

INSPECTION REPORT

ST BOTOLPH'S C OF E PRIMARY SCHOOL

Northfleet, Gravesend

LEA area: Kent

Unique reference number: 118856

Headteacher: Mrs S. Hyne

Reporting inspector: Mrs J. Catlin
21685

Dates of inspection: 12 – 15 March 2001

Inspection number: 189362

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 –11 years
Gender of pupils:	Mixed
School address:	Dover Road Northfleet Kent
Postcode:	DA11 9PL
Telephone number:	01474 365737
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M. Fielder-White
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
(Ofsted No. 21685)	Jenny Catlin	Registered inspector	Mathematics Geography History Foundation Stage Equal opportunities English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school managed?
(Ofsted No. 14347)	Joan Lindsay	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
(Ofsted No. 23054)	Graham Johnson	Team inspector	English Music Physical education Special educational needs	
(Ofsted No. 23805)	Margaret Lygoe	Team inspector	Science Art and design Design and technology Information and communication technology	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Botolph's Church of England Aided Primary School has 242 pupils on roll and is of average size for schools of this type. There are 19 pupils from ethnic minority backgrounds. The proportion of pupils claiming entitlement to free school meals is just under 10 per cent; this is about average nationally. Nineteen pupils speak English as an additional language. This is above average compared to most schools. There are 17 children aged under five in the two reception classes. Children's overall attainment on entry is average. The percentage of pupils identified as having special educational needs, just over 31 per cent, is above average. No pupils have a statement of special educational need; this figure is well below the national average. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

St Botolph's is a very effective school with a very happy and friendly atmosphere. Standards in English are above the national average and in mathematics they are well above average. Teaching is good, with a significant proportion of very good teaching. Very good leadership and management give a clear direction to the work of the school. The value for money provided, taking account of the very good improvement since the previous inspection and its overall effectiveness, is good.

What the school does well

- High standards in English and mathematics at the end of Key Stage 2 and mathematics at the end of Key Stage 1
- Good standards in history at the end of Key Stage 2
- Good teaching is leading to rising standards in most subjects in both key stages
- Provision for pupils' moral development is excellent, while the provision for pupils' spiritual and social development is very good
- The leadership and management of the school are very good
- Procedures for ensuring pupils' welfare are very good and relationships within the school are excellent
- Provision for pupils with special educational needs is very good
- Pupils' attitudes to learning and their behaviour are very good

What could be improved

- The teaching role of the special educational needs manager
- More opportunities for higher and average attaining pupils to read from a sufficiently wide range of texts
- The Foundation Stage curriculum to more accurately address the Early Learning Goals
- Facilities and resources for constructive outdoor play for children aged under five
- Statutory requirements to be met in the school's prospectus and the governors' annual report to parents

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection, in September 1996, found the school provided a satisfactory education. All the key issues for action identified at that time have been dealt with very effectively. The curriculum is now well-planned and covers the programmes of study in all National Curriculum subjects. Senior management roles and responsibilities are now clearly defined and this has improved both the management of the curriculum and teaching. The quality of teaching has improved considerably, with no evidence of unsatisfactory teaching and a wider range of teaching styles, which enable pupils to develop a greater independence in their learning. Assessment is now used effectively to set targets for individuals, groups of pupils and to guide curriculum development. There is now good long-term planning for the work of the school, which is clearly communicated to all staff, governors and parents. The leadership issues of subject managers have been effectively addressed and, as a result, the

development, monitoring and evaluation of subjects across the school are now good. While the school has improved both the school's prospectus and the governors' annual report to parents, there remain some minor omissions. The overall improvement in the school since the last inspection is very good and the school is well placed to make further improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	D	C	B	A
Mathematics	C	A	A	A
Science	C	A	C	C

Key	
well above average	A
above average	B
Average	C
Below average	D
well below average	E

The above chart shows that standards by the age of 11 in English were above the national average, in mathematics they were well above the national average and in science they were close to the national average. When compared with schools with pupils from similar backgrounds, attainment in English and mathematics was well above average and in science it was average. The trend in the school's average National Curriculum points scores in recent years is above the national trend. There is no significant difference in the attainment of boys and girls in English and science. However, in mathematics last year, girls performed better than boys. The school's targets, set in conjunction with the local authority, were exceeded last year in English and mathematics. Targets set for this year represent a challenging but realistic increase in the number of pupils attaining national standards in English. The school is confident that, with the existing implementation of the literacy hour, they will achieve these targets and inspection evidence supports this view. However, targets set for mathematics are too optimistic and are unlikely to be reached, particularly as the current Year 6 cohort are less able than those who sat the tests last year. Inspection evidence shows that by the age of 11, pupils are achieving above average standards in English and mathematics and average standards in science. In mathematics, test results are unlikely to match the well above average results of year 2000 because of the differing overall achievement of the current Year 6. Standards in history are good and in art and design, design and technology, geography, music and physical education they are satisfactory. In information and communication technology standards are currently just below those expected for pupils at 11, although they are making good progress and attainment is rising. This is as a result of good teaching and a strong, shared commitment to raising standards. The attainment of children at the end of the Foundation Stage is average. By the age of 7, pupils' current attainment is well above average in mathematics and above average in science. Standards in information and communication technology are below average. Standards in all other subjects are satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The attitudes displayed by pupils to school life are very good and have improved even further from the good levels seen at the last inspection.
Behaviour, in and out of classrooms	Behaviour has remained at very high levels since the previous inspection.
Personal development and	Excellent relationships are evident throughout the school and are seen at

relationships	all levels, amongst adults and pupils. Pupils are also extremely polite and friendly and open in their discussions with visitors.
Attendance	There has been a significant improvement in attendance figures since the last inspection and the overall figure is now in line with national averages.

