding of numeracy is in work on division which is often a weakness of pupils of this age. For example they divide numbers to produce answers to two decimal places with good understanding. Able pupils use their knowledge of division and decimals to calculate the area of a circle.

46. Progress in numeracy is good for all abilities. Pupils in the speech and language resource base at Year 3 and 4 make very good progress towards their targets in learning the two times table. They use a range of simple strategies to increase the speed of their response and general understanding. Teaching provides these pupils with a good framework for pupils to complete simple calculations so that they tackle increasingly complex sums. The average and brighter pupils are thoroughly challenged by using and selecting the mathematics for practical and problem solving tasks in many lessons.

47. Attainment in using and applying mathematics is average by the end of Key Stage 1 and high by the end of Key Stage 2. By Year 2 pupils see patterns in the way that numbers grow and in multiplication tables. In Year 1 they use their knowledge of place value and money to play games involving identifying different values. Throughout Key Stage 1 they successfully play games which allow the pupils to choose the most appropriate type of sum to use. They draw and measure shapes accurately. In Key Stage 2, pupils measure and draw a wide range of graphs, charts and shapes with accurate measurements and precision. They select and describe their strategies for calculating two and three digit multiplication problems showing good understanding and confidence.

48. Progress in shape and measure is good overall. By Year 2, pupils recognise a good range of three-dimensional shapes and draw them with accuracy. Many pupils measure accurately in centimetres, which is a well-developed skill for their age. Through Key Stage 2, these skills are built upon systematically. Year 3 and 4 pupils recognise the faces, vertices and edges of three-dimensional shapes and use the correct terms. They talk confidently about the relationships between two and three-dimensional shapes. By Year 6 brighter and average ability pupils describe the properties of a large range of two-dimensional shapes using a good vocabulary. They correctly identify acute and obtuse angles and know that internal angles add up to 360 degrees.

49. Pupils show at least appropriate skills in data handling and use their understanding well in other subjects such as science. By the end of Key Stage 2, pupils produce very accurately drawn pie charts using their knowledge of angles and collecting and presenting data very effectively.

50. Progress for all abilities is consistent and systematic and individual progress is carefully monitored and extended within the ability group lessons. Both boys and girls make similar progress through the school.

51. Pupils enjoy mathematics lessons and take a pride in their achievements. In Year 1, for example, pupils persevered on a challenging money task and enjoyed explaining their results and understanding. Throughout the school pupils work well together and organise themselves efficiently. The quality of presentation is high.

52. The quality of teaching is good and significantly contributes to standards attained. Teachers' knowledge of mathematics is good and sometimes very good. Planning is good and the purpose of each lesson is clearly and appropriately explained to the pupils at the start of sessions. There is a good pace to lessons and an effective balance between explanation and questioning by teachers and opportunities for pupils to learn through activity. Teachers ask good questions to challenge pupils and encourage the use of a mathematical vocabulary for all ages. Many opportunities are created for pupils to reflect on their learning and to explain their thinking. Expectations are high and accuracy is stressed. 'You are mathematicians remember,' pupils are told by a Year 6 teacher. There are no significant weaknesses in the teaching.

53. Curriculum planning is very good. Pupils are taught in ability groups based on accurate assessments. The headteacher takes 12 of the highest attaining Year 6 pupils for extension work covering the curriculum towards level 6, which is the expected level for 14 year old pupils once a week. Unfortunately it was not possible to observe this activity during the inspection. Planning draws from the school's own good quality and detailed scheme and a published scheme of work which is under trial. The planning already incorporates many aspects of the national numeracy strategy, but is drawing further from this.

Science

54. The school has maintained the good standards in science since the last inspection with significant improvement in the numbers of pupils achieving above the national average by the time they leave the school. At the end of Key Stage 1 inspection evidence indicates that attainment in science is broadly in line with the national average with a significant minority of pupils on course to achieve above this. Teachers' assessments for seven year olds over the past three years show that pupils' achieve the national average. By the end of Key Stage 2 attainment in science is well above the national average. This is confirmed by the results of National Curriculum testing over the past three years. In the 1999 national tests the number of pupils achieving the higher level 5 increased significantly to 58%. In comparison with pupils from schools with a similar background performance in science was above average.

55. By the end of Key Stage 1, most pupils are able to carry out simple experiments, predict outcomes, collect and organise data, for example, when classifying healthy and unhealthy foods. In Year 2 pupils effectively describe the way some everyday materials change when they are heated or cooled and draw simple conclusions as a result of their investigations. They are beginning to understand the importance of fair testing.

