

INSPECTION REPORT

St. Peter's CofE (Aided) J & I School

Birstall

Batley

LEA area: Kirklees

Unique Reference Number: 107737

Headteacher: Mrs Susan Muscroft

Reporting inspector:
Mrs Stephanie Cook
14842

Dates of inspection: 27th September – 1st October, 1999

Under OFSTED contract number: 706877

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

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Information about the school

Type of school	Primary
Type of control	Voluntary Aided
Age range of pupils	3 - 11
Gender of pupils	Mixed
School address	Fieldhead Lane Birstall Batley West Yorks WF17 9HN
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. J. Leeson. J.P.
Date of the previous inspection:	29 th April 1996

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
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Mrs Judith Clarke	Science Design & technology History Art	Curriculum and assessment Spiritual, moral, social & cultural development Efficiency
Mrs. Angela Smithers	Under Fives English Geography Music	Special educational needs Leadership & management
Mr. Keith Baker		Attendance Attitudes, behaviour & personal development Support, guidance & pupils' welfare Partnership with parents & the community.

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MAIN FINDINGS

Children's achievements are broadly average when they enter the nursery. The majority of children attend the nursery before entering school.

WHAT THE SCHOOL DOES WELL

- Standards in the core subjects of English, mathematics and science have improved.
- The headteacher, the new senior management team and governing body provide good leadership for the school and have a commitment to high achievement.
- Pupils' spiritual, moral, social and cultural development is well promoted.
- Pupils' attitudes to work are good
- The school makes good provision for pupils' support and welfare.
- Relationships are very good and the school has a caring and happy atmosphere.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards in mathematics in Key Stage 1 are below average and progress is unsatisfactory.
- II. Children make too little progress in reading, writing and mathematics in the reception class.
- III. The reception class does not have sufficient non-teaching staff nor enough equipment.
- IV. The standards in information and communication technology are below what they should be at the age of eleven and pupils have not made sufficient progress.

This school has many strengths. These strengths outweigh the weaknesses. They will form the basis of the governing body's action plan, which will be sent to all parents and guardians of pupils attending the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

Since the last inspection, the school has addressed all of the important issues raised in the report. The teaching staff has changed considerably since the last inspection; three of the eight teachers are new this term, including the deputy and Key Stage 1 co-ordinator.

- The management of the school has been improved and the headteacher, new senior staff and governors work closely together to manage and monitor developments.
- The school now has a coherent whole school approach to planning the curriculum, assessing pupils and developing policies for subjects.
- Staff responsibilities have been redefined and the role of the co-ordinators has been clarified to include monitoring of their subject.
- The school now complies with legislation relating to health and safety and carries out a risk assessment and regular monitoring inspections.
- Lengthening the school day has been achieved by reducing the time spent in assembly, and there are plans to start school five minutes earlier.
- The school has set targets to help pupils to attain higher standards and standards have improved this year, most significantly in English.
- Standards dropped in the intervening years between inspections but overall there is a satisfactory improvement since the last inspection.

Significant improvements were made last year and the school is well placed to make further improvements to meet and exceed its relevant targets for attainment.

STANDARDS IN SUBJECTS

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

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

The 1999 results show a marked improvement in the standards reached by eleven year olds in the national tests in the core subjects of English, mathematics and science. The majority of pupils by the time they leave the school will achieve the expected Level 4 in these subjects. The 1999 tests for seven year olds show improvement in English and science. There is a slight dip in attainment in mathematics for seven year olds. The proportion of seven year olds attaining the nationally expected standards fell in mathematics. Pupils make satisfactory progress in the core subjects, except in mathematics at Key Stage 1 where it is unsatisfactory. Inspectors' views confirm the 1999 test results.

Standards in information and communication technology are below national expectations at the end of both key stages. The standards in all other subjects (art, design and technology, history, geography, music and physical education) are what would normally be expected. On entry to school, although children's attainment is broadly average. By the time they are five they achieve reasonable standards for their age in speaking and listening, personal and social education, creative and physical learning and knowledge of the world. They are slightly below average in reading, writing and mathematics.

The school has analysed the previous test results and has set targets in these subjects. Target setting and tracking of pupils' progress are having an impact on raising standards.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	satisfactory	good	satisfactory
Mathematics	satisfactory	satisfactory	good
Science		good	good
Information technology		satisfactory	satisfactory
Religious Education	Not inspected	Not inspected	Not inspected
Other subjects	satisfactory	good	good

Teaching was satisfactory or better in nine out of ten lessons. It was good in nearly half the lessons and very good in a small number. It was unsatisfactory in nine per cent. Teaching is better overall in Key Stage 1 and sometimes very good in Year 1 and Year 6. The unsatisfactory teaching relates to two classes in Key Stage 2 and in the teaching of the under fives in the reception class, which is unsatisfactory in one in five lessons.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. The school is an orderly community and most pupils are well behaved, friendly, polite and respectful. On a minority of occasions pupils are inattentive and restless in lessons.
Attendance	Good. Pupils arrive on time.
Ethos*	The school is strongly committed to raising the levels of pupils' attainment within the structure of a caring and Christian community.
Leadership and management	Good. The headteacher has a strong sense of purpose, and, together with senior staff and governing body, provides clear educational direction for the school.
Curriculum	The curriculum is broad and balanced for all pupils. Planning is good and assessment has improved. Many of the recent initiatives are new and have not had enough time to take effect.
Pupils with special educational needs and those with English as an additional language	Satisfactory. Pupils with special educational needs are effectively supported. Some individual education plans are insufficiently precise and lack specific targets for improvement. Pupils for whom English is an additional language are well integrated.
Spiritual, moral, social & cultural development	Good provision in all aspects. The pupils are aware of the wider world issues and respond positively to them.
Staffing, resources and accommodation	Levels of teaching and support staff are satisfactory but there are not enough classroom helpers in reception. Generally good arrangements are made for professional development, although practical help for newly qualified staff is inadequate. There are not enough classrooms for the number of classes when Year 4 are taught separately. Access for persons with physical disabilities is unsatisfactory because of the number of stairs. Levels of resourcing are satisfactory except there are shortages in software, mathematics and equipment for reception.
Value for money	Satisfactory.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> The staff, including the headteacher, are very approachable. The school is a caring community. The school encourages parents to play an active part in the life of the school. Children like school. The new arrangements for junior children to be taught in single year groups. 	<ul style="list-style-type: none"> The work that children are expected to do at The information about what is taught and The way the school handles complaints. Insufficient classrooms.

Inspectors' judgements support parents' positive views. The school has recently revised its policy for homework and the provision is good. Regular newsletters for parents and information about what is being taught each term are sent out. Inspectors investigated how the school handles complaints from parents and are satisfied with the procedures the school has in place. Inspectors agree that the school needs another classroom. The dining room is not ideal for Year 4 as they have to vacate the hall prior to lunch and also it is used as a thoroughfare. Pupils cope with the distractions well.

KEY ISSUES FOR ACTION

The governors, headteacher and staff should work together to:

1. raise standards in mathematics in Key Stage 1 by:
 - providing further training in implementing the National Numeracy Strategy as planned
 - raising teachers' expectations of what pupils can achieve
 - providing more opportunities for real-life problem solving
 - monitoring teaching as planned
 - providing additional resources as planned,
(paragraphs: 8, 10, 13, 15, 16)

2. raise standards in information and communications technology by:
 - implementing the action plan
 - providing additional training for staff in order to increase their familiarity with the software and hardware
 - purchasing additional resources and software
 - using the computers more extensively in reading, writing and mathematical lessons.
 - consistently using assessment to inform teachers' planning,
(paragraph: 19, 36, 87, 89, 95, 151)

3. improve progress in reception by:
 - improving the quality of teaching
 - improving teachers' knowledge and expertise through practical support
 - providing additional adult support
 - providing more equipment for the class.
(paragraphs: 4, 32, 34, 36, 87, 89, 92, 95, 98, 102, 106-110)

In addition to these key issues, the school should:

- a. include more precise success criteria in the school development plan for all the priorities identified. (paragraph: 82)

- b. ensure that staff have high expectations of the quality and quantity of pupils' work. (paragraphs: 12, 40, 130, 138)

- c. provide child protection training for all staff. (paragraph: 64)

- d. use marking better to consistently help pupils' improve their work. (paragraphs: 45, 130, 140)

- e. ensure that what is to be learned by pupils with special educational needs is precisely identified for all lessons. (paragraphs: 13, 83)

- f. include more detail about the foundation subjects in the reports to parents. (paragraph: 70)

- g. consider the provision of outdoor play for physical development in the reception class. (paragraph: 46, 114)

- h. take steps to give a 'fresh air' smell in the reception class toilet area. (paragraph: 94)

- i. consider provision for the physically disabled. (paragraph: 94)

· INTRODUCTION

Characteristics of the school

1. St. Peter's CE Aided School is situated close to the centre of Birstall. It has 166 boys and girls on roll in the age range 4–11 and 24 pupils who attend the nursery in the mornings, from the age of three. Children transfer to the reception class twice a year, and at the time of the inspection 12 children were under the age of five in the reception class and had been in school three weeks.
2. The majority of pupils live in the immediate area of the school, in a mixture of low-cost rented or privately owned housing but a growing number are coming from outside the immediate catchment area. The number of pupils eligible for free school meals is increasing. Just over twenty per cent of pupils are eligible for free school meals, which is above the national average. There are 44 pupils on the school's register of special educational needs, four of whom have a Statement of Special Educational Need. There are few pupils for whom English is an additional language. The school's intake represents the full ability range and attainment on entry to school is broadly average. However, many children are below average in some important areas, for example English and mathematics and the numbers of pupils entering the school with lower than average ability is increasing.

3. The School's Aims

- a) The school aims to provide a place where children encounter a living Christian faith through the value placed on every individual, and to create an atmosphere which reflects mutual care, concern and respect. It aims to provide a whole range of curriculum experiences and learning opportunities which enable a child to learn, grow, acquire skills and knowledge, find fulfilment and pleasure in the things he/she achieves so they can eventually be able to play his/her part in the adult world.
- b) Improve the percentage of pupils gaining Level 2 and Level 4 at the end of the respective key stages, in the core subjects of mathematics and English.
- c) To improve provision of information and communications hardware and software and provide up-to-date training in this subject for staff, in order to enable full curriculum requirements to be met.
- d) To provide a part-time teacher to improve the curriculum provision in mathematics, science and English in Key Stage 2.
- e) To continue upgrading of toilet facilities and the cellar area, to comply with fire regulations.

e) **Key indicators**

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
(1998)	16	14	30

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	6 (10)	7 (10)	7 (3)
	Girls	16 (11)	16 (12)	15 (11)
	Total	22 (21)	23 (22)	22 (24)
Percentage at NC Level 2 or above	School	79 (73)	82 (73)	79 (80)
	National	83 (77)	83 (81)	86 (84)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	7 (10)	7 (11)	8 (9)
	Girls	16 (12)	16 (12)	18 (11)
	Total	23 (22)	23 (23)	26 (20)
Percentage at NC Level 2 or above	School	82 (76)	82 (77)	93 (67)
	National	81 *	79	85

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
(1998)	9	12	21

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10 (7)	10 (7)	9 (8)
	Girls	12 (6)	11 (5)	11 (3)
	Total	22 (13)	21 (12)	20 (11)
Percentage at NC Level 4 or above	School	79 (62)	75 (52)	72 (52)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	11 (9)	11 (8)	10 (8)
	Girls	11 (7)	11 (5)	11 (5)
	Total	22 (16)	22 (13)	21 (13)
Percentage at NC Level 4 or above	School	79 (76)	79 (61)	75 (61)
	National	65 *	65	71

Figures in parentheses refer to the previous year's results

** National assessment data not available for 1998*

Percentage of half days (sessions) missed through absence for the latest complete			%
	Authorised	School	4.3

reporting year:

Absence	National comparative	5.6
Unauthorised absence	School	0.1
	National comparative	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	7
Satisfactory or better	91
Less than satisfactory	9