Pupils show a high level of interest in school life. Excellent behaviour was seen in assemblies and particularly when pupils were off-site at a swimming lesson. All adults treat pupils in a very caring yet mature way and they respond positively to this, which leads to an excellent level of mutual respect being shown. Pupils show a very high level of respect for the feelings, values and beliefs of others.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

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

Across the school, the quality of teaching is good, with many very good features. It is very good in 21 per cent of lessons, good in 38 per cent and satisfactory in 41 per cent. This improvement in teaching since the previous inspection, due to the recently improved role of the headteacher and subject managers in monitoring the quality of teaching and highlighting strengths and identifying areas for development. As a result, the quality of pupils' learning and the progress they make is improving, particularly during this academic year. However, these initiatives have yet to raise attainment above national averages by the end of Key Stage 1, particularly in reading and writing. The quality of teaching in English is satisfactory overall in Key Stage 1 and good in Key Stage 2. In mathematics, it is good in both key stages. Significant strengths of teaching in both key stages are the very high expectations teachers have for pupils' learning and the very good pace to lessons. These strengths make a positive contribution to the good quality learning that takes place in lessons. A further very positive aspect of teaching across the school is the very good classroom management and discipline, which most teachers maintain. There is a consistent approach to behaviour, which enhances the quality of pupils' learning. As a result, pupils have very good attitudes towards their learning and a good understanding of what they have learned and what they need to know next. The teaching of pupils with special educational needs is good in every class. Across the school, there is appropriate development of literacy skills and these are taught effectively, with a specific emphasis on phonic skills. The numeracy sessions are well taught and teachers question pupils very carefully to check their understanding of the work covered. Overall, the well-planned use of learning support assistants to support pupils in their learning is good and is a further strength of teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides pupils with a good curriculum which prepares them well for the next stage of their education. However, there is currently no policy or scheme of work for the early years' curriculum.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. However, the teaching role of the special educational needs manager is unclear. Pupils receive good quality support from teachers and learning support assistants.
Provision for pupils with English as an additional language	There is good provision for pupils for whom English is an additional language and this ensures they are included fully in all activities and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall the school makes very good provision for the spiritual, moral, social and cultural development of pupils. Moral development is excellent.
How well the school cares for its pupils	The school makes very good arrangements for the care and safety of pupils.

The school works well with parents. There is a very good variety of extra-curricular activities in which pupils can become involved, including football, netball, cross-stitch, recorders, gardening and the choir. The school has made substantial improvements to the curriculum since the last inspection. Although standards in information and communication technology are below national expectations at the end of both key stages, the school has recently focused on developing provision with notable success, and standards of attainment are rising.

The procedures for monitoring and supporting pupils' personal development are very good overall. Much information is passed on informally amongst the staff who all know the pupils very well and show a very caring attitude towards them. The school has made very good progress in tackling the key issue from the previous inspection in relation to the effective use of assessment. Individual and group target setting is well established, and pupils are fully aware of their own targets.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The charismatic leadership of the headteacher gives a clear and positive direction to the work of the school. Working closely with the senior management team, she has been very successful in developing a shared sense of commitment to school improvement.
How well the governors fulfil their responsibilities	Governors are now much more involved in the life and work of the school and play an effective strategic role in its development. They are now effective in fulfilling most statutory requirements.
The school's evaluation of its performance	Appropriate priorities for development are now identified effectively. There is a greater understanding of the curriculum and this has contributed positively to the raising of standards.
The strategic use of resources	There is very efficient use of resources to ensure best value for money.

There is a good match of teachers and support staff in the school to meet the demands of the curriculum. Overall, resources are satisfactory with some well-resourced subjects such as English,

mathematics, history and design and technology. Resources in the latter subject area have greatly improved since the previous inspection. The accommodation in the school is good and the buildings are very well maintained and clean. However, there are no outdoor play facilities for children aged under five. The school makes effective efforts to seek best value when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good • The school expects their children to work hard • Their children are making good progress • The school is helping their children to become mature and responsible 	<ul style="list-style-type: none"> • The amount of homework • The range of activities provided outside lessons

Parents have very positive views of the school and are supportive of the work done. They feel that teaching is good and that the school expects their child to work hard. They also feel that their child is making good progress. The inspection team agrees with these positive comments. A small minority of parents feel that their child does not get the right amount of homework but the team judged that the amount and relevance is satisfactory. Similarly, a few parents did not have a positive view about the range of activities provided outside lessons. However, inspection evidence shows that there is a very good variety of activities. Inspection judgements do not support concerns in these areas.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children aged under five, when they enter the reception classes is average. By the time children enter Key Stage 1, the majority are likely to achieve the nationally expected early learning goals in the six areas of learning known as communications, language and literacy, mathematical development, knowledge and understanding of the world, physical development, creative development and personal, social and emotional development.
2. At the end of Key Stage 1, the average National Curriculum points scores for 2000, show that in comparison with all schools nationally, the school's performance in reading is below the national average, in writing it is in line with the national average and in mathematics it is well above the national average. There are considerable variations in reading and writing results from year to year so no overall trend is discernible. Results in mathematics are consistently well above average. There is no significant difference in the attainment of boys and girls. Standards in reading for seven year olds are higher than those indicated by these tests. When compared with schools with pupils from similar backgrounds attainment in reading and writing remain comparable, while mathematics is well above. Attainment in science is above average.
3. At the end of Key Stage 2, the average National Curriculum points figures for 2000, show that in comparison with all schools nationally, the school's performance in English was above the national average, in mathematics it was well above the national average and in science it was close to the national average. The trend in the school's average National Curriculum points scores in recent years is above the national trend. There is no significant difference in the attainment of boys and girls in English and science. However, in mathematics last year, girls performed significantly better than boys. When compared with schools with pupils from similar backgrounds, attainment in English and mathematics is well above average and in science it is average.
4. The school's targets, set in conjunction with the local authority, were exceeded last year in English and mathematics at the end of Key Stage 2. Targets set for next year represent a challenging but realistic increase in the number of pupils attaining national standards in English. The school is confident that, with the existing implementation of the literacy hour they will achieve these targets and inspection evidence supports this view. However, targets set for mathematics are too optimistic and are unlikely to be reached, particularly as the current Year 6 cohort are less able than those who sat the tests last year.
5. Inspection evidence shows that by the end of Key Stage 1, pupils will attain average standards in reading and writing. They will attain well above average standards in mathematics and above average standards in science. By the end of Key Stage 2, pupils will attain above average standards in English and mathematics and average standards in science. In mathematics, test results are unlikely to match the results for year 2000 because of the differing overall achievement of the current Year 6. As a result, it is unlikely that the proportion of pupils gaining the higher level 5 will be as high.
6. Standards, across the school, in art and design, design and technology, geography, music and physical education are satisfactory. Standards in history are satisfactory by the end of Key Stage 1 but are good by age eleven. Across the school, standards in information and communication technology are below those expected for pupils at both seven and eleven although they are making good progress from the recent low standards.