56. By the end of Key Stage 2, pupils have a good knowledge of the many topics they have studied. They know how electricity is measured and which materials conduct electricity. They conduct experiments and observe and record carefully what happens when bulbs are connected to circuits in parallel. They have good scientific knowledge of the movements of the earth, the sun and the moon. They can relate this well to the orientation of the school and questions about energy conservation. They know about the respiratory, digestive and circulatory systems of the body and the importance of exercise and healthy diet.

57. They are able to make and record predictions based on prior scientific understanding, present systematically recorded data in graphical form and draw appropriate conclusions.

58. In both key stages, pupils use and practise their literacy and numeracy skills well through activities in

science, especially when recording their work in their books.

59. Pupils, including those with special educational needs make good progress overall in both stages. From an early age pupils receive good grounding in scientific knowledge and methods of enquiry. They undertake a coherent planned programme of work, relating to growth and development in plants and animals, physical processes and materials and their properties. Early in Key Stage 1 pupils can name parts of plants and learn about the conditions for plant growth. They develop appropriate observation and classification skills. They record their findings in pictures and simple charts. In Year 2, pupils make more detailed observations and their understanding develops well as they collect and record evidence. They explain their findings with a growing scientific vocabulary.

60. In Key Stage 2, pupils become more confident in exploring ideas and considering possibilities. In Year 3 pupils make good progress in their skills of investigation, for example, predicting and recording the lengths of shadows during the day. In Year 4 pupils' knowledge of a fair test develops well and they are able to identify the variables involved in testing air resistance on falling objects. Year 5 pupils develop their ability to analyse data and draw conclusions from this. Pupils' scientific knowledge builds up well as they move through the school.

61. Pupils show positive attitudes and enjoy science. They are keen to answer questions and follow instructions. Most sustain their concentration in individual, group and whole class work. They remain on task, work with interest, treat resources respectfully and enjoy talking to adults about what they are doing. Relationships and behaviour in lessons are very good.

62. Overall, the quality of teaching is good in both key stages. Teachers are confident and have good subject knowledge. The required aspects of science are planned well to develop pupils' knowledge and understanding in a systematic way. Effective questioning techniques are a feature of the best lessons and they are used well to check pupils' understanding, provide further information and clarify ideas. Good use is made of an appropriate range of resources to support lessons and non-teaching staff are deployed well to support pupils with special educational needs. Teachers manage pupils well and value their contributions.

63. Science is very well managed throughout the school. Planning and teaching is monitored on a regular basis and targets set to raise standards. There are clear, straightforward assessment and recording procedures in place, which are used effectively in the planning of future work for pupils. Resources are sufficient and well used. Good use is made of the school grounds to develop learning in science.

148. **Information technology**

64. The majority of pupils' standards of achievement are at least in line with the nationally expected levels by the time they leave the school. There are many pupils in years 5 and 6 who are now acquiring both a knowledge and understanding of the uses of information technology that are above the national average. This is due to the recent acquisition of new machines, a new scheme of work and the well-focused attention of the curriculum co-ordinator. This is an improvement on standards at the time of the last inspection.

65. By the end of Year 2, pupils know and can name different parts of the equipment. Most pupils can use the mouse with confidence to load and select various functions to draw different patterns with colour in an art package. They are all able not only to use simple software to enhance their numeracy curriculum, but they can input text into a word-processor and draw using different software packages, and then add text to their drawings. Many can store data gained from analysing information gathered from other pupils and present that information in the form of a graph.

66. Most pupils in year 6 have a good grasp of a control program and many show that they are also able to embed procedures and change colours. Year 6 pupils are able to extend their previous learning in data handling and use this skill to collect their own data to compile and use sophisticated databases. Their use of homework data to create graphs in one program, which they then saved and transferred to a word-processor to

explain, was particularly impressive. Texts are being produced at a satisfactory level in English and humanities with text, labels, pictures and poetry being input to computers for printing for presentations or displays. There is good evidence of redrafting, and desk top publishing, where text was copied, deleted, moved, indented, paragraphed and spell-checked.