PART A: ASPECTS OF THE SCHOOL

e) Educational standards achieved by pupils at the school

e) Attainment and progress

1. By the time children are five their attainment is in line with what might be expected nationally for children of this age in speaking and listening, personal and social education, physical and creative development, and knowledge and understanding of the world. However, attainment in reading, writing and mathematics is slightly below what would be expected by the time children are five. In these aspects of learning children do not make enough progress. Although many children are new to the nursery and the reception class they are settling into routines quickly. Children express themselves well in sentences, know how to treat books and are learning some letter sounds and shapes. Children recognise their name but few can write it or read simple words. Children are learning to count to ten and know the names and properties of simple shapes but not enough pupils are confident in their use of numbers by the time they are five.
2. Standards at the previous inspection were judged to be average. Subsequently standards dropped in English, mathematics and science. The results of the 1998 National Curriculum tests for eleven year olds show that overall attainment in these core subjects is below national averages. The results of the tests indicate that pupils' attainment was close to the national average in English, below in mathematics and well below in science. When compared with schools with a similar socio-economic intake, standards in English are below average, and in mathematics and science they are well below. The proportion of pupils attaining the higher level (Level 5) by the end of Key Stage 2 was above average in English and mathematics, and close to it in science. In comparison to similar schools, attainment at the higher Level 5 was well above average in mathematics, above in English and average in science. The 1998 teacher assessments are broadly similar to the test results except in science where teachers over estimate the number of pupils attaining the higher Level 5. There are no significant differences in the attainment of pupils who are learning English as an additional language. Boys outperformed girls in the core subjects of English and mathematics in the 1998 national tests. The school is well aware of this, is monitoring pupils' test results and is planning strategies to overcome the imbalance.
3. The school has significantly improved its performance in the proportion of pupils reaching the expected level (Level 4) in the 1999 tests for eleven year olds in English, mathematics and science. The number of pupils gaining the higher Level 5 has increased in mathematics, is broadly maintained in science but has fallen somewhat in English in 1999.
4. Inspectors' views confirm the 1999 test results for eleven year olds. Standards are in line with national expectations in all three core subjects by the time pupils leave the school. The school has exceeded the targets it set for improvement this year.
5. Standards in Key Stage 1 declined after the last inspection. Results of the 1998 National Curriculum tests for seven year olds show that results were below average in English and well below in mathematics and science. The performance of pupils in relation to similar schools was well below average. The proportion of pupils attaining the expected level (Level 2) in reading was close to the national average, but well below it in writing. It was below in mathematics. Teachers' assessments were broadly similar to the test results. Teacher assessed attainment in science as average.
6. Standards have improved in the Key Stage 1 tests in 1999. The proportion of pupils achieving the national expected Level 2 has increased in reading and writing and has risen significantly in science (teacher assessed). There is a slight improvement in mathematics in the proportion of pupils attaining the expected level 2. Fewer pupils reached the higher Level 3 in mathematics and science but more achieved the higher level in reading and writing.
7. Inspectors judge attainment in Key Stage 1 in English and science to be in line with national expectations, but below in mathematics.
8. The National Literacy Strategy which provides time each day for the teaching of reading and writing is having a positive effect on raising standards of reading and writing. Similarly the implementation of the

National Numeracy Strategy, although in its initial phase, is being put into practice effectively. This is beginning to have a strong impact on standards in mathematics in Key Stage 2, but has not as yet had time to raise standards in Key Stage 1.

9. Pupils' attainment in all aspects of English meets national expectations by the time they leave the school. Pupils are confident and articulate speakers who can talk at length, giving detailed explanations and opinions. They are attentive listeners. Pupils are fluent, accurate and expressive readers who have a satisfactory understanding of what they read. The quality of pupils' writing is satisfactory. Pupils' spelling, punctuation and grammar are average. They write legibly in pen using a cursive script but their work is not always well presented in their exercise books. By the end of Key Stage 1, standards in English are average. Pupils speak clearly, answer questions confidently and volunteer information. They usually listen carefully to their teachers and each other. They read fluently and accurately and are able to work out new words by sounding them out. They organise the content of their writing efficiently and use punctuation correctly. Higher attainers write lively stories.
10. Most pupils make satisfactory progress in English in both key stages, but the best progress is made in Key Stage 1 because the teaching is better. Teachers provide many opportunities for pupils to listen and to ask and answer questions, which help pupils make effective progress. Progress in reading and writing is sound and sometimes good, especially in the use of grammar because the teaching of the National Literacy Strategy is implemented and monitored effectively. Lessons devoted to the writing of long pieces of work gives pupils time to plan and write in depth. This has a positive impact on standards in English. There is a dip in pupils' progress in the reception mainly because the work is not sufficiently challenging. Most pupils with special educational needs make satisfactory progress. Teachers and adult helpers effectively support these pupils in class and on the few occasions when they are withdrawn for extra help. On some occasions pupils' individual education plans do not sufficiently focus on what precisely pupils need to learn. Pupils for whom English is an additional language make satisfactory progress; they are often helped to gain knowledge and understanding from the questions asked of them by the teacher or support assistant.
11. English is used effectively in other subjects, and pupils have sound opportunities to practise their reading and writing. In a Year 6 lesson, for example pupils wrote poems on the computer and researched for information about the Aztecs.
12. By the time they leave the school pupils' attainment in mathematics is what is expected for eleven year olds. Pupils have a satisfactory understanding of using numbers to make written calculations and are reasonably capable of performing calculations in their heads. They have a good understanding of shapes and measures but are not sufficiently competent at solving real-life problems. Lower attaining pupils are not familiar enough with multiplication tables. By the end of Key Stage 1, attainment is below expectations and not enough pupils have a good enough understanding of numbers or are quick enough in their recall of simple additions and subtractions to ten. They recognise coins, know their value and have a good understanding of shape. As in Key Stage 2, they are not sufficiently proficient in applying their knowledge to solve real-life problems.
13. Pupils' progress in mathematics is satisfactory in Key Stage 2 but pupils make insufficient progress by the end of Key Stage 1, except in the element of shape. Not enough emphasis is put on investigating and solving real-life problems, which hinders pupils' progress. The amount of progress made is a direct result of the quality of teaching that pupils receive. The best progress is currently made by Year 1, Years 3/4, and Year 6, where the teaching is lively and well paced. The introduction of the National Numeracy Project is starting to have a strong and positive influence on increasing the rate of progress, particularly in Key Stage 2. Lower attaining pupils and pupils with special educational needs are frequently helped to make progress by support from classroom assistants or by the questions teachers direct to them. Higher attaining pupils are often given extension work. Pupils make slower progress in the reception class because teachers' expectations of pupils' work are not sufficiently high. Pupils use their mathematical knowledge and understanding appropriately in other subjects. For example, in geography, they use their knowledge of co-ordinates in map making.
14. Attainment in science is typical of what is expected at the end of both key stages. Pupils understand the importance of conducting a fair test, making sure when making comparisons that the criteria remain the same. They make valid hypotheses, and can predict, with some accuracy, the outcomes of their

experiments. By the time they are eleven, they make up their own charts to record their findings well. They have a satisfactory factual knowledge of topics they study. Seven year olds experiment and investigate and make sensible predictions about the outcomes of their experiments.

15. Pupils' progress in science is satisfactory. The improved rate of progress recently is a consequence of a greater emphasis being put on learning science through investigation and experiments, pupils' having regular lessons each week, improved planning and having homework set.
16. In both key stages, pupils make unsatisfactory progress in information and communication technology, and attain standards below those expected nationally. Last year few computers were working properly and there was a lack of software. Consequently pupils had limited access to computers and made little progress. Since September, the new equipment is in operation and is being used effectively. Progress in lessons is now satisfactory. Standards in word processing are better than in other elements of the subject because pupils have more time to practise this element. Information and communication technology is not yet sufficiently used in all classes in reading, writing and mathematics lessons but it is being used effectively in other areas of the curriculum, such as science and history.
17. In the foundation subjects of art, design and technology, history, geography, physical education and music, pupils make satisfactory progress and attain standards appropriate to their ages. Pupils' skills in mapwork are better than their knowledge of other aspects of geography. Good progress is made in history when pupils have access to artefacts to help them learn. When lessons are taken by the co-ordinator in physical education progress is good because the co-ordinator uses his knowledge well to develop pupils' talents. Not enough opportunities are provided in art for pupils to develop their creativity in working with three dimensions. Work in art and English has a beneficial effect on pupils' personal and cultural development.
18. Pupils with special educational needs and those for whom English is an additional language attain in line with their abilities and make satisfactory progress. Progress is regularly monitored but targets for pupils with special educational needs are sometime not sufficiently precise. This means that these pupils do not build on their previous learning enough.

Attitudes, behaviour and personal development

19. Pupils' attitudes, behaviour and personal development are good overall. Parents have confidence in the school and the values promoted, and describe it as a 'happy place.' Pupils' good attitudes and usually good behaviour have a strong impact on their attainment and progress.
20. In nursery and reception the children under five come willingly to school and adjust quickly to its work and routines. They soon become confident and they clearly enjoy their new surroundings and are keen to learn. They work co-operatively and mostly behave well. Children in the reception class occasionally get restless and noisy when they spend too long on one activity.
21. At both key stages most pupils have positive attitudes to their lessons. They occasionally take time to settle to their work but they listen attentively to instructions. Many are eager to answer questions, such as in a Year 6 science lesson when pupils had to identify plants and animals. Pupils persevere with tasks even when they find them challenging and the majority of pupils concentrate well. Pupils have suitable opportunities for personal study, mainly through their topic work, such as history or for homework. The pupils with special educational need work well with their adult helpers.
22. Behaviour is usually good in the classrooms, the dining room and playgrounds. Pupils respond well to the school's rules and routines and gather quietly for assemblies. Occasionally when the teacher does not ensure the class is fully attentive at the beginning of the lesson pupils become distracted and restless, with the result that they do not understand what they have to do. Year 4 pupils cope well with the distractions of having to move out of the hall prior to lunch and to the many 'comings and goings' through the hall. Pupils respect and take care of property, look after the environment and take care when handling equipment. For example, pupils get out and put away the physical education equipment very carefully, having due regard to health and safety. Parents are pleased with the good standard of behaviour. The school has a clear and effective system of rewards and sanctions. Staff mostly implement the system well, but occasionally staff wait too long before awarding a 'consequence'. There

have been no recent exclusions.

23. Pupils are invariably polite and friendly. They are courteous to adults and willing to offer help to visitors. Pupils are tolerant and supportive of each other, for example, comments on each other's performance in a gymnastics lesson are constructive. Pupils show maturity and sensitivity when partnering pupils with special educational needs in dance. They listen attentively to others' points of view and are prepared to share their feelings with each other. From the nursery onwards pupils learn how to share resources and equipment and to work co-operatively. Pupils have very good relations with one another and with their teachers.
24. Pupils show good personal development, which is a direct consequence of the caring and supportive ethos of the school and the quality of encouragement they receive. Pupils respond with maturity to opportunities to take responsibility and to show initiative, such as performing at assemblies, using the photocopier and carrying out monitoring duties. They take full advantage of the residential visits and the good range of extra-curricular activities. The mature way in which some of the older pupils help the younger ones at dinnertime is particularly impressive.
25. The school is a well-motivated and orderly community, as was the case at the time of the last inspection.

Attendance

26. The attendance of pupils is good and above the national average. Virtually all absence is for genuine reasons and there is very little unauthorised absence. Registration is conducted efficiently and registers comply with the regulations
27. Pupils arrive for school on time and lessons start promptly.
28. The school has maintained its good attendance record and successfully reduced its level of unauthorised absence since the last inspection.

Quality of education provided

Teaching

29. The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. It is good or better in half the lessons and very good in a minority. Nine per cent of lessons are unsatisfactory. The teaching is good in six out of ten lessons in the nursery, but is unsatisfactory in the reception class in one in five lessons. This is too high. The headteacher and mentor have given considerable support and advice to the reception staff but insufficient practical help has been offered. The teaching is good in Key Stage 1 where over three-quarters of lessons are good or better and there is no unsatisfactory teaching. The best teaching is seen in Year 1 and Year 6. The unsatisfactory teaching in Key Stage 2 relates to one lesson in mathematics and one in science, in two different classes.
30. The overall quality of teaching has improved since the last inspection, despite a very high turnover of staff, including the deputy headteacher, a key stage co-ordinator and the appointment of a newly qualified teacher. Teaching is not as good as it was in the under fives or in English in Key Stage 2. It is better in science in both key stages and better in Key Stage 1 in history and art.
31. The teaching of the under fives is satisfactory overall. The staff in the nursery have a good understanding of the needs of young children and plan suitable activities for them. They provide a satisfactory balance of activities led by the teacher and those chosen by the child. They are skilful in their questioning and generally make effective use of resources. However, there are missed opportunities for learning, for example, in writing because the designated area for children to write is not stimulating enough. Too much of the teaching in the reception class is unsatisfactory because the teacher is inexperienced, has insufficient adult support in the classroom and lacks necessary equipment. The teacher plans and prepares the work carefully mostly having a clear idea of what children are to learn. The teacher asks relevant questions, giving children opportunities to think and extend their answers; generally providing suitable experiences for children. Sometimes the teacher's expectations of

what children can achieve are too low and the pace of the lesson is too slow. The classroom is not well resourced or stimulating which means that opportunities are missed for children to learn. For example, the home corner is not exciting, and there is no well-resourced area to encourage writing, reading or mathematics. No suitable activities are provided for outside play.