7. Pupils, including those with English as an additional language, make good progress in English and mathematics in both key stages, both in the lessons observed and as seen in previously recorded work. In almost all lessons observed, progress was at least satisfactory and often good and very good.
8. Across the school, pupils with special educational needs make good progress in their work, especially in their acquisition of literacy and numeracy skills. Their rate of progress is equal to that made by higher and average attaining pupils. They are very well supported by both teachers and support staff. These pupils are offered work providing appropriate challenge; the tasks they are set closely mirror those offered to other pupils, so that they feel included in all of the activities of the class. For example, teachers at both key stages ensure that pupils with special educational needs have sufficient opportunity to take part in class discussion during literacy lessons, to show the sequences of movement they have devised in gymnastics or to read aloud their written work. Learning support assistants develop close working relationships with the pupils for whom they are responsible, and this enhances their progress.
9. Higher attaining pupils in the school make good progress overall. This is a considerable improvement since the previous inspection, when it was judged that these pupils were not being sufficiently challenged to enable them to make good progress and achieve their full potential. However, this good progress is not seen in reading as there are insufficient opportunities for these pupils to read from a sufficiently wide range of texts.
10. Literacy skills are developed effectively in all subjects; for example, in history when pupils are able to read historical accounts and identify fact and opinion. In mathematics, pupils are encouraged to use the correct mathematical language when explaining their answers. There are good strategies for the teaching of numeracy skills across the school and across subjects; for example, in design and technology when pupils measure and assemble materials to make their models. In geography, effective use is made of their skills in reading maps and recording compass directions.

Pupils' attitudes, values and personal development

11. The attitudes displayed by pupils to school life are very good and have improved even further from the good levels seen at the last inspection. Of the parents who responded to the pre-inspection questionnaire, 97 per cent stated that their child likes coming to school. This is reflected in the very admirable enthusiasm and enjoyment that pupils of all ages show for their work. One example of this was in a Key Stage 1 extended writing lesson when pupils listened to a story with great delight and then settled very quickly to the group tasks they had been given. Their efforts to rewrite the story themselves showed a high level of perseverance and an ability to work independently. Many were reluctant to stop when it was time for the plenary session. Pupils also show a high level of interest in school life in general, with many involved in the wide range of extra-curricular activities on offer such as football, cross-stitch and choir.
12. Behaviour has remained at very high levels since the previous inspection. The school's policy is very well understood by pupils and is consistently applied by staff. There is a very positive approach to discipline with a lot of praise given and effort is rewarded as much as attainment. Negative remarks are kept to a minimum and pupils respond very positively to this both in the class and in the playground. Again, a very high proportion of parents believe that behaviour is good in the school and inspection findings support this as during the inspection, there was no evidence whatsoever of intimidation or harassment. Excellent behaviour was also seen in assemblies and particularly when pupils were off-site at a swimming lesson. Although playtimes can be boisterous, the two separate playgrounds are very well supervised by adults and pupils have a well developed understanding of the impact of their actions on others. There have been no recent exclusions from school; this was also the case at the last inspection.
13. Excellent relationships are evident throughout the school and are seen at all levels, amongst adults and pupils. As a result, the school has a very happy, friendly atmosphere. All adults treat pupils in a very caring yet mature way and they respond positively to this, which leads to an

excellent level of mutual respect being shown. Pupils are also extremely polite and friendly and open in their discussions with visitors. Pupils show a very high level of respect for the feelings, values and beliefs of others. This was evident in the personal, social and health education lessons that were observed; for example, where pupils listened very well to each other and respected the views of their peers on sensitive issues such as alcohol and smoking. Pupils are frequently encouraged to think about how others feel and as a result of this, in conjunction with the excellent adult role models, they accept each other regardless of background, race or special needs.

14. The extent to which pupils show initiative and take on responsibilities is also very good. There are many opportunities for pupils to take responsible roles within the school and this is an improvement since the previous inspection. For example, there are monitors to help clear tables and answer telephones at lunchtime, playground monitors help the adult supervisors, music monitors set up the hall for each assembly and other pupils are responsible for setting out books and lap-tops at the start of each day. There is a School Council with two elected representatives from each class in Key Stage 2 and pupils have recently shown initiative by producing their own newspaper.
15. The personal development of pupils is also enhanced through a range of visits for each year group and particularly by the residential visit undertaken by pupils in Years 5 and 6. Visitors into the school such as the Fire Service and the Drugs Crime Officer also have an impact on personal development. The recently appointed co-ordinator for personal, social and health education has already done much to set up a programme of work for all year groups to assist the personal development of pupils even further.
16. There has been an improvement in attendance figures since the last inspection and the overall figure now matches national averages. The school has worked very hard to improve the unauthorised absence figure in particular and is now targeting persistent unpunctuality. This too is having a beneficial effect on standards as it was noticeable during the inspection that all lessons started very promptly and teaching time was used to the maximum.

HOW WELL ARE PUPILS TAUGHT?

17. Across the school, the quality of teaching is good, with many very good features. It is very good in 21 per cent of lessons, good in 38 per cent and satisfactory in 41 per cent. The quality of teaching in numeracy is good in both key stages. The teaching of literacy is satisfactory in Key Stage 1 and good in Key Stage 2. The quality of teaching across the school has improved considerably since the previous inspection. This is due to the recently improved role of the headteacher and subject managers in monitoring the quality of teaching and highlighting strengths and identifying areas for development. As a result, the quality of pupils' learning and the progress they make is improving, particularly during this academic year. However, these initiatives have yet to raise attainment above national averages by the end of Key Stage 1, particularly in reading and writing. Standards in mathematics are consistently well above average.
18. In the Foundation Stage, 11 per cent of teaching is very good, 33 per cent is good and a further 56 per cent is satisfactory. Lesson plans are generally detailed and informative, with clear ideas about what the children will learn and the next steps for their learning. The staff plan to offer all children equal access to the range of activities provided and support staff are very well briefed, especially in supporting those children who have special or specific needs. The quality of support from the nursery nurse is excellent and a significant strength of the provision for these children. She is fully involved in assessing children's progress and these detailed records are a further strength. This is an improvement since the previous inspection. The quality of relationships between teachers and support staff are very good and as a result all adults are well-informed as to what the children have gained and need to do next in their work and play. Expectations for behaviour are high and made clear to the children, who respond positively and behave well. The staff use questioning techniques to offer the children suitable challenge and to encourage them to think. Resources are used well, especially in developing personal and social skills. The

accommodation is used effectively to promote learning and the areas are suitably organised.