67. Progress through the lower school is satisfactory and good by the end of Key Stage 2. Pupils handle different kinds of information through information technology in a progressively more complicated manner. In the reception class pupils have already begun to learn how to use the shift and return keys. This experience is built on in Year 1 where pupils begin to write in their own words through using different software. The accent on information technology skills is bringing good progress but teachers must be aware of the content of the programs they are asking pupils to use. This was particularly true of a Year 2 class where the 'drag and click' skill was being taught and enhanced well, but the content of the program was easy and obvious, and an opportunity to enhance the pupils' knowledge of shapes and colour was missed.

68. The co-ordinator has begun to compile a portfolio of the Key Stage 2 classes' different types of work using the same software but in a more complex way. The English curriculum is being enhanced by the use of different programs. These programs allow pupils to consolidate their existing learning as well as gaining insights into the technology. In Year 3 and 4 classes pupils are able to amend and extend a database and use the information to print out graphs and pie charts. The front-covers of storybooks produced by the older pupils in the past show that some have a sophisticated understanding of what computer graphics are capable of achieving. Year 5 and 6 pupils also have a good understanding of how information technology is used in society generally, pursuing a number of these ideas when using databases.

69. There is evidence from the scrutiny of work that pupils use other information technology equipment, such as digital cameras, videos and tape recorders on their outside visits and when compiling their topic folders. However, these opportunities are limited in the work the pupils attempt in school.

70. Pupils' attitudes and behaviour in the examples seen of information technology in use are good. They are keen to participate, often using their own initiative to take their lessons further. For instance, a great deal of interest and sustained concentration was shown by the pairs using their homework research to compile a database in years 5 and 6, and the work with a floor turtle in Years 1 and 2. Pupils are always happy to share their use of the keyboard and mouse. In the older classes, they also acknowledge the high level skills that some of their peer group possess without being envious. Great care and respect for the machines and software was obvious when observing pupils shutting down their computers at the end of a session.

71. The teaching of information technology in years 2, 4, 5 and 6 was seen during the inspection, and the quality of teaching is good overall. Teachers have sufficient knowledge to load programs from the beginning and get pupils underway, and the understanding to make their use of information technology enjoyable and meaningful. Opportunities for information technology are identified at the long-term planning stage where the emphasis on skills is highlighted. Short-term planning includes the use of programs across the curriculum where appropriate. There is a good policy for information technology and the school's scheme of work has recently been enhanced by consideration of the Qualifications and Curriculum Authority guidelines. A variety of target sheets are now being used to monitor pupils' progress in all classes and there is a good checklist to identify work covered. There was good evidence to suggest that the good levels of skills the pupils have in information technology were being used to enhance the curriculum in maths, science and humanities.

72. The co-ordinator has already given a great deal of thought, energy and planning to the anticipated outcomes of the use of information technology, and has made noticeable improvements in the last few weeks. She is now involved in refocusing her, and the school's attention, on the required in-service training and overall re-organisation necessary to make the most of the arrival of the Internet and the possibility of a computer suite.

73. There are many computers in the school, each with a printer, and although many have to be moved around on trolleys for the different year groups, they are, with the school's sensible and focused use, more than adequate to deliver the requirements of the National Curriculum.

158. **Religious education**

74. Considerable progress has been made since the last inspection when raising pupils attainment in Religious Education was identified as a key issue. The curriculum and teaching of the subject has been thoroughly reviewed and is now effective in securing progress and standards.

75. Pupils' attainment at both key stages is in line with the expectations of the Locally Agreed Syllabus. At Key Stage 1 pupils study significant events in the Christian calendar. They develop an awareness of themselves and others and write simple sentences about familiar themes including their family and their feelings. They consider stories from the bible and retell them in their own words. As they progress to Key Stage 2 they study aspects of the major Christian festivals in more depth. They consider Christian traditions and ceremonies, look at aspects of other major religions and make comparisons and consider the lives and teachings of some famous people. Pupils' inner feelings are also developed through moments of quiet reflection. When year six pupils learn about Martin Luther King they listen to his 'I have a dream' speech, consider his peaceful approach to protest and enjoy a moment of thought and quiet reflection listening to a recording of 'We shall overcome'.

76. Pupils are making sound progress in religious education at both key stages. They respond well in lessons show interest in their work and are keen to make contributions to class discussion. They work well as classes, individually and in small groups.

77. The quality of teaching is good. Lessons are well paced and characterised by good planning and organisation to engage pupils interest throughout. Teachers have good relationships with pupils who respond well in lessons.