32. The planning for teaching is good and follows a common whole school approach. Short term planning is good. Lesson objectives are specifically identified and are often shared with the pupils. This means that both teachers and pupils are clear about what is to be learnt. These are both improvements since the last inspection. Work is usually set to take account of the different levels of ability in the class and is mostly appropriately matched to their prior attainment. Extension activities are prepared for the higher attaining pupils.
33. Teachers have a sound subject knowledge overall. However, staff do not have enough knowledge and expertise in information and communication technology and teachers in reception have limited experience and expertise. Although some staff lack confidence in the teaching of music they make satisfactory use of published material to help them.
34. The teaching of English is good in Key Stage 1 and satisfactory in Key Stage 2. The teaching of the National Literacy Strategy is effective. Staff have a good knowledge of the National Literacy Strategy and plan their work carefully to ensure that work is targeted to pupils' prior attainment.
35. The teaching of the National Numeracy Strategy has begun satisfactorily and lessons generally have good pace and opportunities for developing mental arithmetic. It is well planned and what is to be learnt is successfully conveyed to the pupils. Teaching is better in Key Stage 2, especially at the top and lower ends and in Year 1. In the best of these lessons, the teachers build on what pupils know and assess what they can do carefully. If necessary, they make changes to the lessons and the work provided. Although it is a new initiative, the implementing of the Numeracy Strategy is influencing standards for the better, especially in Key Stage 2.
36. Teachers teach science well; they have good subject knowledge and allow the pupils good opportunities to experiment, although not in all classes. The teaching of art, history and physical education is good. The quality of teaching in information and communication technology and music is satisfactory.
37. Teachers are well prepared and organised. Most teachers are skilful in their questioning, and make every effort to ensure that questions are targeted to individual pupils. Most teachers have high expectations of pupils' commitment to learning, their behaviour and their application to written tasks. However, there is a lack of emphasis on pupils always producing 'best quality' work in some classes in Key Stage 2, most importantly in English and mathematics. Teachers give clear instructions and plan interesting lessons, such as in science when young pupils investigate the feel of different objects.
38. Classroom organisation is good in Key Stages 1 and 2. Teachers employ a wide range of effective strategies for teaching their class, including whole-class and group lessons. They make effective use of a range of resources. Teachers usually manage the classes well and establish good standards of discipline. Occasionally teachers do not insist on pupils paying attention and allow them to become restless and in these lessons pupils do not learn sufficiently well. Lessons are usually well paced.
39. Support for pupils with special educational needs by teachers is sound. The teachers are appropriately involved in writing and reviewing individual education plans and they have a sound understanding of the pupils' needs. They often satisfactorily match tasks to the needs of pupils. The work for these pupils is organised so that pupils generally work with their class with increased support or on tasks matched to their attainment. Occasionally, pupils with statements of special educational need are appropriately withdrawn for help. The teachers and support assistants have good strategies to manage pupils with special educational needs, but occasionally progress is not as good as it could be because the individual education plans do not identify precisely what pupils are to learn as a 'next step'. The small number of pupils for whom English is an additional language are integrated well and teachers make every effort to include the pupils in discussions and to support them with their work.
40. Very good relationships exist between staff and pupils, and a friendly atmosphere is created. Pupils consequently feel confident to ask questions, put forward their opinions and speak at length.

41. Teachers make satisfactory assessments about the progress pupils make. In the best lessons, teachers make assessments of what pupils can do, and use this information to decide the next step in pupils' learning. This practice is good because it ensures that pupils make effective progress by building on the knowledge and understanding they have acquired.
42. Some teachers make useful comments in their marking on how the pupils might improve their work and praise significant achievements by the pupils. This practice is not consistent, especially in mathematics where pupils do not undertake corrections in some classes and make the same mistakes repeatedly. Homework makes a good contribution to pupils' learning.

The curriculum and assessment

43. The school provides a broad and balanced curriculum for all the pupils. The curriculum for children under five in the nursery and the reception class covers all the recommended areas of learning and prepares the children satisfactorily for the National Curriculum. However, there is no regular opportunity for children in the reception class to develop their physical skills, using wheeled toys outdoors. The reception class appropriately follows the guidance of the National Literacy and Numeracy Strategies.
44. The curriculum provided for pupils in both key stages strongly promotes literacy and numeracy and also maintains a satisfactory breadth. It includes all of the National Curriculum subjects and meets statutory requirements. Science is now taught regularly each week (an improvement from the last inspection) and this increase is already having a significant impact upon the attainment of the pupils. The time spent on all other subjects has been appropriately reduced in line with government recommendations to allow for the implementation of the national strategies for literacy and numeracy. The curriculum provides pupils in Year 6 with a sound preparation for their secondary education. The school makes good use of cross-curricular themes to promote and enhance all subjects of the curriculum. For example, the pupils studying mini-beasts use a computer program to access further information about mini-beasts. Sex and health education and an awareness of the misuse of drugs is satisfactorily taught through science and personal and social education.
45. The school's teaching of reading and writing follows the guidelines of the National Literacy Strategy and is having a positive impact on the standards attained. The school is making an effective start in implementing the National Numeracy Strategy. The increased attention to mental mathematics is already contributing to improved speed and competence for all Key Stage 1 and Key Stage 2 pupils in handling numbers and explaining their strategies for working out problems.
46. In the previous inspection, a key issue for action was to adopt a coherent whole school approach for curriculum planning, developing curriculum policies and the assessment of pupils. The school now has a whole school approach to the development of policies and schemes of work. It follows closely the national strategies for literacy and numeracy and has adopted the Qualifications and Curriculum Authority schemes of work for science, information technology and the majority of the foundation subjects. The scheme of work for art and design and technology are very thorough and provide very good guidance for staff. As yet there is no scheme of work for physical education but it is to be included in the school's plan for development. Planning for physical education is satisfactory. All the new schemes of work are due to be evaluated at the end of the year.
47. Long, medium and short term planning have significantly improved and are good in all subjects. Teachers plan together, which ensure that pupils in mixed age group classes have the same curriculum opportunities as those in the single age groups. Lessons generally have clearly targeted and focused objectives for learning. Recently a separate Year 4 class was established for the teaching of the core subjects of English, mathematics and science. This initiative enables the teachers to teach single age groups of pupils, with smaller numbers of pupils in each class. This practice is having a positive impact upon the attainment of the pupils.
48. The school is committed to providing equal opportunities for all pupils. It has analysed test results, and recognises that girls do less well than boys in English and mathematics. Staff are aware of this and are looking for strategies to help them overcome the imbalance. The school makes satisfactory provision

for those pupils who have English as an additional language. Teachers and class assistants effectively help pupils to develop their knowledge of spoken and written English, for example, by aiming specific questions at them. There is a good range of extra-curricular activities, which include football, netball, rounders, recorders, drama, cricket and gardening, which many pupils attend. The school provides a good range of educational visits. For example, the pupils have visited a 'living' museum for history, a farm, a mosque, a water park, Fairburn Ings, and an outdoor museum devoted to the Second World War. The school also arranges a significant number of visitors to the school, which include a local and well-known author and a member of the Sikh community, who spent the day in school helping the pupils with their studies of India. Pupils in Key Stage 2 are given the opportunity to take part in two residential visits, including one to an adventure centre. These activities help in raising standards of attainment, developing pupils' social and cultural development, and in raising the self-esteem of pupils who take part.

49. The arrangements for pupils identified as having special educational needs comply with the official Code of Practice. Pupils on the school's register for special educational needs, including those with statements of special educational needs, receive effective support. Pupils on stage 2 and above of the register have appropriate individual education plans which are used effectively by teachers and support assistants. Staff help pupils to make satisfactory progress towards defined targets. On occasion, however, the individual education plans do not sufficiently identify with enough precision what pupils need to learn. Work is usually well matched to the higher attaining pupils' abilities and additional extension work is often provided.
50. The Local Education Authority's baseline assessment system has been adopted and is enabling the school to make more precise assessments of children under five.
51. The school's assessment procedures are good. The school fully complies with the requirements to administer statutory tests at the end of each key stage. Pupils' progress is formally assessed in the core subjects of English, mathematics and science and recorded appropriately. The assessment procedures in guided reading are very thorough as each pupil's attainment is recorded during each session and these detailed comments enable the class teacher to track the pupils' development. Assessment of the pupils' attainment in mathematics and science are in the early stages of development. Introducing a new scheme of work in science and the implementation of the National Numeracy Strategy has meant that assessment procedures needed modifying. Targets are set for each pupil, from nursery upwards and progress towards these targets is carefully tracked by the headteacher regularly. Additionally, individual pupils have specific targets in English to work towards and these are pasted into the pupils' workbook. Targets and pupils' progress are to be shared with parents. Assessments of the foundation subjects (art, geography, design and technology, history, music and physical education) are satisfactory and are completed termly by the teachers. The teachers keep useful portfolios of completed work, which form a record of achievement for each pupil and the pupils complete a personal review of the year. The analysis of national test results and the optional tests for younger Key Stage 2 pupils is carried out and evaluated carefully. These results are used to inform teachers of any gaps in teaching or learning. Teachers identify clearly in their planning what they are to assess and ensure that pupils build upon previous learning. Good records are maintained for individual pupils as they move through the school, and as a result, good information is provided for the next teacher and for parents. There has been a significant improvement in assessment since the last inspection.

Pupils' spiritual, moral, social and cultural development

52. The provision for pupils' spiritual, moral, social and cultural development is good, including that for children under five. Pupils have a good awareness of other cultures and beliefs, which is an improvement from the last inspection. St. Peter's school has a strong Christian tradition that is central to the teaching and every aspect of school life. Parents value the happy and caring atmosphere. The school enjoys the support of the Parish Church of St. Peter's and the involvement and contribution by the clergy to the education of the pupils is real and valued.
53. The school's provision for the pupil's spiritual development is good. The promotion of spiritual values is centred on Christian beliefs. The school teaches pupils to have a good insight into their own and others' beliefs and values. It is clear from the music and content of assemblies that pupils' creativity and spirituality is encouraged to flourish. Acts of worship help pupils to reflect on spiritual and moral

issues such as the different meanings of sharing. A lit candle provides an effective focus for the pupils' worship and time for reflection. Younger pupils are helped to understand why religious ceremonies are performed when visiting the parish church to take part in a baptism. Pupils are encouraged to make up their own prayers, for example, a pupil at the end of the morning offered a prayer to say 'thank you' to doctors and nurses, because of what he had learnt about Florence Nightingale. Older pupils in Year 6, write prayers for the millennium asking for the Lord's help in building a better world for the future, reflecting upon their own and others contributions to the world. The school ensures all pupils are represented in important area events. For instance, pupils have printed their fingerprints on a banner next to their names for the millennium service in Wakefield cathedral.

54. Provision for moral development is good. Christian moral values permeate the school. The pupils have a clear understanding of right and wrong. There is a clear code of conduct; the 'Golden Rules' are agreed with the pupils and displayed in classrooms and the school hall. All pupils know what is expected of them and accept 'a consequence' politely when causing minor misbehaviour, such as 'calling out'. Teachers encourage pupils by praising good behaviour and modelling effectively the behaviour they wish the pupils to achieve. For example, in their daily discussions, staff respect the views of all pupils and are sensitive to their differing needs and attainments. Opportunities are presented through 'circle time' and personal and social education lessons for pupils to reflect and deepen their understanding of moral issues. For example, in Year 1, the pupils talked about how they felt and how they would behave when left playing in the garden by themselves.
55. The provision for pupils' social development is good. Relationships throughout the school are very good and based on mutual respect. This is a strength of the school. Pupils contribute by helping with many small tasks, for example, by looking after the music and tape recorder in assembly, using the photocopier, helping with the library at lunchtimes. Older pupils are encouraged to use their initiative and to take some responsibility for younger pupils at lunch times. The pupils raise monies for charities and good causes, which they believe are important. They are considering how to raise money for a new nursery in Kenya in response to the church's millennium initiative. Many activities during lessons provide good opportunities for pupils to work together constructively. For example, in dance lessons they work together in small groups and when using computers they help each other learn new skills. There are opportunities to take part in team games, learn the rules and develop a positive team spirit. Parents and members of the community contribute well to pupils' personal and social development by sharing their skills such as, helping pupils to read and working with them on small group activities in school.
56. Provision for the cultural development of pupils is good. Pupils have a good understanding of their own culture and other cultures. An understanding of different cultures is appropriately taught through different subjects, and through assemblies. For example, the pupils study world issues in Kenya and Romania and also community issues, such as the planting of trees in the local community. Pupils regularly visit places of interest, such as local museums, churches and a mosque. Pupils learn about some major world faiths and the school encourages visitors to talk to pupils, for example, a community officer for Sikhism to talk about their faith. Art and music make effective contributions to pupils' cultural development. The school has made good improvement from the last inspection in promoting understanding of other cultures.

Support, guidance and pupils' welfare

57. The provision is good for all pupils. The school succeeds in its aim of providing a happy and caring place for all children to learn and this provision has a positive effect on their attitudes, progress and attainment. It builds up pupils' confidence and self esteem. The provision is underpinned by a thorough and comprehensive personal, health and social education policy, which is being successfully implemented throughout the school.
58. Teaching and support staff relate very well to pupils and show a high level of interest in their progress. Children in the nursery and reception class are helped to settle quickly to new routines. Very good arrangements are in place for recording formally the academic and personal development of each child in the nursery and this is built upon throughout the school. Pupils with special educational needs are given good support by staff and their progress is monitored carefully through their individual education plans. There are only a few pupils from different cultural and religious backgrounds but they are well

supported by the staff who quickly realise when they need help.