19. At Key Stage 1, 32 per cent of the teaching is very good, a further 45 per cent is good and 23 per cent is satisfactory. Teachers have a secure command of the subjects to be taught and the planning for lessons specifies the content to be taught to the whole class, to specified groups and to individual pupils. Lessons incorporate very high expectations and challenge for pupils with different levels of attainment. There are effective links with what pupils have already achieved and new learning makes progressive demands on them. Relationships are excellent and pupils are expected to have very high standards of behaviour. Pupils demonstrate very good attitudes to their work and are keen to complete work to a high standard within set time limits. Pupils are on occasions given choices about how the work is to be done and this makes a very positive contribution to their independent learning skills. Most lessons have a brisk pace, and resources, pupil groupings and adult assistance are all very well managed and used to promote the learning of specific knowledge or skills and to keep pupils on task. Teachers know their pupils well and their lesson planning identifies how particular aspects of the work will be assessed and the evidence that will be gathered in order to measure pupils' attainment and progress. These recent improvements in assessment procedures are contributing well to the improved quality of teaching. Homework is set and caters appropriately for pupils of differing abilities.
20. In Key Stage 2, 16 per cent of the teaching is very good, 34 per cent is good and the remaining 50 per cent is satisfactory. In the best lessons, the planning includes details of how the class will be organised for particular purposes, which resources will be needed and which tasks allocated to other adults. The method of recording outcomes of each activity is planned for, so that pupils can present their results in different ways and thus demonstrate a variety of skills. Resources are tidily stored, clearly labelled and offer easy access for the teacher and pupils alike. Care is taken to ensure that the equipment is well cared for and that pupils take responsibility for obtaining and clearing away resources. This contributes very well to pupils' independent learning skills and to their moral development. Often, other adults are used in an instructional capacity with particular groups or individuals; they are well briefed and supported by the class teacher. Teachers obtain and use accurate assessment information in order to provide appropriately challenging work. There is some very good practice in evaluating the success of lessons by teachers. Best practice includes identifying what progress individual pupils have made and how the methods and content for the next lesson need to be adjusted. Overall, this is done well across the school.
21. The weaknesses in teaching identified at the time of the previous inspection are no longer evident: the school has effectively dealt with the issues relating to poor management of time and weak lesson planning. Teachers now contribute well to helping pupils review and evaluate their work in order to recognise their strengths and weaknesses and improve their performance. This development has had a positive effect on pupils' learning and has enabled pupils to improve their attainment. There is now good use of assessment information to ensure that the work pupils are asked to complete is well matched to their capabilities and gives teachers the information they need to plan further learning. Learning objectives are now shared clearly with pupils in most lessons which results in pupils being very clear about what they are to learn and how successful they have been. This makes a good contribution to pupils' interest and involvement in their own learning and the progress they make, particularly in English and history.
22. Significant strengths of teaching in both key stages are the very high expectations teachers have for pupils' learning and the very good pace to lessons. These strengths make a positive contribution to the good quality learning that takes place in lessons. A further very positive aspect of teaching across the school is the very good classroom management and discipline, which most teachers maintain. There is a consistent approach to behaviour, which enhances the quality of pupils' learning. As a result, pupils have very good attitudes towards their learning and a good understanding of what they have learned and what they need to know next.
23. Overall, teachers have a good understanding of the National Curriculum in English and a very good understanding in mathematics. In the most recent of Key Stage 1 pupils' work, there is evidence that pupils are beginning to make good progress because they are expected to write at greater length and for a wider variety of purposes. As a result, pupils' attainment in writing at the end of Key Stage 1 is improving. Standards in reading for these pupils is average but the school is

taking steps to analyse pupils' progress with greater rigour in order to raise attainment in this area. In Key Stage 1, teachers' subject knowledge is also good in science and physical education, and therefore, attainment is above average in both subjects. In Key Stage 2, teachers' subject knowledge in English and history is good and pupils attain above average standards. Across the school, the teaching of mathematics is good with significant strengths in Years 2, 4 and 5. Consequently, pupils attain well above average standards. Teachers have a satisfactory knowledge of all other subjects and attainment is satisfactory. In information and communication technology, much good teaching is taking place. Although standards at the end of both key stages are currently just below national expectations, all pupils are making good progress, and attainment is rising. This is the result of good teaching and a strong, shared commitment to raising standards.

24. Teachers throughout the school encourage pupils to take reading books home and, where homework is set, it is often used appropriately to support pupils' learning. When marking pupils' work, teachers assess the work thoroughly and constructively and their comments are usually sufficiently diagnostic to help pupils know what they have done well and what they need to work on to improve. There are good quality, long-term written curriculum plans to provide a framework for teachers' lesson planning, and ensure that work becomes more demanding across and through year groups. Across the school, there is appropriate development of literacy skills and these are taught effectively, with a specific emphasis on phonic skills. The numeracy sessions are usually well taught and teachers question pupils very carefully to check their understanding of the work covered. Overall, the use of learning support classroom assistants to support pupils in their learning is good.
25. Where teaching is satisfactory rather than good, there are weaknesses in the use of time, which results in a slow pace to the lessons. Therefore, pupils are not always actively engaged in the lesson and they fail to make the progress of which they are capable. On occasions, this slowing of the pace leads to a lack of concentration which is not always picked up by the teacher.
26. The teaching of pupils with special educational needs is good in every class. Teachers and learning support assistants collaborate well in their preparation and planning. Learning support assistants are well briefed to support these pupils; most have received good training and many display a high level of skill in their work. For example, many use good questioning skills and manage pupils well so that they remain closely focused on the task to be completed. Learning support assistants are allocated to each class for the whole of the school day. This ensures that teachers and support staff develop close working relationships and makes a positive impact on the quality of education offered to pupils with special educational needs.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

27. The school provides pupils with a good curriculum, which prepares them well for the next stage of their education. Statutory requirements are now met. The school has made substantial improvements since the last inspection, and has made very good progress in dealing with the weaker aspects identified at that time. There are now policies and schemes of work in all subjects, and the school is continuing to work hard to respond to changing requirements.
28. The school has a very strong commitment to equal opportunities and is very successful in ensuring that all pupils have equal access to the curriculum. There is good provision for pupils capable of high achievement. Provision for pupils with special educational needs is very good and helps to ensure effective learning. The teaching for these pupils is closely linked to their individual education plans. They receive good quality support from teachers and learning support assistants. There is good provision for pupils for whom English is an additional language and this ensures they are included fully in all activities and make good progress. The school effectively monitors pupils' achievements by gender, attainment, background and ethnicity. The school has identified the need to prepare a specific policy and scheme of work for children in the Foundation

Stage, to guide teachers in their planning. There is no separate, suitably equipped, outdoor play and learning space for the reception children, although the school has plans to develop such an area.