78. The religious education curriculum has been thoroughly reviewed since the last inspection and reflects the requirements of the Locally Agreed Syllabus. Appropriately, the school now recognises that assessment and monitoring of the subject is less than satisfactory but this is currently being reviewed. Local Education Authority and Diocesan loan services are used to provide resources to support the curriculum. However, the schools own resources particularly in relation to the range of artefacts and materials for studying other religions are inadequate and require some consideration through the current review. The curriculum is effectively supported by thoughtful assemblies and by a number of relevant displays.

OTHER SUBJECTS OR COURSES

163. Art

79. Pupils of all ability make satisfactory progress in the subject through both key stages. Standards are in line with those expected for their age and have been maintained since the last inspection.

80. By the end of Key Stage 1, pupils can mix primary colours well to create different shades of colour and use colour effectively in their paintings. Across the school pupils develop a good understanding of different painting techniques as they study the work of other artists. For example, in Year 2 pupils learn how to create texture in paintings by mixing sand and glue into powder paint. They then use a variety of painting techniques and tools in order to paint in the style, for instance, of Vincent Van Gogh; and in Year 4, pupils successfully use stippling techniques to create the impression of orange and lemon peel in their observational paintings of fruit.

81. Most pupils make good progress in observational drawing and can use shading techniques well to create shadow and depth of tone to their drawings. Throughout the school pupils work in a variety of media and demonstrate increasing control and understanding of techniques, texture, line, shape, pattern and tone. For example, Year 1 use inks and wax resistant techniques well to paint a picture of the fictional character 'Mog' the cat and in Year 6 pupils use chalks, pastels and charcoal effectively to create the mood of a dark Victorian Industrial Urban scene.

82. Pupils make satisfactory progress in the successful use of art programs on the computer and they often combine pictures and text. However, there are not enough opportunities for pupils to produce three-dimensional pieces of work.

83. Pupils' attitudes to art are positive and they work with good levels of interest and concentration. Most pupils persevere and work with care and handle resources with respect.

84. The quality of teaching is satisfactory. Effective use is made of classroom assistants during art lessons; they make a marked contribution allowing pupils of all ability to work successfully. When teaching is at its best, learning objectives are communicated well to pupils and teachers use clear verbal instructions. Earlier learning is consolidated and resources are well prepared and appropriate to the task. Teachers use displays of pupils' work effectively to enhance learning. Teachers have good relationships with pupils and manage them well. Where teaching is less successful, insufficient use is made of demonstration in order to teach skills and techniques.

85. Since the last inspection a new scheme of work has been implemented. It is of good quality and clearly outlines what needs to be taught from one year to the next. Teachers effectively use the scheme to inform their planning and ensure appropriate coverage of the subject. Resources are satisfactory. Good links are made with other subjects such as history and this helps learning in both subjects.

170. Design and technology

86. Pupils make satisfactory progress in design and technology in both key stages. By the time they leave the school, the quality of their work is at a level expected for pupils of this age. Pupils experience a broad range of activities, including work with textiles, wood, card, junk materials, and food. Sound opportunities are provided for pupils to design, make and evaluate artefacts. This is an improvement since the last inspection, which found that design skills and understanding were insufficiently emphasised in the teaching programme.

87. Pupils gain increasing confidence in designing and making products. Pupils begin by drawing simple pictures of what they would like to make. They learn to list materials to be used and orally describe how they will make the item. Pupils in Year 2 develop their ability to cut accurately and fix materials together, as with their work on puppets. They become aware of why it is important to design their puppets first. Older pupils establish criteria for the success of their designs and make careful measurements. Pupils' evaluation skills develop appropriately. They progress from being able to say what they like about their work to analysing the successes and failures of their work critically. This was evident when designing and making shelters in Year 6.

As pupils move through the school, they continually extend and refine their practical skills. On occasions, pupils take objects apart to see how they work, such as in Year 4 when pupils make a basic torch. This allows them to develop ideas for construction based on real products. Pupils response to design and technology is good and they are keen to share their ideas with others. They take a pride in their finished products. They behave well and work well together.

88.The quality of teaching at Key Stage 1 is good. Work is carefully planned, well organised and pupils are managed well. It was not possible to see any lessons in Key Stage 2 to make a judgement on the quality of teaching. However, from discussions with pupils about their work, observations of teachers planning and examination of pupils work show that design and technology is taught appropriately. The curriculum covers all the elements of the National Curriculum Programmes of Study and teachers plans are detailed. Assessment procedures are good and provide a clear overview of pupil's attainment and progress. There are sufficient resources, which are well organised and accessible.