59. A successful positive behaviour policy is in place based firmly on the principles of encouragement and reward. The policy is carried out consistently and very effectively in most lessons. Training has been provided for the lunchtime supervisors and this has assisted them with managing pupils. School and classroom rules are prominently displayed and pupils are well aware of the standards of behaviour expected of them. A good start is made in the nursery where a lot of attention is given to establishing good patterns of behaviour. Serious misbehaviour, such as bullying is rare, but any incidence is investigated promptly and dealt with firmly. Parents are made aware of the school's insistence on good behaviour and they widely approve of the standards being maintained.
60. Parents are reminded regularly about the need for children to attend school regularly especially during the period of national tests. Absence procedures are clearly set out in the prospectus. Any unauthorised absence is followed up carefully. Regular monitoring enables any significant pattern of absence or poor punctuality to be identified and targeted for early action, such as the involvement of the Education Welfare Officer.
61. Since the last inspection, the governors have formally adopted a child protection policy, and the procedures are being implemented effectively across the school. The designated officer and the nursery teacher have received some appropriate specialist training but this was some time ago and now needs updating. Similarly, although staff know the procedures to be followed for child protection, they have not received any recent training.
62. Compliance with health and safety legislation, carrying out a risk assessment and monitoring health and safety were key issues at the last inspection. The governors and management of the school have worked very hard since then to improve the provision for health and safety. An action plan was drawn up incorporating the review of the policy and to institute regular safety inspections and risk assessments. Regular and effective safety inspections now take place. There are trained first aiders on the staff. Developing a healthy life-style features prominently in the new personal, health and social education programme at both key stages.
63. It appropriately includes education in the use and misuse of drugs. The school nurse makes a particularly valuable contribution to the health and well-being of the pupils, and good use is made of specialist outside agencies when required.
64. The school has maintained the good support for pupils identified at the last inspection and now fully complies with legislation relating to health and safety. It is well placed to make further progress.

Partnership with parents and the community

65. The school has a good partnership with its parents and the local community.
66. The amount and quality of the information between school and home are good. Formal documents, such as the prospectus and governors' report to parents, adequately set out all the basic information about the school, and the regular supply of newsletters and 'notes home' keep parents up to date with events and developments. There is a suitable brochure for parents of nursery children and information is displayed for parents in classroom windows about what pupils are learning. Parents appreciate the meetings organised to explain educational changes, such as the National Literacy and Numeracy Strategies, but they tend not to be well attended. Communication with parents of pupils with special educational needs is good and they are involved fully in the review processes.
67. Parents find members of staff approachable and open to discussion about the development of their children, particularly the headteacher who is available in the playground at the beginning and end of each day. They are pleased with the annual reports received on the progress of their children. The written information on English, mathematics and science is for the most part clear and detailed, but is much less so for the other subjects. Useful comments are made on pupils' social and personal education.
68. A very small number of parents are dissatisfied with how complaints have been handled. Inspectors'

have thoroughly investigated the school's procedures, which are clearly set out in the prospectus. The headteacher and staff take complaints very seriously and inspectors are confident that any complaints are dealt with fairly and sensitively.

69. Parents say they are encouraged to play an active part in the life of the school. About six or seven parents help regularly in the nursery and in school. Two are trained in the Reading Recovery programme and make a significant contribution to pupils' learning in reading. Many parents help with the school visits and during the inspection were helping escort pupils to the Parish church. The active Friends of St Peter's group raises significant sums of money for the school. This year it raised £600 for books and provided information and communication technology equipment. However the school would rightly like to see a greater response from more parents in its efforts to involve them in the life of the school.
70. The majority of parents are satisfied with the work which their children are expected to do at home. The school wants to further encourage parents to help at home. It emphasizes how important learning at home can be for raising achievement in the Home-School Agreement. After consulting with parents a revised homework policy has been introduced which establishes clear guidelines for work at both key stages. Pupils in Key Stage 2 keep a homework diary, which enables parents to see what homework in which subject is being provided. A useful pamphlet has been prepared for parents on how they can help with literacy.
71. There are good links with the local community, which enrich the curriculum. The association with the Parish Church of St Peter's is a very close one. The clergy contribute much to the spiritual life of the school, for example in assemblies. Visiting artists and musicians, for example from the Kirklees Music School, add significantly to the cultural provision. Pupils at both key stages make a wide range of educational visits including two that are residential. Some useful contacts have been made with local businesses, and some employees from one company have helped to restock the school pond and to reflag the surrounding area.
72. Since the last inspection the school has continued its efforts to build an effective partnership with its parents and the local community.

75. The management and efficiency of the school

Leadership and management

73. The headteacher, governing body and recently appointed senior management team, provide good leadership for the school. This is an improvement since the last inspection report.
74. The headteacher has a clear vision for the development of the school, which is shared by the staff and governing body, and founded on a Christian ethos. The senior management team is new, but it is already evident that they share a clear understanding of the school's strengths and weaknesses and have had an impact on the teaching and learning the school offers its pupils. Many improvements have been put in place recently as a result of this good leadership, such as the thorough analysis and use of test results.
75. The members of the governing body have a clear understanding of their roles and responsibilities. They work well with the headteacher and staff who provide them with data, information and sound professional advice upon which to base their plans for the school's development. The school makes good use of their personal expertise. The governing body is beginning to monitor curriculum developments systematically. For example, the governor with responsibility for literacy has visited every classroom and the governor for numeracy plans to do so. The governing body is well placed to further develop its role by setting targets for improvement and evaluating initiatives against more precise success criteria. It fully meets its statutory responsibilities.
76. To make the improvements required following the last inspection, the headteacher has put in place clear roles and responsibilities for teaching staff and they are now clearly defined and effective. Subject co-ordinators have a good understanding of their responsibilities as curriculum managers. Teachers with responsibilities provide good leadership for their colleagues when their subject is the focus for school

development, such as successfully implementing the introduction of the new national guidance for teaching literacy and numeracy. Together with the headteacher, they monitor the impact on teaching and learning. Other teachers support colleagues sharing expertise through their teaching, for example, in physical education and by providing advice on resources.

77. The school has responded well to the need to improve curriculum planning. It has evaluated its planning and a new whole school system has been introduced. Policies for all subjects are now in place and most subjects have schemes of work. Procedures for the assessment of pupils' work are good, although in many subjects they are new. The school comprehensively analyses the national test results and uses this information in a variety of ways to monitor and raise standards in English, mathematics and science.
78. Health and safety were criticised at the last inspection. The school takes health and safety issues seriously and has put in place a considerable number of improvements, for example, fire proofing for the cellar. The school now complies with all health and safety legislation. Reducing the amount of time spent in assembly has lengthened the school day. The school plans to reduce the time it takes pupils to settle into class by starting the day five minutes early.
79. The school's development plan is detailed and relevant to the needs of the school. The priorities are manageable and finance is linked well to areas for development. Timescales are thought out and persons responsible identified. Previous developments are evaluated but not all the criteria for success are sufficiently measurable. Many of the targets within the school development plan are directed at raising the standard of pupils' attainment, their personal progress, and the ethos for learning in the school environment. They include pupils working towards individual targets in some areas. The improved standards in English, mathematics at Key Stage 2 and science provide evidence that this process is effective.
80. All pupils have full access to everything that the school offers. Pupils with English as an additional language are fully integrated. The school fulfils the statutory requirements of the Code of Practice for pupils with special educational needs. The governor for special educational needs has a good understanding of the responsibilities that the governing body has for pupils with special educational needs. The special educational needs of pupils are met through relevant programmes of work, and additionally supported by individual targets. However, some individual education plans lack precise targets.
81. The school has a good ethos. Its values and ideals are clearly reflected in daily routines and the sense of care and consideration, which contribute to the very good relationships in the school. The purposeful, calm atmosphere throughout the school shows that there is a commitment to high achievement.
82. The leadership of the school has made good progress in moving forward since the last inspection. There is a determination within the school to continue to improve standards of pupils' attainment. Significant improvements were made last year and the school is well placed to make further improvements and to meet and exceed its targets.
85. **Staffing, accommodation and learning resources**
83. The staffing, accommodation and learning resources have a satisfactory effect overall on the pupils' learning and standards of attainment.
84. The school is staffed by an appropriate number of suitably qualified and experienced teachers who provide a satisfactory balance of expertise and experience overall. However, there is some lack of teacher expertise in information and communication technology and in the teaching of the under fives. Some staff are not confident in the teaching of music.
85. Since the last inspection there has been an almost complete change of staff. Three of the staff are new to the school this September, including the deputy headteacher and Key Stage 1 co-ordinator. Newly qualified staff have been appointed and the headteacher, who was absent at the last inspection has returned.

86. All members of staff have job descriptions that provide a clear outline of responsibilities. The lack of these was a key issue in the previous report. Appraisal procedures are good and information and targets for improvement are included in the school's development plans. Some staff are in the second cycle of appraisal. Staff training opportunities are generally good. However, staff are not fully trained in teaching the National Numeracy Strategy and lack expertise in using the new computer network and some of the new software. Newly qualified staff require further training in the teaching of the under fives.
87. The role of the co-ordinators is clear and co-ordinators monitor their subjects effectively. This is again an improvement since the last inspection, when it was a key issue for action. Each member of staff has responsibility for the co-ordination of at least one subject of the curriculum. They manage, organise and order resources well for their own subject. Reasonable opportunities are provided for co-ordinators to support colleagues by helping for example, with planning. Teachers observe colleagues' lessons in subjects that are identified on the school's development plans as priorities for improvement. They make good use of the evaluations from these observations to improve their teaching. Most subjects are well co-ordinated and recently appointed teachers have already made a good impact in their subjects, for example, in mathematics. The commitment and hard work of teachers has a very positive effect on the progress and attainments of pupils and on their attitudes. The practice of exchanging classes for physical education is good and generally helps to promote higher standards and progress. The initiative of appointing a part-time teacher this term to enable the school to have single age classes for the core subjects of English, mathematics and science is good. This arrangement allows for smaller classes and helps teachers plan work that is most suitable for particular age groups. This practice is having a positive effect on standards.
88. The school follows the Local Education Authority's induction policy for newly qualified staff. Although the school has provided considerable support for newly qualified staff including appointing a mentor, careful monitoring and visits to other schools to see good practice, it has not been fully effective in improving the quality of teaching. The staff handbook provides good guidance for new staff.
89. Support staff who work in school are effectively deployed and trained. The number of classroom assistants is satisfactory but not enough time is given to supporting the reception class. No additional help is available for the pupils for whom English is an additional language but teachers are sensitive to their needs and the lack of support from other adults does not impinge on their progress.
90. All teaching and non-teaching staff, including those responsible for administration, site management and school meals, make a positive contribution to the smooth running of a happy school.
91. The school building provides mainly good quality accommodation. The internal accommodation is spacious and pleasant. However, Year 4 is currently using the dining hall as a classroom as there is nowhere else they can be accommodated. This is not ideal as pupils have to move out of the room prior to lunch and distractingly part of the area is used as a corridor. Some toilets on the ground floor are not of a good enough standard. Smells from some of the toilets in Key Stage 1, particularly in the reception class, are obnoxious. The school is generally clean and well maintained. The school provides a bright and cheerful environment, and classrooms and corridors are made interesting by some good quality displays, for example of artwork and poetry. The school grounds are extensive and well maintained. There are two playgrounds and a small fenced off area for nursery, which are enhanced by seating and imaginative markings for games. The delightful wooded pathway to the wild area and pond is a very good resource for science and is well used. The building is unsuitable for disabled access.
92. Resources are satisfactory in most subjects to meet the demands of a broad and balanced curriculum, apart from English and physical education where they are good. The central library has been re-stocked and together with the books in the classrooms provides an appropriate resource for use by the pupils. The school's resources are enhanced by the loan of artefacts in history. There is a lack of equipment for the under fives in the reception class, software for information and communication technology, and minor shortages in resources for mathematics to support the National Numeracy Strategy. The school has a reasonable number of computers, many of which are new but some of the computers in Key Stage 1 and in the nursery are at the end of their useful life. Improvements have been made since the last inspection in the provision of musical instruments from other cultures but these are still insufficient. However, the lack of these is not having a negative influence on pupils' cultural development. Books, materials and equipment are generally of good quality, well stored and accessible.

The efficiency of the school

93. The efficiency of the school is good. A key issue in the previous report identified the need for the school to improve its efficiency by producing a development plan with clear and achievable targets, appropriate costings, time scales and responsibilities. This it has done. Educational developments in the school are well supported through good financial planning. The school's development plan guides its development effectively and looks towards the longer-term. The governors play a valuable role in planning and evaluating the impact of decisions, as part of their role as 'critical friend'. The governing body works closely with the headteacher to plan for the future by considering a range of different financial options. The headteacher and the finance committee monitor the budget carefully throughout the year.