29. The Literacy and Numeracy Strategies have been successfully introduced and pupils have good opportunities to use their skills across the curriculum. The literacy programme has recently been modified to increase time for writing, although there has not been enough time to evaluate the success of this change. There is scope in English for teachers to plan more opportunities for pupils to speak at length, and to give greater guidance to pupils in their reading.
30. There is a good working partnership between class teachers and the manager for special educational needs, which facilitates the prompt identification of pupils with learning difficulties or behaviour problems. Their needs are efficiently assessed and an appropriate level of support is provided. The individual education plans, which are drawn up for all pupils on the special educational needs register, are used effectively by class teachers to guide lesson planning. Targets are clearly defined and regularly reviewed. Work is set at an appropriate level across the curriculum and pupils receive good in-class support from learning support assistants. The special educational needs manager and class teachers provide well-planned and clearly focused teaching for the pupils who are withdrawn for additional work in literacy and mathematics. Progress is carefully monitored against the targets set on the individual education plans.
31. The whole school day is used very effectively for good quality learning. The pupils enjoy a good variety of interesting experiences and the timetable is carefully planned to ensure that all the available time is used. The school has introduced national guidance as a basis for the programmes of work in most subjects, providing teachers with a secure framework for planning. The art and design curriculum has yet to be fully modified, and there is scope to give greater guidance to staff on teaching art and design skills. A significant strength of the curriculum is the provision for mathematics teaching, which enables pupils to make good, and often very good, progress across the school. It is also good in history in Key Stage 2. Systems for planning are good, and generally ensure that pupils' skills and knowledge are developed systematically. Key Stage 2 pupils are now taught in large classes composed of pupils who are all in the same year group. The problems associated with planning for mixed year group classes, which were identified in the previous report, no longer exist. Although there are two mixed-age classes in Key Stage 1, planning is generally well matched to pupils' needs.
32. The school has recently focused on developing provision for information and communication technology, with notable success. Pupils are using their computer skills with increasing confidence in all subjects, and standards of attainment are rising. All classes now have two or three up-to-date computers. During information and communication technology lessons teachers use textbooks effectively to reinforce learning, since not all pupils can have immediate hands-on experience.
33. There is a very good programme for personal, social and health education. All classes have regular lessons in which social and moral issues are explored at a suitable level. The programmes for education in drugs awareness and for sex education have recently been revised, and the school is effective in involving outside agencies where relevant.
34. Pupils' experience is enriched through a good range of educational visits and by visitors to the school. Provision for extra-curricular activities is very good, and includes some clubs for Key Stage 1 pupils. In addition to a variety of sporting and musical activities, pupils can take part in cross-stitch, gardening, and reading clubs. Older pupils also have access to the lap-top computers at lunchtimes. Many pupils benefit from taking part in sporting and musical activities with other schools.
35. There are strong links with the church, and the school makes suitable use of visits to the immediate locality to support learning in geography. The school has forged good links with other local primary schools, and pupils benefit indirectly from the good opportunities for shared staff training.

36. Overall the school makes very good provision for the spiritual, moral, social and cultural development of pupils. This aspect has improved significantly since the previous inspection. Spiritual development is very good. There is the opportunity for a daily act of collective worship that always includes a time for reflection. Spirituality is also inherent in many other features of school life such as the way adults share their feelings and thoughts with pupils. In one assembly, the teacher spoke of her love and respect for her grandmother and re-told one of her stories to an enthralled audience. The school now plans much more effectively to promote spiritual development through the curriculum, particularly but not exclusively in the arts. For example, pupils are asked to listen to music and to think of how it makes them feel.
37. The provision for pupils' moral development is excellent. From the earliest time in school, children understand right from wrong and are very polite. The youngest children were heard to thank their teacher for selecting them for a particular task, for example. Children learn to share and to be kind to each other; older pupils look after younger ones in the dining hall and the playground. All this is fostered by the excellent role models provided by all adults in the school and the consistent and positive approach to applying the school's behaviour policy. The much-valued merit badges are frequently awarded to pupils who are kind and helpful and who try hard and not only to those who achieve well academically. There are now many opportunities for pupils to take on responsibilities and this has also contributed to their moral development.
38. There is very good provision made for pupils' social development with the consequences being seen in the excellent relationships that exist at all levels in the school. Although there is no formal buddy system or paired reading scheme as yet, older pupils mix comfortably with younger ones and take an interest in them. The weekly reading club, for example, is open to all ages in the school and is a good forum for different ages to mix. The social development of older pupils is also much enhanced by the annual residential trip undertaken by Year 5 and 6 pupils. Social development is also enhanced by the weekly personal, social and health education lessons that all pupils take part in. These sessions develop listening skills such as in a Key Stage 1 lesson where pupils had to talk both at the same time to each other in pairs and then sit back-to-back and try talking to each other. They quickly understood the need to focus attention on the person talking and how difficult it is to talk and listen at the same time. An understanding of how to react sensitively and sensibly to the opinions of others is also fostered in these lessons.
39. There has also been an improvement in the provision for pupils' cultural development, which is now considered to be good overall. Cultural elements in music, and art and design are strong, although there is a bias towards Eurocentric cultures; for example, pupils learn to reply in different European languages during registration and artists such as Lowry and Van Gogh are studied. Cultural education is further enhanced through visits to museums and other places of interest. There are only a few ethnic minority pupils in the school but they are fully included and have equal opportunities. The school is aware that it needs to celebrate other non-European cultures more fully and is addressing the issue through inviting outside agencies in; for example, to lead a Hindu assembly. Other faiths are studied in religious education lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Overall, the staff at the school make very good arrangements for the care and safety of pupils. There are good levels of adult supervision at play times and a high number of staff with first aid training. Procedures for recording and dealing with accidents and illnesses are well organised and effective. The school's current health and safety policy is much improved from the time of the previous inspection and the health and safety issues mentioned in that report have been addressed.