173. **Geography**

89. Pupils of all ability make good progress overall. The sound standards reported at the last inspection have been maintained. However, whilst some lessons were reported as producing unsatisfactory results on this occasion none of the teaching observed was less than satisfactory.

90.Progress for pupils of all abilities is never less than satisfactory and frequently good. At Key Stage 1 they develop an increasing awareness and understanding of different places. They make simple plans and routes of their journey to school and are increasingly able to draw and label some of the main features. They develop a growing knowledge of the features that form part of the local area and how people can change these features. They read about the life of Katie Morag and write postcards saying what they like and do not like about Struay Island. At Key Stage 2 pupils are able to consider aspects of settlement, environmental issues and the human and physical features of localities. They study the weather in different parts of the world and can write about the effect weather has on peoples' way of life. They also make good links between subjects. For example in their study of the Victorians year six pupils consider the growth of towns and cities during the Industrial Revolution.

91.Pupils respond well in lessons. They listen attentively to their teacher and are eager to join in discussions and answer questions. Pupils work well as whole classes, in groups and individually and co-operate well with each other and their teachers.

92.The overall quality of teaching is good. Teachers have a good knowledge of the subject and of pupils. They plan lessons well to ensure that all pupils are fully engaged and making progress and make good use of questions to establish understanding. The organisation of lessons takes account of all levels of attainment appropriately and good support is given to pupils with special educational needs.

93.There is a good range of relevant documentation, including assessment materials, to ensure planning meets the needs of every pupil. Teachers' plan together to ensure consistency and progression and short, medium and long term planning is good.

94.The geography curriculum is enhanced by a variety of field trips and good use is made of the local environment. A range of books and materials is held and used to good effect. Good displays of pupils' work enhance the quality of learning.

179. **History**

95.Progress of pupils of all abilities and particularly of those with special educational needs is good. The standards of attainment in history reported at the last inspection have been maintained and the subject is well established in the school curriculum.

96.Pupils' attainments in history are in line with those of pupils of a similar age at both key stages. At Key Stage 1 pupils develop an increasing sense of chronology and time passing through the study of their families and the local environment. They record events in their daily life and consider changes in the way people live by comparing aspects of home life now and in the past. They are able to sequence events when describing the past and draw simple deductions from historical sources such as old objects and photographs. They visit sites of historic interest and are able to record their visits with increasing understanding, for example when writing about the siting and defence of a castle. By the end of Key Stage 2 pupils have developed good research skills. They are able to use empathy and draw upon a variety of source materials and books to inform their work. They begin to understand how and why changes occur over time. For example in their study of the Victorians pupils are able to consider and write about aspects of life and compare and contrast the lives of rich and poor people. They also develop an awareness of the progress and impact of the Industrial Revolution on people's lives.

97.Pupils at both key stages enjoy history and respond well in lessons. They are keen to be involved in class discussions and to respond to questions. There are good relationships in history lessons and pupils co-operate well together and take pride in their work.

98.The quality of teaching is good. Teachers have a sound knowledge of the subject, plan lessons well with clear objectives and use a variety of relevant resources to enhance teaching and learning. Classroom relationships are very good and there is a pleasant and purposeful atmosphere in lessons.

99.To ensure consistency teachers within each key stage plan together. There is a good range of policy documents and assessment schedules to inform planning and continuity across the key stages.

100.The history curriculum is enhanced by field trips in the local environment and by links with other subjects. It is also enhanced by many good quality displays that both inform pupils' work and celebrate their achievements.

185. **Music**

101. Pupils of all ability make satisfactory progress through both key stages. Those pupils who have specialist tuition in Key Stage 2, make good progress and attain standards above those expected for pupils of this age. For example, Year 4 pupils read musical notation well and are able to play with increasing dexterity and control. At the time of the last inspection, standards were judged to be good although they are generally lower than this now..

102. Through the school pupils effectively learn to maintain a rhythm in response to a range of musical styles. Younger pupils respond well with body movements to different rhythms and can follow and maintain the beat well.

103.Through listening and appraising pupils gain a suitable knowledge and understanding of different musical traditions and composers. Pupils in Year 6, for example listen to operas by Gilbert and Sullivan and relate the sounds to features of the age. Year 3 pupils recognise and comment on parts of 'The Planet Suite' by Holst.