94. The small surplus saved from careful budgeting of approximately £11,000 (less than five per cent of the budget) has been used wisely to provide an additional part-time teacher for Year 4. This provision allows the core subjects of English, mathematics and science to be taught in single age groups in Key Stage 2, and as a consequence reduces class sizes. Although the initiative has not been in operation long it is clear that this is having a positive impact on standards. The headteacher and the governing body have effective plans to maintain this appointment through savings in other budget areas. The school also receives some direct, specific funding for staff training and special educational needs. These grants are well used. The funding for in-service training is used effectively to help the teaching staff to raise standards in those subjects considered priorities. The special needs funding for statemented pupils is used appropriately to employ support staff.

95. The school uses most of its staffing resources efficiently, although not enough of the classroom assistant's time is given to support the teaching of the under fives in the reception class. Good and efficient use is made of most of the accommodation but the dining room is not really suitable as a classroom. Dinner staff need access to the hall prior to lunch and it is a thoroughfare to other areas of school. Resources are satisfactory and used effectively in most subjects, but there are shortages in information and communication technology software, mathematics and equipment for the reception children. The lack of these resources is having a negative impact on teaching and learning in these subjects and classes. The school does not have a designated area available to the reception class to provide a suitable curriculum for physical development. The school makes good use of outside agencies such as the educational psychologist and peripatetic music teachers.

96. The efficiency of financial control and school administration is good. The head teacher and school administrative assistant carry out the day-to-day oversight and monitoring of the budget efficiently. The school's finances are kept in good order and the administrative assistant provides a high degree of support for the headteacher. Clear and effective financial arrangements are in place for authorising expenditure and checking invoices. The areas of recommendations in the latest report from independent auditors in July 1999 have all been noted and acted upon effectively.

97. The previous report found that the school gave satisfactory value for money. In relation to the context in which it operates today, the significantly improved standards and quality of education it provides, the positive attitudes of pupils towards learning, the relationships within the school, and the personal development of the pupils; the school maintains its satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

98. The nursery caters for 24 children who attend for mornings only. Children transfer to the reception class in either September or January before their fifth birthdays. At the time of the inspection half the children in the nursery had attended for two terms and half for less than four weeks. Fifteen children are in the reception class, 12 of whom are under five. Three children have not attended the school's nursery.
99. Children's attainment on entry to the nursery is broadly average, however, it is below average in some important areas such as English and mathematics. By the time children are five years old, they achieve the desirable outcomes for learning in personal and social education, speaking and listening, physical, creative and knowledge and understanding of the world. Few children achieve the expected levels in reading, writing and in mathematics. Progress in the nursery is satisfactory in all the areas of learning but it is not good enough on occasions in the reception class in reading, writing and mathematics. The teacher does not have high enough expectations of what children can do. Standards in reading, writing and in mathematics have declined since the last inspection.

102. Personal and Social Education

100. Most children make satisfactory progress in their personal and social development and, by the time they are five, have developed confidence in carrying out tasks and gaining independence. Staff make their expectations clear and as a result children settle quickly into nursery and school routines. Children are encouraged by the staff to co-operate well with each other and learn to take turns when sharing equipment, for example the wheeled toys in the nursery and while enacting a story from their reading book in reception. They are eager to choose their activities in the nursery, and also in reception when given the opportunity. Children behave well in the nursery, because of the good encouragement from the staff but, occasionally in reception, children get restless and noisy when the session is too long or the activities lack challenge. All children relate well to adults and are keen to please. Concentration levels are high when the children are interested, for example when tasting breakfast cereals, and the children eagerly explore new ideas. They soon learn to be independent in using the toilet and washing their hands afterwards but are less inclined to tidy up after themselves, particularly in the nursery.
101. The quality of teaching of personal and social development for the under fives is satisfactory. The teacher and the nursery nurse work as a team and consistently reinforce in the children good behaviour and how to care for each other. Staff in the nursery are well organised and provide good opportunities for children to choose their own activities but do not insist upon children tidying up after themselves. Fewer, but sufficient, opportunities are provided in the reception class for children to choose activities independently. The staff usually set a good example for children, and teach them well how to work and play together. This encourages children to establish positive relationships with each other and adults.

104. Language and Literacy

102. Children achieve average standards in speaking and listening but slightly below average in reading and writing. Children make satisfactory progress in speaking and listening. Their spoken English and their ability to listen improve because staff provide them with suitable activities to promote their confidence. Most children improve their ability to listen when using tapes, and when they are encouraged to join in familiar parts of a story, for example, the story of the 'Gingerbread Man'. Reception children have relevant and interesting pretend conversations with their friends while acting out a story about characters that are unwell, and need to consult the doctor.
103. Children's attainment at the age of five in reading is slightly below average. Most children in the nursery make satisfactory progress. They enjoy books and learn that words and pictures have meaning. Many older children in reception know that print is read from left to right and top to bottom and are beginning to become familiar with some letter sounds and shapes. For example, children consolidate their knowledge of the letter 'b' and identify objects beginning with this letter. Higher attaining children learn to recognise familiar words, but overall children do not make enough progress in

reception for developing a sound base for reading.

104. Attainment at the age of five in writing is slightly below the expected level. In the nursery most children learn to use pictures and symbols satisfactorily and to make marks. Children in the reception class begin to form letters correctly and have reasonable pencil control. They recognise their own name in print and the higher attainers can write it independently. Few children are able to write and mark make to a sufficiently high standard by the time they are five. The progress of many children in reception is unsatisfactory.

105. The teaching and provision overall for language and literacy are satisfactory. However, teaching in the reception class was unsatisfactory in one lesson. Staff provide good opportunities for children to listen to stories and sounds on tape and to ask and answer questions. They encourage children to re-read the story that has been read to them in the library. In the nursery, a writing area is set up but it is not stimulating enough to really excite children to choose it as an activity. Staff do not ensure that all children write frequently enough. In the reception class the use of the 'Big Books', which are part of the school reading scheme, is good. However, there is insufficient emphasis on children repeating the words during this work and while reading in a small group. Expectations during the writing sessions are not high enough, for example, children do not automatically write their name and the quality and quantity of the writing are insufficient. There are too few resources to help children progress such as name cards and words for them to copy. Opportunities are missed in other areas of the curriculum for children to write, for example, the role play area.

108.

108. Mathematics

106. In mathematics, most children attain slightly below the standards expected for five year olds. They make satisfactory progress in the nursery but progress is unsatisfactory in the reception class. Nursery staff take many opportunities to count with children and play number games with them. Children can count up to five and beyond. They make effective progress when they are helped by staff to count out the correct 1p coins when buying buns in the shop. Higher attaining children learn to record their counting. Children in reception recognise and correctly identify different shapes and name them confidently. They learn about some of the properties of simple shapes such as a triangle, circle, square and rectangle and talk about the differences between them. Higher attaining children begin to understand well the properties of three dimensional shapes such as cuboids. However, even allowing that the inspection is early in the term, children's knowledge of number by the time they are five is not sufficiently advanced and they do not make enough progress.

107. The teaching of mathematics is satisfactory overall. The staff provide a satisfactory range of experiences in both classes for counting, matching and sorting of everyday objects and learning about shapes. However, teachers do not direct children towards mathematical activities sufficiently frequently. Opportunities are missed to count during other sessions, for example, while giving out milk and biscuits. Children's progress in lessons is satisfactory.

110. Knowledge and understanding of the world

108. By the time they are five, children have a satisfactory knowledge and understanding of the world and make steady progress. Children in the nursery enjoy making and buttering toast, and learn how to look carefully for what is similar and what is different about bread and toast. Children in reception develop their powers of observation further when they taste different breakfast cereals and give good reasons for their likes and dislikes. They learn how wheat was made into bread in the past through reading and talking about the story of the 'Little Red Hen'. Although the computers are outdated, children learn how to operate simple programs and know what will happen when they press certain keys. Reception children are competent at using the mouse because they are taught how to do so in small groups. They use the tape recorder independently. Higher attaining children talk confidently about where they live.

109. The teaching and provision for developing children's knowledge and understanding of the world around them are satisfactory. The staff provide a satisfactory range of first hand practical experiences for children to explore and experiment. Staff plan appropriate activities and provide sometimes good support, the right equipment and good opportunities for discussion. Occasionally activities are not sufficiently challenging in the reception class. In one lesson, for example the teacher did not focus

sufficiently on looking at how the puppets were made in design and technology. As a consequence the children learnt little. Staff interact well with children in their activities and generally use time and resources effectively. Good opportunities are provided for the reception children to learn about the environment from their visit to the park.

112. Physical Development

110. In physical development, most children achieve satisfactory standards by the time they are five. In the nursery, the children improve their skills in using a range of small equipment, such as beanbags and balls. They push and pull wheeled trucks and pedal tricycles confidently and enthusiastically. Children in reception use the school hall for movement and use the space well. Children in both classes use a satisfactory range of materials and equipment to develop their manipulative skills. They use pencils, crayons, paint brushes and scissors with increasing dexterity and use jigsaws and construction kits with growing competence.

111. The teaching and provision for children's physical development are mostly satisfactory. Staff encourage children to develop their physical skills and provide suitable opportunities to do so, but the Key Stage 1 playground, used as an overspill area for nursery is too large for nursery staff to successfully interact with the children. The school does not provide the appropriate opportunities for the children in the reception class to use wheeled toys, or to experience the outdoor play that will help them meet the desirable outcomes for this age. Nevertheless, the hall is appropriately used to develop dance and movement for the reception class. Staff show children how to use tools such as scissors and glue spreaders and they develop the children's dexterity through providing opportunities to use different materials such as playdough.

114. Creative Development

112. Children attain satisfactory standards by the age of five in the creative area of learning and make sound progress. Children learn to express their ideas through drawing, painting and modelling materials and to explore colour by mixing paints. They learn to sing a variety of songs tunefully and by heart and begin to associate different sounds with different instruments. Reception children listen carefully to tapes of sounds of sheep, aeroplanes, frogs and steam trains and learn to identify and talk about the range of sounds they hear around them.

113. Children experience a satisfactory range of creative experiences, particularly in the nursery. The teachers plan appropriate activities and encourage the children to express their ideas and to use their senses to explore their environment. Children are given suitable opportunities to use untuned percussion instruments experimentally to see what sounds they produce. While children enjoy playing in the home corner there are missed opportunities for them to develop their reading and writing.

114. Children respond well and participate in the various activities provided. They concentrate for acceptable periods of time. They are happy and secure and mostly their behaviour is good.

115. Overall, the quality of teaching for the under fives is satisfactory. It is good in six out of ten sessions in the nursery but is unsatisfactory in one in five lessons in the reception class. Where teaching is good in the nursery, staff have a secure knowledge and understanding of how young children learn. They read stories, such as the 'Gingerbread Man' in a stimulating and lively way and skilfully probe children's understanding when supporting children in the shop, when buying buns. All staff are competent in their questioning of children, and are particularly skilled in the nursery. They provide often good opportunities to extend children's thinking and understanding by their questions and give clear instructions and explanations. When teaching is satisfactory rather than good in the nursery, it usually reflects a lack in the provision for an area of learning, such as in the writing area or insufficiently high expectations of children tidying up. Time and resources are usually used effectively in the nursery.

116. Support and guidance for reception staff who are inexperienced have not been practical enough to help them develop sufficient expertise. The teacher is developing good strategies for questioning children, extending their thinking and encouraging them to participate in oral lessons. Strategies for maintaining children's good behaviour, assessing what they can do in the lesson, preparing resources for the lessons

and building up good relationships are being developed effectively. The teacher identifies what children are to learn in lessons (a criticism of the under fives teaching in the previous inspection) but these objectives are not always well met, particularly in the unsatisfactory lessons. In these lessons expectations of what children can do are too low and the pace of lessons is too slow. A significant part of the teacher's difficulties stem from having insufficient equipment for children of this age in many areas of learning. Too many opportunities are missed for learning because of this lack of resources. Additionally, the reception class does not receive enough support from adult helpers, which makes it difficult for the teacher to monitor the progress of all the children.

117. The curriculum is broad and balanced and planned to the national guidance. The liaison with parents is good and includes their involvement in assessment in the nursery. Assessment is careful and detailed and used to inform teachers' planning, but insufficient account is taken of how individual children make progress particularly in the areas of reading, writing and mathematics. The accommodation is satisfactory with the two classes adjoining, which is convenient for liaising with each other. The lack of liaison was commented upon in the last inspection and although this has improved there is potential for further development. The toilets in the reception base smell and this is unpleasant.