41. The procedures for child protection are also very good. The headteacher is the named co-ordinator and she has undergone recent extensive training. All members of staff are issued with guidance in relation to child protection.
42. There are now very good procedures in place for monitoring and promoting good attendance and they have been effective in improving the overall attendance figures. For example, office staff telephone home on the first day of absence if parents don't contact the school, monthly computer printouts are produced to show patterns of absence or poor punctuality and this information is passed to the education welfare officer. There are frequent reminders about the need for good attendance and punctuality in newsletters to parents and holidays during term-time are discouraged. To promote good attendance, certificates are now awarded each term and each school year to those with 100 per cent attendance.
43. There are good systems for monitoring and promoting good behaviour and as a result the school has been successful in reducing oppressive behaviour to a minimum. Pupils have a clear understanding of the standard of behaviour expected of them and all parents are given a copy of the school's positive behaviour policy when their child enters the school. Good behaviour is richly praised and this strategy is used consistently throughout the school. Much of the monitoring is done on an informal basis unless the pupil's behaviour is such that an individual education plan is required. Specific improvements in behaviour may then be a target for the pupil.
44. The procedures for monitoring and supporting pupils' personal development are very good overall. Again, much information is passed on informally amongst the staff who all know the pupils very well and show a very caring attitude towards them. There is a summative statement about personal and social development on the pupil's annual progress report and again if there are worries over a child's personal development, an individual education plan may be drawn up. Ninety-eight per cent of parents who responded to the pre-inspection questionnaire stated that they feel the school is helping their children to become mature and responsible.
45. The school has made very good progress in tackling the key issue from the previous inspection in relation to the effective use of assessment. Teachers use information effectively to support the progress of all pupils. Individual and group target setting is well established, and pupils are fully aware of their own targets. Lessons are carefully planned to build on previous work, and teachers are aware of individual strengths and weaknesses. The school uses assessments well to monitor the progress of individuals. In each class, pupils capable of very high attainment are identified and suitably extended. A good example of this was seen in a Year 4 science lesson where a group devised an experiment on friction. Pupils with special educational needs are identified early and given very good support.
46. Procedures for monitoring and assessing progress in English and mathematics are good. In science and information and communication technology, revised assessment procedures are being introduced to reflect the current schemes of work. Teachers currently keep adequate individual records of progress in these subjects. There are good arrangements for assessing progress in history and geography and progress in design and technology is evaluated adequately. Most teachers keep notes of individual progress in music, art and design and physical education.
47. Assessment procedures for pupils with special educational needs are generally good. Pupils are set targets that are realistic, but challenging. These are reviewed each half term. Targets are discussed with pupils and shared with parents. This is a good strategy which ensures that pupils feel well supported and that they develop a good awareness of their own rate of progress. The strategies by which targets may be achieved are also described in pupils' individual education plans. These are well maintained and contain sufficient information, but vary in quality of detail from satisfactory to very good. Those for Years 2 and 4, for example, specify very precise targets and contain detail helpful to those offering support. However, in general, the success criteria outlined for each target are not sufficiently specific to be useful in enabling the reader to know when a target has been reached. Reviews are regular, take full account of the need to keep

parents and pupils informed, and are sufficiently well documented to use as a reference for progress. The school is alert to the need for the early diagnosis of special needs; this ensures that pupils also receive early support for the learning difficulties they encounter. Learning support assistants regularly monitor pupils' progress towards their targets for behaviour, concentration, speaking and listening. Their comments are included in individual education plans and form a detailed and continuous record of pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The evidence from the pre-inspection questionnaires and the parents' meeting shows that parents have very positive views of the school and are supportive of the work done. For example, 99 per cent feel that teaching is good and that the school expects their child to work hard; 98 per cent think their child is making good progress. A small minority of parents feel that their child does not get the right amount of homework but the evidence from the inspection is that the amount and relevance is satisfactory across the school. Similarly, a few parents did not have a positive view about the range of activities provided outside lessons. However, inspection evidence shows that there is a very good variety of activities for pupils to become involved in including football, netball, cross-stitch, recorders, gardening and the choir.
49. The headteacher and her staff have worked very hard to develop good and effective links with parents through regular newsletters and by being open and approachable. Parents are consulted on policies that directly affect their child, for example the recently revised policies for drugs awareness and sex education were sent to parents for comments. There is a home school agreement in place that the great majority of parents have signed and this forms the basis of the effective partnership with parents. Parents have the opportunity to attend three consultation evenings each year and to discuss the individual targets that are set for their child. A few parents come in to help in school with practical activities such as design and technology and information and communication technology and many volunteer to accompany pupils on school visits. Many parents hear their children read at home on a regular basis and sign the reading record book as well as assisting with other homework tasks. The good level of support given has a positive impact on children's learning. Parents have also recently re-launched the Friends' Association and social events such as a termly disco for pupils are organised for both fund-raising and entertainment purposes.
50. The quality of information that is provided for parents is good overall although the governors' annual report to parents omits a statement giving an update on the action plan put in after the previous inspection. There are also still some statutory omissions from the prospectus, namely the dates of the school holidays, the school's charging and remissions policy and the sporting aims and provision for sport. The annual progress report that parents receive for their child is, however, very informative and of a high quality. Along with the report parents receive the results of tests their child has undertaken such as baseline assessments, optional and end of key stage statutory assessment tests. Parents of pupils with special educational needs are kept well informed of their child's progress through involvement in the regular reviews that take place.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the school are very good and as a result have succeeded in improving standards since the previous inspection. The charismatic leadership of the headteacher gives a clear and positive direction to the work of the school. Working closely with the senior management team, she has been very successful in developing a dedicated and enthusiastic staff, with a shared sense of commitment to school improvement. She provides very clear guidance for the development of the comprehensive schemes of work, which are now in place for all subjects.
52. The headteacher is very clear about the school's core purpose of achieving high standards of

attainment and discipline through good teaching and good care of pupils. She has introduced effective systems for monitoring the quality of teaching and learning and this is of benefit to staff, helping them to evaluate their effectiveness in the classroom and thereby raise standards. Subject managers support the headteacher in examining pupils' work and scrutinising lesson planning. The headteacher interviews teachers regularly to discuss their subject area and to set targets for achievement. She analyses test results and uses them to inform further planning and action. However, this aspect of the monitoring role could be more efficiently delegated to subject managers, particularly in English. She consults widely and seeks the views of staff, governors and parents. Procedures for appraisal and performance management are up to date. The planning for staff development within the school is good and the available grant has been used well. Training for teachers has been a priority and all teachers have had the opportunity for training, both for the benefit of the pupils and for their own development. There is effective induction for new staff assisted by an experienced mentor.