104.In singing pupils perform confidently and with enjoyment. They sing tunefully and develop a good sense

of pitch, duration, tempo and texture. In Years 3 and 4 particularly, pupils follow musical patterns by ear well. They demonstrate a good range of dynamics and their diction and phrasing is good.

105. The school provides good opportunities for pupils to participate in musical performances. For example, pupils take part in the local school's music festival, major school productions and special assemblies. However, with the exception of recorder groups performing in assemblies, these performances are largely singing, and opportunities to play an instrument in front of an audience are limited.

106. Pupils used tuned and untuned percussion instruments to compose and perform accompaniments to songs.

107. Pupils respond to music with enjoyment. They listen and observe attentively. Pupils show respect for resources and handle them with care.

108. The quality of teaching is satisfactory. Teachers effectively follow a commercial scheme of work for music which ensure all elements of the subject are appropriately covered. When teaching is at its best teachers discuss musical elements when listening to the music of famous composers and encourage pupils to develop an enjoyment of music. They use a purposeful musical vocabulary. Demonstration is used effectively to illustrate skills. Lessons are well organised and good use is made of time and resources. Where there are weaknesses, teachers lack confidence in the performing and composing aspects of the subject in order to use demonstration effectively to improve and develop pupils learning.

193. **Physical education**

109. Progress is satisfactory in Key Stage 1 and good in Key Stage 2 in physical education for games skills and swimming overall. It was not possible to see enough lessons in gymnastics or dance to make a secure judgement because use of the hall was limited due to building work. The detailed curriculum plans indicate that suitable coverage is given to these areas of the subject. Pupils of all abilities make similar progress. Standards have been maintained since the last inspection.

110. By the end of Year 2 pupils throw and kick football with appropriate skill. They make good use of the available space and are aware of each other. They catch balls with increasing accuracy and recognise the need to concentrate and keep an eye on the ball. They work effectively in groups and small teams to pass the ball with increasing accuracy. In Year 1, pupils are at appropriately early stages of controlling a range of balls by bouncing or dribbling through skittles. However, the task was too long and not fully appropriate for their age. Through Key Stage 2 pupils continue to build an effective range of tactical skills. They learn to dodge each other, pass the ball with speed and accuracy both with hands and feet and take increasingly accurate shots at nets and targets. Pupils play well together as small teams and are developing a healthy competitiveness. In safe rugby based activities they show courage and skill in avoiding the opposition and keeping the ball in motion. They increase in speed and stamina. This is very apparent in cross country activities and a good range of exercises to develop strength and stamina. In the one dance based lesson in Key Stage 1, pupils response to music was appropriate, but they did not discuss the quality of movement sufficiently to make the best possible progress. The standards in games are above those normally seen.

111. Pupils' response is good overall and by Year 6 is very good. They take a pride in developing their skill and fitness and thoroughly enjoy games sessions. They are aware of the need for safety and concern for others and work with safe routines.

112. The quality of teaching is good in Key Stage 2 and satisfactory overall in Key Stage 1. One lesson was unsatisfactory largely because the teacher lost confidence and didn't stick to the sound plans made for the lesson. There was a slow pace to that particular lesson. In all other lessons the pace was good and very good in Year 6. Teachers motivate the pupils and keep them working through a range of challenging activities. They have high expectations for effort and commitment. Good support for teaching at Key Stage 2, is given by a rugby coach employed by the school.

113. There is very good curriculum planning which ensures that pupils make progress in all aspects of the subject. Detailed guidance is given to teachers for daily lesson planning and in-service education to introduce new ideas. There is a good range of inter school competitions to promote team games and motivate and interest pupils.

114. The inspection of this school included a focussed view of swimming which is reported below. Pupils make very good progress in swimming and pupils' attainment is above average. The vast majority of pupils swim 25 metres by the end of Year 4. They reach national expectations two years in advance. The implementation of the national literacy and numeracy strategies has reduced provision for Years 5 and 6 pupils. Swimming lessons are well organised and structured and the quality of teaching by teachers and local education authority staff is good. Effective use is made of classroom assistants and parent helpers and all adults involved give good levels of instruction and support to pupils. Individual pupils' progress is regularly and effectively assessed and recorded. The scheme of work for swimming is good and clearly outlines a gradual progression of skills to be taught.