The Core Subjects

English

118. Pupils' attainment in English at the end of Key Stage 2 is in line with national expectations. In 1998, the national tests at the age of eleven show that the proportion of pupils achieving the expected level (Level 4) for their age was close to the national average and above at the higher level (Level 5). When compared with schools of similar backgrounds the proportion of pupils attaining both the expected Level 4 and the higher Level 5 is below average. After a sharp fall in standards in 1997 standards began to rise and this trend is continuing. A good rate of improvement is seen in 1999 when the percentage of pupils achieving the expected Level 4 rose by 16 per cent.
119. Attainment at the age of seven is in line with national expectations. In 1998, the national tests for reading at the age of seven show that when compared with all schools, the proportion of pupils achieving the expected and higher levels for their age was below the national average. Attainment in the tests was well below for writing and, when compared to similar schools, attainment in reading and writing was well below average. Not enough pupils achieved the higher Level 3 in reading and writing. It is an improving picture in 1999. The percentage of pupils achieving the expected Level 2 rose by 9 per cent. There is no significant difference in the levels of attainment of girls and boys this year but the school is monitoring results and looking for ways to address any imbalance.
120. By the end of both key stages, pupils' attainment in speaking and listening is sound. Pupils listen attentively in most lessons to each other and their teachers. They listen independently to tapes and follow instructions carefully. At the end of Key Stage 1 they respond appropriately to questions and instructions and engage in discussion with adults with increasing confidence. They respond well to questions and instructions and are able to engage in discussion with adults with increasing confidence, so that by the end of the key stage they talk confidently about what they have read and can form their own questions. At the end of Key Stage 2, most pupils use specialist vocabulary successfully and speak confidently, fluently and expressively when discussing poetry and expressing personal viewpoints. Pupils with special educational needs are sensitively encouraged to answer questions by staff and helped to make sound contributions to class discussions. The drama club provides a good opportunity for pupils to develop their powers of expression. Key Stage 2 pupils read poems to the class with great confidence, using inflection and expression to enliven the poem, and they discuss the shared reading text in detail.
121. Pupils' progress in speaking and listening is sound. Teachers in Key Stage 1 help pupils to make effective progress by providing many opportunities for pupils to listen to stories and poems and to ask and answer questions. Teachers in Key Stage 2 build on the work of Key Stage 1 and are skilled at questioning pupils and prompting further thinking and understanding.
122. Pupils' attainment in reading is average at both key stages. In each class, lessons in which pupils read as a whole class or in groups according to their attainment, effectively promotes reading. In Key Stage 1 there is a systematic introduction of phonic work and other reading strategies to provide a firm

foundation for learning to read. By the time they are seven, pupils have a secure knowledge of familiar and frequently used words. They read with fluency and reasonable accuracy. They use different strategies to work out new words. At the beginning of Key Stage 1, pupils read simple stories from the published scheme. By the end of the key stage higher attaining pupils read silently and independently. Lower attaining pupils read more hesitantly but fairly accurately and use picture, phonic and text cues to support their reading. Most pupils read fluently, accurately and with some expression. They understand how a writer's choice of words may affect the reader. In upper Key Stage 2, pupils talk about poems and stories demonstrating the ability to make deductions from the text. They find books in the library using the simple classification system and use them for research. They understand how to use the contents, index and glossary but are less familiar with the techniques of 'skimming and scanning' when looking for information. They have satisfactory library and research skills.

123. Pupils' attainment in writing is average in both key stages. By the end of Key Stage 1 pupils write independently constructing their sentences appropriately using a varied vocabulary, capital letters, full stops and question marks correctly. They are able to organise and develop their ideas logically. Higher attaining pupils write lively stories of some length, which are constructed around specific settings and characters. The majority of pupils recognize regular spelling patterns and word families and spell words they know correctly. Handwriting is improving and pupils are beginning to use a cursive script. By the end of Key Stage 2, pupils can write in a variety of forms, for a range of audiences, and in ways which are of interest to the reader. For example they write poems in the style of R.L Stevenson and Ted Hughes using similes. They plan and draft their work conscientiously, punctuate it correctly and spell more difficult words accurately when writing independently. Handwriting is legible but pupils take insufficient pride in the presentation of their work in exercise books.
124. Teachers provide suitable opportunities for pupils to practise reading and writing in other subjects of the National Curriculum. Pupils write well about events in history and record their scientific experiments. They use the computer to word process stories and text that they have composed. Pupils have good opportunities to talk and explain and listen in other subjects, such as when explaining strategies they use to work out a calculation.
125. Pupils make satisfactory progress in both key stages. The school has implemented the National Literacy Strategy effectively and it is having a positive impact on standards, particularly in grammar. Lessons in reading and writing are well structured and there are good opportunities for pupils to undertake extended writing, particularly in Key Stage 2. Key Stage 1 pupils effectively build on their previous learning to extend the quality and range of their work, writing for a range of audiences and purposes. The school gives a high priority to the development of literacy and monitors the effects of initiatives carefully to see how improvements may be made. Work is appropriately matched to pupils' prior attainment for pupils with special educational needs and for those pupils for whom English is a second language. They make satisfactory progress, but the targets set for pupils with special educational needs in their individual educational plans are not sufficiently specific to each pupil's needs.
126. Pupils' response to their learning is positive. They mostly listen attentively during lessons and are keen to answer questions. They take an interest in the range of books and poems that they read together, enjoying the humour. Higher attaining pupils are confident at the prospect of writing poems for themselves. Most pupils settle to work on the group tasks quickly. In a minority of lessons pupils take too long changing from one activity to another and are sometimes too noisy while they are writing. In these lessons pupils' quality and quantity of writing suffers and they produce inferior work. Pupils are keen to research for information and older pupils with computers at home sometimes research topics for homework. Relationships are very good. Teachers and pupils have a good rapport with one another.
127. The quality of teaching is good in Key Stage 1, and satisfactory in Key Stage 2. The implementation of the National Literacy Strategy in both key stages has provided detailed support for teachers. Teachers have a good understanding of the framework, and link together the skills of speaking and listening, and reading and writing appropriately. Lessons have a clear structure and what is to be learnt is communicated to pupils. Teachers ensure the level of the books for groups of readers is appropriately matched to pupils' abilities. Teachers mostly manage pupils well. The time schedule within the National Literacy Strategy is adhered to by all staff and is used well in most lessons. Pupils are aware of the time they have to undertake the task. Occasionally teachers, do not put sufficient emphasis on pupils' producing work of 'best' quality within the time available. Where teaching is good, for example

in a Year 6 lesson discussing the poem 'The Warm and The Cold' the teacher used probing questioning techniques and listened carefully to replies in order to further develop pupils' understanding. Marking is not consistently informative in helping pupils to improve their work. Homework makes a good contribution to pupils' learning.

128. Procedures for assessing pupils' attainment are good. A range of different tests is used and careful records kept which track individual pupil progress. Data from these tests is analysed and used effectively. The co-ordination of the subject is good. The library is well stocked and used appropriately for reading and research, particularly at lunchtime.

Mathematics

129. Pupils' attainment in mathematics is in line with national expectations at the end of Key Stage 2, and below them at the end of Key Stage 1. The results of National Curriculum tests and assessments for 1998 show that attainment at the end of both key stages was below the national average. The school performed poorly in relation to similar schools. The 1999 results show a marked improvement in the performance of pupils at eleven. The proportion of pupils gaining the expected Level 4 (eleven year olds) has risen by 22%. The proportion of pupils gaining the higher Level 5 is broadly similar to 1998. The 1999 tests show that, although more pupils at the age of seven have gained the expected Level 2, slightly fewer pupils have attained the higher Level 3. In the last inspection pupils' attainment was judged to be average in relation to national expectations in both key stages. Although levels of attainment declined after the last inspection, recent test results indicate a general upward trend. Inspection evidence suggests that the effective introduction of the National Numeracy Project is helping to raise attainment, particularly in Key Stage 2.
130. The school's main thrust for improvement for the year is mathematics, and a detailed plan of action has been drawn up showing how further improvement is to be achieved. Careful analysis of previous national test results and the effective use of new tests for younger pupils in Key Stage 2 is helping the school track the progress of every pupil. Targets are being set for each pupil and gaps in pupils' learning are identified. The school is aware that girls did not achieve as well as boys in the 1998 tests and is looking for ways to address the imbalance.
131. Pupils in Year 1 count to ten and above and higher attaining pupils give examples of two numbers that make ten. Pupils count reasonably accurately the total amount of coins in a purse of different value, to ten pence. Year 2 pupils add ten successfully to numbers up to 100 and add up small amounts of money in their heads. They are beginning to explain their strategies for working out simple problems. Lower attaining pupils, including those with English as an additional language, do not understand how to work out whether a number is more or less than another. Pupils have a sufficiently quick recall of numbers to ten but are uncertain when using larger numbers. They are unable to apply what they know to simple everyday problems. Pupils have a satisfactory understanding of shapes and measures.
132. By the end of Key Stage 2, pupils use a range of strategies to calculate problems and they explain the methods they use. The majority of pupils have a good knowledge of fractions and can identify and explain how they find those fractions that are equivalent. They calculate accurately and efficiently, both mentally and using pencil and paper. They are competent in using large numbers and, when solving problems, they select appropriately whether they need to add, subtract, multiply or divide. Lower attaining pupils and those with special educational needs do not have a firm knowledge of the multiplication tables. They have a good technical vocabulary and use words like 'product', 'multiple' and 'digit' confidently. Pupils in Year 5 struggle to learn about fractions, finding the work difficult. Younger pupils in their work on shapes and measures in Years 3 and 4 correctly describe the properties of two-dimensional shapes and find accurately the lines of symmetry. They make sensible estimations of measurements and measure accurately lines of different lengths.
133. Progress is satisfactory in Key Stage 2 but unsatisfactory in Key Stage 1. Not enough progress is made in using and applying mathematics in both key stages. Pupils in Key Stage 2 complete investigations and problems using text-books but rarely are investigations based on solving real-life problems. When pupils in Year 1 learn to count money using 2p coins as well as 1p, many make good progress; because of the teacher's clear explanations and ability to assess what pupils know and need to learn next. Progress in Year 2 is satisfactory and pupils gain confidence in adding 10 to a number, especially the

lower attaining pupils, but the pace is not fast enough for the higher attainers. In Key Stage 2, pupils in Years 3 and 4 make good progress. They learn to recognise a range of different shapes and their lines of symmetry. Higher attaining pupils in Year 3 are given good opportunities to extend their thinking and explain their reasoning. Year 6 pupils make very good progress in their new work on fractions because the teacher explains work clearly and assesses the degree of pupils' understanding before moving on. Pupils with special educational needs and those who speak English as a second language make satisfactory progress. Their tasks are matched appropriately to their needs, and they benefit from additional adult support. For example, in a Year 5 lesson pupils were helped to understand that a third is the same as two sixths. Pupils make satisfactory progress in number, shape and space and measurement in Key Stage 2. Progress is good at the beginning of the key stage and very good at the end. Not all pupils do their corrections and consequently do not understand and make the same mistakes. The rate of progress in Key Stage 1 is improving, particularly in Year 1 where it is good. However, pupils make too slow a start in the reception class and progress in Year 5 is not as quick as it could be.

134. Pupils have positive attitudes to their work. They enjoy mental arithmetic and are eager to answer the questions that their teachers ask. Older pupils in Key Stage 2 sustain interest and are well behaved. They use their initiative to refer to wall displays of mathematical terms when unsure. Younger pupils in this key stage greatly appreciate working in small groups with their class teacher and their faces light up at the prospect. They are enthusiastic about their work. These factors contribute well to the progress they make. In two classes, one in each key stage, pupils are a little restless and fidgety and unable to concentrate for long. In these lessons they make slower progress because the work is not well matched to pupils' abilities and teachers do not insist on attention at the beginning of the lesson. Pupils take care with their written work in most classes but in some classes work is carelessly presented.
135. The quality of teaching is satisfactory and occasionally good in Key Stage 1. It is good overall in Key Stage 2 but varies from very good to unsatisfactory. It is good in half the lessons and occasionally very good. It was unsatisfactory in one lesson. The better teaching is in Year 1, Year 3 and Year 6. The lessons follow the pattern suggested by the National Numeracy Strategy, which is having a positive impact on the quality of teaching. Teachers explain the purpose of lessons and their expectations of the pupils. This helps to focus pupils' minds and is an improvement since the last inspection. In the satisfactory lessons teachers' explanations are clear. They ask appropriate questions but occasionally their expectations of the 'best' quality and quantity of pupils' work are not high enough. The lack of challenging work for some pupils was identified as a shortcoming in the last inspection. Good and very good teaching is characterised by a lively pace, the teachers' enthusiasm and energy and the clarity of explanations. The pace of the learning is good, for example when the teachers tell the pupils how long they have to complete the work. Where the quality of teaching is very good, the pupils make good progress because the lesson is very well structured to meet their needs, the work is challenging for all levels of attainment with targets set, misconceptions are corrected quickly and there is a very good rapport between the teacher and the pupils. In many lessons, teachers assess well what pupils can do and ensure that the next lesson builds upon the previous one. In the one unsatisfactory lesson the teacher used a good level of questioning and gave clear explanations but did not deal with the inattention of some pupils. Consequently they did not understand what had been taught nor did they know what to do, and made little progress.
136. A scrutiny of the work from the previous term shows that there is an over emphasis on the use of commercial worksheets in some classes. Such worksheets do not always provide a good match of work to the prior attainment of the pupil, and slow their progress unnecessarily.
137. The quality of marking is variable. In some classes, teachers mark work carefully and make helpful comments to pupils on how to improve their work. However, in other classes work is undated, often just ticked and corrections are not attempted. This has a negative impact on pupils' progress.
138. The school places a strong emphasis on mathematics and teachers carefully plan their work. The co-ordination of the subject is good. The co-ordinator has been involved in the training of staff for the introduction of the National Numeracy Strategy and in implementing it. Careful monitoring of the effectiveness of the strategy is planned, including observations of lessons and review meetings. The school is well placed to raise standards in mathematics. The provision for mathematics to be taught in single year age groups this year by the establishment of an extra class for Year 4 is helpful as it enables

the work to be tailored to particular age groups. This new arrangement is positively contributing to an improvement in standards.