53. The school development plan is now a useful tool for managing improvement based on the systematic monitoring and evaluation of the school's work. At the time of the previous inspection it was judged as having limited value because it lacked detail to support its implementation and long-term strategic planning was weak. Appropriate priorities for development are now identified effectively and include raising standards in pupils' writing, the further development of information and communication technology and the implementation of the new Foundation Stage for reception age pupils. There are good systems in place to judge the success of these developments.
54. At the time of the previous inspection, there was a lack of a long-term plan and a clear strategic focus for the work of the school. Governors are now much more involved in the life and work of the school and play an effective strategic role in its development. The chair of governors gives a good lead and he is well supported by the rest of the governing body in their understanding of the strengths and weaknesses of the school. They are now effective in fulfilling statutory requirements, with the exception of some minor issues in the prospectus and the governors' annual report to parents. There is a shared commitment to improving standards through a greater understanding of the curriculum and how the effectiveness of this affects standards.
55. The financial planning is thorough, although the school in the last financial year, 1999/2000, had a rollover figure of 13 per cent of its total budget. This was as a result of the sale of land from one side of the school site. Much of this money has been spent on planned developments and extensions to the school building. There are further plans to develop an outside play area for children in reception classes. There are also contingency plans for a proposed reduction in pupil numbers, which will enable the school to have single age classes. By the end of the current financial year, it is estimated that there will be a budget surplus of less than 5 per cent. The school makes appropriate efforts to seek best value when purchasing goods and services. The efficiently managed school office makes good use of information and communication technology in managing the school's financial records and has Internet and e-mail access to local education authority services. There is effective formal evaluation of the cost effectiveness of spending decisions against standards of work produced by the pupils. A good example of this is the considerable improvement in pupils' information and communication technology skills as a result of the purchase of more computers and the employment of extra learning support assistants to support pupils in all classes with their learning.
56. The special educational needs manager is responsible for contacts with parents and external agencies. She offers advice and suggests strategies to learning support assistants at weekly meetings and discharges her administrative duties competently. However, her role in the classroom is less effective. Briefed to support those pupils with greatest need, her particular teaching skills and experience are sometimes not sufficiently well directed to meet the specific learning requirements of the pupils for whom she is responsible, and the level of support provided is often too general. She displays a good knowledge of pupils with special educational needs, and keeps parents well informed of their children's progress. Teaching resources are of good quality, and there is a wide range of books and materials at appropriate levels to enrich pupils' learning experiences.
57. There is a good match of teachers and support staff in the school to meet the demands of the

curriculum and the range of expertise and experience is also good. With the exception of religious education, all subject areas have an appointed manager and even though some have only been in post a short time they have made substantial efforts to develop their role through training and observing lessons. The roles of these subject managers are clearer than at the time of the previous inspection and they contribute well to improvements in both the teaching and raising of standards within their subjects. There is a high number of support staff in the school and they work very effectively with class teachers. All staff now have updated job descriptions and the performance management policy and procedures are fully in place. Training needs are now specifically targeted to the individual's personal development. For example, the newly appointed manager for personal, social and health education has been on a range of appropriate courses that have assisted her in putting together a scheme of work and resources in a short space of time.

58. The induction of staff new to the school, including newly qualified teachers, is good. They feel well supported by all staff as well as their specific mentor and they have opportunities to observe good teaching practice in their own and neighbouring schools.
59. The accommodation in the school is good and the buildings are very well maintained and clean. Most of the classrooms are spacious and recent building work and improvements to the fabric of the building have enhanced the accommodation even more. Corridors and classrooms are made bright and interesting through the use of good quality displays of work. The school is fortunate to have large playgrounds for both key stages as well as substantial playing fields. However, there is currently no separate outdoor secure area for children aged under five, although the school has plans to develop one in the imminent future.
60. Subject managers conduct regular reviews and keep a close watch on the adequacy, access and use of resources. They are responsible for maintaining a good balance between classes and subject areas, and for ordering new equipment as necessary. Overall, resources are satisfactory with some well-resourced subjects such as English, mathematics, history and design and technology. Resources in the latter subject area have greatly improved since the previous inspection when they were judged to be unsatisfactory. Information and communication technology resources have also improved considerably.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to build on the existing standards in the school, the governors, headteacher and staff should:
 - (1) Ensure that the teaching role of the special educational needs manager is more precisely targeted towards the particular needs of individual pupils; (*paragraph 56*)
 - (2) Provide greater opportunities for higher and average attaining pupils to read from a sufficiently wide range of texts; (*paragraphs 74 and 77*)

- (3) Implement existing plans to ensure that:
- The curriculum for children in the Foundation Stage more accurately addresses the Early Learning Goals; (*paragraphs 28 and 69*)
 - There are suitable facilities and resources for constructive outdoor play. (*paragraphs 59 and 67*)
- (4) Ensure that the prospectus and the governors' annual report to parents meet statutory requirements. (*paragraphs 50 and 54*)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

1. Provide more frequent opportunities for pupils to speak at length. (*paragraph 75*)
2. Extend opportunities for pupils to develop a greater understanding of non-European cultures. (*paragraphs 39 and 102*)
3. Ensure that test data in English is used diagnostically to track the progress of individual pupils in different aspects of the subject. (*paragraph 83*)
4. Ensure that the scheme of work for physical education offers teachers sufficient information about how particular skills should be developed. (*paragraph 131*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	38	41	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		242
Number of full-time pupils known to be eligible for free school meals		24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		76

English as an additional language	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.1

Unauthorised absence

	%
School data	0.1
National comparative data	0.4

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	15	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	20	20
	Girls	11	12	15
	Total	28	32	35
Percentage of pupils at NC level 2 or above	School	80 (86)	91 (94)	100 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	12	14	13
	Total	31	33	33
Percentage of pupils at NC level 2 or above	School	89 (80)	94 (89)	94 (83)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	16	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	13	13	13
	Total	28	28	29
Percentage of pupils at NC level 4 or above	School	85 (78)	85 (75)	88 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	13	14	14
	Total	26	27	30
Percentage of pupils at NC level 4 or above	School	79 (75)	82 (66)	91 (72)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	18
Pakistani	0
Bangladeshi	0
Chinese	0
White	206
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.8
.Number of pupils per qualified teacher	22
Average class size	30.1

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	209

Financial information

Financial year	1999/2000
	£
Total income	463, 482
Total expenditure	442, 391
Expenditure per pupil	1, 836
Balance brought forward from previous year	39, 819
Balance carried forward to next year	60, 910

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	3	0	0
My child is making good progress in school.	66	32	0	0	2
Behaviour in the school is good.	46	47	3	1	3
My child gets the right amount of work to do at home.	37	44	12	3	4
The teaching is good.	67	32	0	0	1
I am kept well informed about how my child is getting on.	55	33	10	0	2
I would feel comfortable about approaching the school with questions or a problem.	72	22	3	2	1
The school expects my child to work hard and achieve his or her best.	68	30	1	0	1
The school works closely with parents.	43	44	11	1	2
The school is well led and managed.	56	31	4	1	8
The school is helping my child become mature and responsible.	56	41	1	1	1
The school provides an interesting range of activities outside lessons.	27	50	8	3	12

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. Provision by the school for children aged under five is satisfactory. At the time of the inspection there were 17 children aged under five in the two reception classes. These classes provide them with a secure and caring environment, with daily routines firmly established. Baseline assessments are completed when the children first start school and these show average attainment with a broad spectrum of abilities within this. Some children are very able and have good skills in communication, language and literacy, whilst others need support in their learning. By the end of the reception year most children will achieve the Early Learning Goals in all areas of learning.