199. Speech and Language Resource

115. The school makes very good provision for all pupils with special educational needs and the provision for pupils in the language resource is particularly good.

116. At the last inspection a number of significant weaknesses in the speech and language resource base were noted. A key issue for the head teacher and governors was 'to resolve the curriculum and teaching provision, for the speech and language resource base with the local education authority.' This key issue has been addressed and considerable and positive progress has been made - provision is now very good. The unit has become a language resource centre. All pupils with special needs, including those with speech and language difficulties are fully integrated in to the life and work of the school. They have full access to the curriculum and to all other aspects of school provision.

117. There is setting by prior attainment throughout the school for numeracy and literacy and pupils with speech and language difficulties along with other pupils with special needs are taught within the setting arrangements. The setting arrangements are effective in ensuring focused planning that takes account of the full range of abilities and special needs in classes and in securing pupils' progress. For all other aspects of the curriculum pupils are fully integrated into mixed ability classes. Teachers plan for the full range of pupils in their classes and classroom assistants provide effective support to groups and individuals. Pupils make very good progress.

118. Pupils with speech and language difficulties are withdrawn from lessons for speech therapy. However, there is good co-operation between the speech therapist and teachers and withdrawal is planned to minimise disruption. The arrangement has no discernible impact on the ability of pupils to participate fully in classroom activities and to experience all aspects of the curriculum.

119. The teacher responsible for the language resource is also the Special Educational Needs Co-ordinator for the school. These roles are combined to good effect and with the support of another teacher and dedicated and effective classroom support assistants overall provision is good.

120.The language resource base is also used as the base for special needs provision and for teaching lower attaining groups of pupils. An adjacent classroom which is also a community resource base is also used by special needs staff. This accommodation is adequate for the needs of the school and some adaptations to the resource unit have been made to provide a speech therapy area within the resource base.

121.Special needs staff plan alongside class teachers to ensure individual and group needs are addressed. Training has been provided for staff by the Special Needs Co-ordinator and speech therapist. The willingness of all staff to ensure pupils are fully integrated is exemplified by the way that teaching and non-teaching staff participated in after hours training in communication to ensure the integration of one child with no speech.

122.Record keeping is very good. Individual education plans contain a manageable number of achievable targets and they are regularly updated. Annual reviews are well organised and effective and parents are involved throughout. Relationships with the support services are very good and regular meetings are held to ensure careful planning for pupils' development and changing needs.

PART C: INSPECTION DATA

123.SUMMARY OF INSPECTION EVIDENCE

- 6 inspectors, including a lay inspector, spent a total of 4 days in the school representing 22 inspector days.
- Inspectors examined pupils work and discussed it with them.
- 84 lessons or parts of lessons were observed.
- All teachers were observed teaching English and mathematics.
- Representative samples of work for pupils of all ages and ability were scrutinised and similar samples of pupils were heard read.
- Documents presented by the school pertaining to management, leadership and the curriculum were studied before the inspection.
- Discussions were held with teaching and non-teaching staff, particularly those with management and subject responsibility.
- Discussions were held with members of the local education authority special educational needs services including the speech therapist, educational psychologist and support teachers.
- 29 parents expressed their views on the school through a meeting before the inspection and 77 parents returned a questionnaire.

1.DATA AND INDICATORS

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	366	21	105	34

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	15.2
Number of pupils per qualified teacher	24.08

Education support staff (YR – Y6)

Total number of education support staff	18
Total aggregate hours worked each week	319

Average class size:	30.5
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Financial data

Financial year:

1999

	£
Total Income	571510
Total Expenditure	578955
Expenditure per pupil	1678.13
Balance brought forward from previous year	15315
Balance carried forward to next year	7870

PARENTAL SURVEY

Number of questionnaires sent out:
 Number of questionnaires returned:

254
77

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	48	48	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	63	30	4	3	0
The school handles complaints from parents well	30	52	13	5	0
The school gives me a clear understanding of what is taught	50	45	4	1	0
The school keeps me well informed about my child(ren)'s progress	45	42	10	3	0
The school enables my child(ren) to achieve a good standard of work	45	46	8	1	0
The school encourages children to get involved in more than just their daily lessons	30	51	17	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	38	54	5	3	0
The school's values and attitudes have a positive effect on my child(ren)	49	40	9	2	0
The school achieves high standards of good behaviour	46	41	9	4	0
My child(ren) like(s) school	57	40	2	1	0