141. **Science**

139. Pupils' attainment at the age of eleven is in line with national expectations. The results of the end of Key Stage 2 National Curriculum tests in 1998 show that the percentage of pupils reaching the expected level (Level 4) was well below the national average. The percentage of pupils reaching the higher level (Level 5) was close to the national average. In comparison to similar schools, the results are well below average. The trend in science over the previous years shows a significant dip in 1996 and a gradual subsequent improvement. The 1999 test results show a marked improvement on 1998 results. The percentage of pupils reaching the expected Level 4 has risen by 20 per cent. There was little difference in the results of girls and boys.

140. Pupils' attainment at the end of Key Stage 1 is in line with national expectations. The results of National Curriculum teacher assessments show that the proportion of pupils attaining the expected level was well below the national average. The percentage of pupils achieving the expected level rose in 1999 by 26 per cent.

141. The improvement in science is due to a number of factors. Science is now taught regularly each week. The new scheme of work places a good emphasis on learning through scientific investigation and is being successfully implemented. Teachers' planning of the subject has improved. Test results are effectively monitored and analysis of the results is used effectively to inform teachers' planning.

142. By the age of seven, pupils have an appropriate knowledge of scientific topics for their age. In Year 1, the pupils conduct a series of experiments to recognise the taste of a range of foods, for example, they feel a collection of objects through a bag and shake a set of tins to identify the contents. They use their senses to make sensible predictions about what the item might be from. Pupils in Year 2, have a clear understanding of the importance of a healthy diet. They appreciate that eating fruit and vegetables and exercising regularly are vital parts of staying healthy. They begin to understand how babies grow and develop and recognise that crawling and rolling over are the next stages of development for the baby they watched. Teachers provide satisfactory opportunities for pupils to learn to sort and classify, such as putting toys into groups that need to be pushed or pulled. In lessons on electricity, pupils learn how to construct an electrical circuit to make a bulb light. Teachers encourage pupils to think for themselves and to record their findings from experiments in their own way. This practice is good and enables pupils to learn from their misconceptions.

143. By the time they are eleven, pupils have a good understanding of a fair test when conducting their experiments. Pupils gradually build up their knowledge of fair testing. Pupils in Year 4 demonstrate a growing understanding of testing when freezing water, lettuce and cheese to see whether the changes caused by freezing will be reversible or not. They draw valid conclusions which they record graphically. Pupils in Year 5 conduct experiments with seeds to find out the requirements of growth and clearly understand that only one element of the test must be changed each time. They think carefully about the experiment they are conducting and devise their own method for recording their results. Pupils build on their ability to classify living things and pupils in Year 6 competently classify amphibians, mammals and reptiles. By the time they leave, they have a satisfactory knowledge of the workings of the body. They understand, for example, the functions of the heart and how pulse rates fluctuate with exercise. Pupils' knowledge of the topics they study is satisfactory. They know about the solar system and complete a chart to plot the planets' positions. They learn about measuring materials accurately and understand that a thermometer can measure extremely cold liquids. Teachers ensure pupils use a wide variety of methods to record their results including graphs, charts and diagrams. This work helps pupils' develop mathematical understanding.

144. Pupils in both key stages make mostly satisfactory and sometimes good progress in science. Progress is best in Year 1 where the teacher has high expectations of what pupils can learn by experimentation. Pupils with special educational needs and those for whom English is an additional language also make satisfactory progress. They are helped by teaching and support staff to understand what is being learnt and to join in with their peers. Pupils' written recording of their work shows an increasing complexity and accuracy in representing data. Staff provide good opportunities in Key Stage 1 in some lessons for pupils to learn through observation and experiment, which aids pupils' understanding. For example, pupils observed a baby's behaviour and noticed its lack of teeth with which to chew. Pupils in Key Stage 2 build upon their previous

knowledge when constructing keys of minibeasts, following up a visit to a nature reserve. Now that science is taught each week pupils' rate of progress is accelerating. Adherence to the new scheme of work is ensuring that understanding of concepts, accurate recording of experiments, and investigative and enquiry skills are built upon successfully.

145. Pupils enjoy science and generally sustain their concentration throughout the lesson. They focus their attention on their experiments and are prepared to work carefully. They evaluate their work and share their ideas with their peers. Pupils persevere with recording their findings and present work well. The younger pupils in Year 1 show an increasing level of independence as they record and organise their own experiments. Pupils are well behaved and listen quietly to the class teachers' instructions. They persist when they find tasks hard before asking for help if they meet problems. Pupils work co-operatively when conducting experiments.

146. The quality of teaching is good overall in both key stages. In a minority of lessons it is both very good and unsatisfactory. In the very good lesson in Year 1, pupils were encouraged to conduct their own experiments and record their findings independently. This emphasis on pupils learning through investigation provided a firm foundation for future learning; it helped pupils to begin to think like young scientists. Where the teaching is good teachers are well prepared and organised, and each lesson specifies what pupils are to learn clearly. Teachers have good subject knowledge and always use the correct scientific language, which ensures that the pupils develop a scientific vocabulary and know what the different terms mean and relate to. Teachers have satisfactory expectations of the pupils' answers to questions and the work they do and mostly ensure that all tasks are carefully matched to pupils' abilities. Lessons are conducted at a brisk pace which ensures that the pupils' interest is maintained and that they remain on task. While there is provision for experimental work this is not a regular feature in some year groups. In the unsatisfactory lesson what was to be learnt from cutting out and drawing a skeleton was unclear. The lesson lacked challenge for pupils and too little was achieved in the time available. Pupils' books are suitably marked and pupils' work is regularly assessed.

147. The resources for science are satisfactory, which is an improvement since the last inspection. The newly appointed co-ordinator is enthusiastic and anticipates that science will be the focus of the school's plan for development in the year 2000.

150. **Information and Communication Technology**

148. At the end of both key stages, most pupils' attainment is below the level expected for pupils of this age. A few pupils attain high standards for their age. Standards have declined since the last inspection as a result of inadequate hardware, and lack of suitable software. Outdated computers and printers became unserviceable last year and the school was without enough machines to teach the full curriculum for some months. As a consequence pupils, including those with special educational needs and those for whom English is an additional language, have not made the expected progress. Progress has been especially slow in some aspects of information and communication technology, for example, in the use of spreadsheets, data handling, and control technology.

149. Since the arrival of a substantial number of new computers, printers and software and training of staff in their use, pupils' progress has accelerated and standards are rising. Nevertheless, pupils have not yet made up for what they missed, except in word processing, where standards are broadly average at the end of both key stages. Pupils make satisfactory progress in lessons. However, the outdated computer in nursery has not been replaced and the school still does not have a sufficient range of software.

150. There are some strengths in the standards achieved. Pupils use word processing skills successfully in their writing, for example, of poetry. Year 6 pupils change the style and size of writing, insert 'ready-made' pictures stored in the computer's memory to illustrate their work and highlight text to make it stand out. Pupils are taught about how the computers are networked and the implications their actions have for other users. Many are able to start up a program, use the mouse accurately to move the cursor and select from menu options. Pupils learn to draw, paint and fill in pictures they have created with a sufficient degree of skill. Higher attaining pupils can save and print their work and have a good understanding of editing facilities. Pupils in Years 2, 3 and 4 understand how to use special keys, such as 'delete' and 'return' and some are competent at using the keyboard. Many pupils lack keyboard skills however, and their familiarity with more complex operations of word processing, handling data and using control technology is limited. Pupils of above average attainment display assurance when

exploring information about history and science from a CD-ROM. Younger pupils in Key Stage 2 confidently demonstrate how to handle data when producing graphs of their personal details. Pupils in reception and Year 1 are increasing their accuracy in using the mouse to click on icons when listening and reading the 'talking' book 'Nobody Wants Me'.

151. Pupils' attitudes to information and communication technology are good, and they work co-operatively together sharing ideas and expertise. They can be trusted to get on with their work and are well behaved and sensible when working on their own. In class lessons pupils often sustain concentration, are keen to talk about their work and to demonstrate their knowledge of the keyboard.
152. Information and communication technology is often taught as a discrete subject. In Key Stage 1, direct teaching is given to small groups and this works well, allowing teachers to assess what skills pupils have achieved. Teaching is satisfactory in whole class lessons in Key Stage 2 but pupils do not get enough opportunities to demonstrate what they learn and have to wait too long before they get a turn at the computer. While the computers are being used well in Key Stage 1 and in Year 6, not enough use is being made of them in writing and mathematics lessons in other classes.
153. The planning for information and communication technology is good. The policy and scheme of work are new. The co-ordinator has designed a good action plan for improving the provision of the subject, including training for staff and provision of extra software.
156. **Other subjects or courses**

Art

154. All pupils make satisfactory progress in both key stages and achieve standards appropriate for their age. Not enough opportunities are provided for pupils to work in three dimensions.

155. By the end of Key Stage 1, pupils work confidently with powder paint and learn which primary colours to mix to make shades of brown. They use pastels to draw pictures of an ancient teddy bear and accurately portray his loss of fur. Older pupils in Year 2 use string effectively to make designs on card, which are used for printing repeating patterns. Teachers encourage pupils to experiment with colours, shades and tones with a range of materials such as pencils, paints and pastels.

156. By the time they leave Key Stage 2, pupils improve the skills developed during Key Stage 1. Year 6 pupils build upon their talents of drawing from observation of Aztec artefacts and produce refreshing pastel pictures in exciting colours and shades. Year 5 pupils draw careful and detailed drawings of two local churches. The pupils in Year 3 work collaboratively to create an effective wall mosaic, based on designs undertaken as homework. Art is appreciated and discussed in assembly and pupils' marvel at Archimboldo's painting of a face composed of a harvest of fruit and vegetables. Art makes a good contribution to pupils' spiritual and cultural development and is used well to enhance other subjects of the curriculum.

157. Pupils have good attitudes to art and they are well behaved. Pupils are often stimulated by the paintings and creations of famous artists. By looking at the work of artists, pupils become eager and keen to try and apply new ideas and techniques themselves. Pupils enjoy art lessons and talk enthusiastically about what they have learnt and are trying to achieve. They take a pride in their work. All the pupils encourage each other as they work and share resources well. They tidy away the materials that they have used promptly.

158. The quality of teaching is good. The teachers explain clearly what they want pupils to learn. They teach the pupils' skills and techniques to develop and extend their work. Teachers demonstrate practical skills well and have a clear understanding of what they are to teach. They have high expectations of the quality of the work and activities are well organised so that pupils work quickly and purposefully. The class teachers work hard to encourage the pupils to develop their skills and improve their work. They encourage the pupils to be independent in their tasks and to experiment and work co-operatively. The art co-ordinator is new to the school and has not had time to make an impact. The school has improved its resources since the last inspection and now provides good guidance for staff in its policy and scheme of work.

Design and Technology

159. Pupils of all levels of attainment make satisfactory progress and achieve standards appropriate for their age.

160. By the age of seven, pupils understand the properties of common materials and learn to make appropriate choices of materials when constructing models. For example, when making models of a playground, they made informed decisions about whether to use paper or card to make a helter-skelter. They measure, cut and join a variety of materials accurately when making their models. Pupils in Year 2 experiment with a range of fastenings as they design their patterns for their 'coat of many colours'. They use tape, glue, staples and stitching when deciding the most suitable way for a fastening. Pupils begin to use simple plans and drawings as a design for making models. The younger pupils in their food technology lessons talk with enthusiasm about making sandwiches and fruit salad.

161. By the age of eleven, pupils improve the skills developed in Key Stage 1. Pupils are accustomed to working from detailed designs, indicating the tools and materials needed for their models. At the end of the tasks, they evaluate their designs and make necessary modifications. They are developing their skills when working with tools such as saws, drills and scissors and are fully aware of the need to work safely. When designing and making a box for their home-made chocolate truffles, they use the skills learned in their previous work making a prototype box firstly from paper to ensure a snug fit for the truffles before constructing the box in card. When producing clay tiles and pots in the style of the Ancient Greeks, the pupils draw on their knowledge of materials and designing and support their history studies. All pupils finish their models to a good standard, for example, in the painting of the wind chimes they make.

162. Sound links are made with literacy and numeracy when pupils make lists of the materials needed for a model and the measurements required.

163. Pupils' attitudes are good. Pupils enjoy talking about what they have done and they are proud of their achievements and this helps their progress. The older pupils recall work they did when they were younger and they discuss how they have improved in their knowledge and understanding.

164. The subject co-ordinator has been in the school for three weeks and has yet to have an impact upon the subject. Previously the inspection report criticised the breadth and balance of activities taught and the progression through the adopted scheme of work. The school's is currently adopting the Qualification and Curriculum Authority's scheme of work and this has not had time to significantly impact on standards. The school has improved the monitoring of the subject. Planning is scrutinised to ensure that all elements of the National Curriculum programme of study are taught.

Geography

165. Pupils attain standards that are typical for their age when they leave the school and by the age of seven. All pupils of all levels of attainment make satisfactory progress. They make most progress in mapwork. Pupils are more knowledgeable about mapwork than other aspects of geography.

166. Key Stage 1 pupils talk appropriately about where they live and how they travel to school as well as further afield. They are beginning to understand the differences between a pictorial representation and a plan and can complete simple plans of their classroom. Pupils use simple co-ordinates to identify objects in a square, to develop early mapping skills. They know what a globe is used for and are beginning to understand direction using north, south, east and west. Pupils know the names of the countries that comprise Great Britain.

167. By the end of Key Stage 2 pupils use ordnance survey maps effectively to identify places and features on maps. When using local maps, they identify buildings in the locality and when making their own maps, they use keys. Pupils make steady progress in acquiring mapping skills and use maps successfully to undertake fieldwork as part of residential visits. In a study of the local environment, pupils describe and make comparisons between the different types of buildings, shops and services. They use the local environment to collect data, for example, a traffic survey, to see what effect traffic has on the environment. Pupils know the technical names of parts of a river, such as meander, and riverbed. They talk knowledgeably about the river Rhone in France. They make steady progress in acquiring geographical knowledge and skills.

168. The pupils have good attitudes to the subject. They display an interest and are keen to discuss what work they have done previously.

169. The subject now has a policy. The lack of this was criticised in the last inspection. Geography is being taught this term more frequently, ensuring that pupils' are able to build systematically on their knowledge and understanding; an improvement since last year. Educational visits make a significant contribution to the curriculum and the pupils' response to it. Pupils speak enthusiastically about the places they have visited and very much enjoy map reading while on walks during their residential visits.

172. **History**

170. Pupils attain standards that are typical for their age when they leave the school and by the age of seven. All pupils, including those with special educational needs or English as a second language, make satisfactory and sometimes good progress in both key stages. Similar standards and progress have been maintained since the last inspection.

171. By the age of seven, pupils have a satisfactory historical knowledge. They understand the concept of change and can identify similarities and differences between toys of today and those of yesteryear. In a study of Florence Nightingale, pupils understand the difference she made to the lives of the soldiers injured in the war, and how she organised and encouraged others to help save lives. Teachers help pupils to understand about the past by encouraging them to compare what happened in the Crimean War to the impact doctors, nurses and hospitals, have upon our lives today. Pupils develop their understanding of chronology by charting important events on a millennium 'time-line'.

172. In Key Stage 2, pupils extend their knowledge and understanding of periods in the past successfully through a range of interesting topics, such as the study of the Ancient Greeks, the Victorians and the Second World War. By the age of eleven, pupils have a satisfactory knowledge and understanding of past events and people's lives, including those from local history. Teachers provide a range of artefacts for pupils to examine, including the teacher's own birth certificate and encourage discussion about historical sources of information. Good and careful use is made by Year 6 pupils of Aztec artefacts in gaining information about how these peoples lived. Teachers provide good opportunities for pupils to learn from simulations of time periods on CD-ROM and visits to local museums. Pupils often make good progress when using such artefacts and equipment.

173. Pupils have good attitudes to work. They listen carefully, and are interested and eager to find out about the past. The interest and enthusiasm that pupils have for the subject is clear when they talk about their work. Pupils work hard, often concentrating on their tasks for considerable periods. They enjoy using a range of sources to investigate what life was like in the past using artefacts such as photographs, and a teddy bear. Many pupils find their visits to museums very stimulating, particularly when it involves studying replicas of the Second World War. They are keen to find out information. Pupils' behaviour is good, and they work co-operatively with their teachers and each other.

174. Teaching is good across the school. This is an improvement since the last inspection where teaching was judged to be satisfactory in Key Stage 1. The quality of medium term planning is good. Lessons are taught with enthusiasm and interest, which elicits a lively response from the pupils. Teachers are knowledgeable about the subject and communicate this well. Lessons are well planned, prepared and structured. Teachers place a good emphasis on the use of artefacts from the past, which is an improvement since the last inspection. The frequent use of artefacts coupled with visits to places of historical interest considerably helps pupils to appreciate how we learn about the past. Teachers are clear in their explanations, and are skilful in their questioning to promote pupils' thinking. Work is satisfactorily matched to pupils' prior attainment, including lower attaining pupils, which was a shortcoming in the last inspection.

175. Satisfactory links are made to literacy and numeracy. Pupils use history to write at length, for instance, about Florence Nightingale in the Crimean War. They produce 'time-lines' of events. However, there is an over-emphasis on the use of commercial worksheets in some classes, which reduces the opportunities pupils have for writing in different styles.

176. The co-ordination of the subject is good.

Music

177. Pupils' attainment is typical of what is expected of pupils. Pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress in both key stages.

178. Pupils in Key Stage 1 learn to sing a variety of songs and have a satisfactory awareness of pulse and rhythm. For example, while singing in assembly, they are tuneful, know the words to songs and are aware of phrasing. They are developing the ability to listen to music while entering and leaving the

hall for assemblies but they are not encouraged to appraise what they hear. In lessons they listen well to the story of the 'Three Little Pigs' and join in the singing tunefully while accompanying the song with percussion instruments. They consider the mood of music and whether it is happy or sad and compose effectively their own percussion sound to exemplify the mood.

179. During Key Stage 2, younger pupils develop their ability to compose music using untuned percussion instruments and record their compositions pictorially. Older pupils sing along with the tape tunefully and harmoniously. They identify major and minor keys and recognise that the minor key makes a more plaintive sound.
180. Pupils' response to the subject is satisfactory. They listen attentively and mostly they enjoy the singing. They enjoy using the musical instruments particularly the percussion instruments at Key Stage 1. Older pupils tend to get restless when their seating arrangements are less than comfortable in lessons.
181. The quality of teaching in the one lesson observed was satisfactory. Although the teacher was not over confident in teaching the subject the published scheme was used effectively to plan the lesson. The teacher built on pupils' previous learning and made satisfactory use of resources. Pupils with special educational needs and those with English as a second language are appropriately helped by the teacher.
182. The curriculum co-ordinator is new to the post but has a very secure knowledge and understanding of the subject and has made a good start to managing the subject by drawing up a personal action plan. The co-ordinator supports and advises colleagues and through her own musical skills provides the school with expertise. The curriculum is enhanced by additional music available to pupils through extra curricular recorder groups, and opportunities to play the flute, clarinet and string instruments such as the cello. Pupils who learn to play these instruments are confident and play regularly during assembly as well as outside school. The resources have improved since the last inspection but there is still a shortage in the provision of instruments from other cultures.

Physical Education

183. Most pupils attain standards appropriate for their age in both key stages. The school has maintained the satisfactory standards reported in the last inspection. Recorded achievements show that all pupils can swim twenty-five metres or more by the age of eleven. Staff exchange classes for some year groups in games and pupils benefit from this practice. Higher standards are attained when lessons are taken by the co-ordinator. Pupils' progress in both key stages is at least satisfactory and often good. The few pupils with special educational needs join in all activities and are sensitively supported by the teacher and adult helpers, particularly when the adults demonstrate what is required and participate in the lesson themselves. Pupils with English as an additional language are fully integrated.
184. Pupils in Year 1 build up a sequence of staccato-like movements well when responding to the rhythm of pop music. Pupils in Year 2, show a good level of agility and move with reasonable control in their gymnastic floorwork and when using apparatus. They join together a series of jumps, balances and rolls to produce a smooth sequence of actions, ending with a smart finish. Pupils in all classes make good use of the available space in the hall. In Key Stage 2, pupils build effectively on previous gymnastic work. In a Year 3/4 lesson pupils performed balances, rolls and jumps with agility and control. They moved very confidently on challenging climbing equipment. Higher attaining pupils link movements together fluidly and with increased precision and muscle tension. Pupils in group work respond sensitively to the music of Glen Miller as they portray in tableau, with tense and heavy movements, the role of evacuees being sent away from home. In games, the majority of pupils in a Year 3/4 lesson catch, throw, pass and dodge with suitable skill and are developing their proficiency in intercepting passes in small team games.
185. The pupils make satisfactory and often good progress. Teachers help pupils understand the short-term effects of exercise on the body, and encourage discussion about these changes. In a dance lesson, the teacher skilfully linked the work to the pupils' history topic on the Second World War by producing an old suitcase filled with artefacts from the War. This helped pupils get in the mood to successfully convey feelings of empathy and dejection in their dance. Opportunities to take part in extra-curricular activities greatly enhance the progress of the Key Stage 2 pupils in the skills of ball control, passing and speed of movement.

186. Pupils have positive attitudes to physical education, showing enthusiasm and exuberance. They work well together, particularly in small games activities and paired routines in dance. Pupils are keen to demonstrate their movements to others and sensitively comment about each other performances. They work particularly well together when partnering pupils with special educational needs in dance; this is a positive response to the teachers' high expectations. Pupils' pay due regard to health and safety and are careful in getting out and putting away the apparatus.
187. The quality of teaching is good overall. The most effective teachers maintain a calm, yet brisk pace of work, taking pupils through appropriate and energetic warm-up routines, a consolidation of earlier work and into new tasks. They allow pupils to work in a quiet atmosphere, giving time to practice and improve their performances. High expectations give pupils the confidence to challenge themselves on and with apparatus. A particularly good feature is the way teachers join in lessons demonstrating by their own example the quality to be achieved. In the satisfactory but less effective lessons in gymnastics, teachers do not demonstrate such high expectations, pupils are not sufficiently encouraged to move with precision and muscle tension and too much time is wasted getting out and putting away the apparatus.
188. There is a policy but no scheme of work for physical education. The lack of a scheme was criticised in the last inspection. The subject was due to be a priority on the school's plan for development this year but other more pressing issues have taken precedence. Nevertheless, planning for the subject is satisfactory. The co-ordinator provides good leadership, personal expertise and support for colleagues. The quality of resources is good, which is an improvement from the last inspection, and has a positive impact on standards, particularly in gymnastics.

191. **PART C: INSPECTION DATA**

191. **Summary of inspection evidence**

- The inspection was carried out by a team of 4 inspectors over 14 inspector days.
- During the period of the inspection, 44 lessons or part lessons were observed.
- Inspectors attended school assemblies and registration periods.
- Samples of pupils' work were examined for each class for the current and previous academic years.
- During the inspection there were no design and technology lessons observed. The scrutiny of work on display, pupils' work were analysed and inspectors interviewed with the oldest pupils in the school.
- No geography lessons were seen during the inspection and judgements are based on teachers' planning, discussion with staff and pupils and scrutiny of pupils' work, including displays around the school.
- Evidence on music is based on observing one lesson, listening to tapes provided by the school, singing during assembly, discussion with staff and pupils and a scrutiny of the teachers' planning.
- A comprehensive range of school documentation including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, a sample of reports sent to parents and the school registers were inspected.
- In each year group, inspectors listened to a sample of pupils read. Pupils were examined in their information and communication technology knowledge, design and technology and geography.
- Discussions were held with members of staff, governors, pupils, parents and the administrative assistant.
- A parents' meeting held prior to the inspection was attended by 8 parents at which they expressed their views about the work of the school.
- The responses to the 39 questionnaires (representing 18 per cent of all questionnaires) completed by parents were taken into account during the inspection.
- The budget figures and the most recent audit report were examined.

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	166	4	44	36
Nursery	12	0	0	0

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	7.5
Number of pupils per qualified teacher	24.5

Education support staff (YR - Y6)

Total number of education support staff	6
Total aggregate hours worked each week	88.75

Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent)	0.5
Number of pupils per qualified teacher	23

Education support staff (Nursery school, classes or unit)

Total number of education support staff	1
Total aggregate hours worked each week	17.5

Average class size:	30.7
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FINANCIAL DATA

Financial year:	1998/1999
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	£
Total income	289574
Total expenditure	289088
Expenditure per pupil	1403.34
Balance brought forward from previous year	11087
Balance carried forward to next year	11573

PARENTAL SURVEY

Number of questionnaires sent out:

207

Number of questionnaires returned:

39

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	36	62	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	41	51	5	3	0
The school handles complaints from parents well	15	62	10	5	8
The school gives me a clear understanding of what is taught	21	59	10	10	0
The school keeps me well informed about my child(ren)'s progress	26	49	10	13	3
The school enables my child(ren) to achieve a good standard of work	24	61	11	5	0
The school encourages children to get involved in more than just their daily lessons	37	34	16	11	3
I am satisfied with the work that my child(ren) is/are expected to do at home	18	51	15	13	3
The school's values and attitudes have a positive effect on my child(ren)	36	54	8	3	0
The school achieves high standards of good behaviour	23	64	10	3	0
My child(ren) like(s) school	49	38	5	5	3