Personal, social and emotional development

63. Children's personal, social and emotional development is given a high priority, to very good effect. Children are happy and content to be in school. They play well together, share resources and take turns. Children work happily on their own and alongside others, as well as in groups. They are interested and responsive, taking part in all the activities provided for them with enjoyment. In whole-class sessions, most children listen with considerable interest and respond positively. Many are able to work with concentration and persevere in their learning. Very good use is made of 'circle time' (when children all sit round quietly and discuss their work with the teacher) to develop the children's awareness of their own feelings, to take turns and to acknowledge the strengths of others. There was no evidence of free play being planned to give children opportunities to select and pursue an activity of their own choice. All staff act as very good role models for the children, helping them to form positive relationships and to care about others. Most children show independence in dressing and personal hygiene.

Communication, language and literacy

64. Many children enter the reception classes with satisfactory speaking and listening skills, and mostly good verbal comprehension. The children are provided with a wide range of activities which support the development of language and literacy. From the start of their school life they begin to develop their personal and social skills alongside those for speaking and listening. Staff offer frequent opportunities for children to talk with an adult and actively seek to extend the children's vocabulary. Through participating in role-play situations, such as acting out the role of shopping in the cafe, staff encourage and extend the children's use of language. Children learn to listen attentively, follow instructions carefully and develop a growing vocabulary, enabling them to speak with increasing confidence in a variety of situations. They begin to read familiar words and understand that print carries meaning when following the story of the 'Little Gingerbread Man'. The teachers work satisfactorily within the structure of the literacy hour. Many children soon develop an understanding that words and pictures carry meaning. They know how books are organised and, with support, recognise some familiar words in simple texts. Satisfactory use is made of the literacy strategy to introduce children to phonics, for example, hearing and finding words with 'g' at the beginning of them. They are developing a sound range of strategies to help them with their reading and many can recognise words such as 'can' and 'me'. Most children are aware of the purpose of writing and can write their names legibly. Children are introduced to an appropriate style of writing from an early age. This is effective and some children, with support, quickly develop this style and attempt to write in short sentences using prompt cards for unknown words. They take home books regularly to share with their parents; this is effective in helping them to develop good habits in reading. The children make good progress overall and by the time they are five, most attain the expected standards in reading and writing.

Mathematical development

65. The children work well towards the Early Learning Goals and by the end of the reception year most will have achieved them in this area of their learning. They are learning to count to ten and use language to describe what they are doing. For example, they are able to count the number of skittles knocked down with a ball and say how many are left standing. The higher attaining children show an appropriate understanding of addition and subtraction when solving problems involving ten objects and can write the numbers involved. Most develop an understanding of what is meant by 'one more' and 'one less' and their good language skills contribute well to their explanations of what they have learned. The children are developing an awareness of moving in different directions and can respond to instructions to move forwards, backwards and sideways, either left or right. Their work on making patterns, using different colours, are displayed proudly and their mathematical knowledge is further developed when children make gingerbread men. They weigh ingredients effectively and understand the concept of more and less, and heavier and lighter. There is good use of a time-line using photographs from birth to the present day.

Knowledge and understanding of the world

66. In their knowledge and understanding of the world, the children are making satisfactory progress and most will achieve the early learning goals in this area of their development. They are learning about their environment and talk about features they like and dislike in the classroom. They identify areas they like best and how other areas could be improved. They enjoy making models using construction apparatus and use the tape recorder confidently to listen to story tapes. They operate the mouse confidently when they use the computer to develop further their number recognition and sequencing skills.

Physical development

67. The children make satisfactory progress in their physical development. By the end of the reception year most will have achieved the early learning goals in this area. They use equipment in the playground to balance and jump and develop confidence in climbing. Manual dexterity is well developed by the time the children are five. Through their play with table-top games and jigsaws, using modelling materials, pencils and brushes, they show a growing ability to manage small items. Physical education is timetabled and planning shows a good range of gymnastic, dance and games activities that promote the larger-scale movements of the children. Currently, there is no provision for outside play activities but there are plans to develop this in the very near future. There is a range of small equipment within the school, which the children use to develop their skills in throwing, catching and aiming. There are many good instances of the children developing their hand control, for example, when using scissors to cut straight lines in paper, using appropriate tools at dough, sand and water play and using brushes to paint and create effects.

Creative development

68. The children's creative development is suitably promoted, they make sound progress and most will achieve the learning goals in this area by the end of the reception year. There is good evidence of the children's efforts when using paint, for example, in their pictures of flowers; many of these show good attention to detail and a bold use of colour. The children are developing an awareness of using their senses. They are able to use musical instruments in their creative work and are developing musical ideas; for instance, they can keep a regular beat in time to their singing.
69. The provision in the reception classes has been maintained since the last inspection, when it was judged to be satisfactory. There is currently no policy or scheme of work for the early years' curriculum and this affects the quality of experiences offered to these children. The planned programme of activities enables children to make satisfactory progress but does not always refer in sufficient detail to the recommended areas of learning for this age. For older reception age children, with above average attainment, this curriculum planning is appropriate, as many have

already achieved these goals. However, it is less suitable for the younger pupils in reception year, who require an early years' curriculum to effectively support their intellectual, physical and social development. This aspect of curriculum planning was highlighted as an area for development in the previous inspection and has not been effectively addressed. Nevertheless, children are working well overall towards the early learning goals and generally, they make sound progress. Older children in the mixed reception and Year 1 class make good progress because of the good teaching they receive. In physical development, overall progress is only satisfactory, although teaching remains good, because some resources, namely outdoor play facilities, are not available, and this restricts some of the opportunities provided for them.

70. The quality of teaching in the Foundation Stage is satisfactory overall although it is good for the older children within this stage. Lesson plans are generally detailed and informative, with clear ideas about what the children will learn and the next steps for their learning. The staff plan to offer all children equal access to the range of activities provided and support staff are very well briefed, especially in supporting those children who have special or specific needs. The quality of support from the nursery nurse is excellent and a significant strength of the provision for these children. She is fully involved in assessing children's progress and these detailed records are a further strength. This is an improvement since the previous inspection. The quality of relationships between teachers and support staff are very good and, as a result, all adults are well informed as to what the children have gained and need to do next in their work and play. Expectations for behaviour are high and made clear to the children, who respond positively and behave well. The staff use questioning techniques to offer the children suitable challenge and to encourage them to think. Resources are used well, especially in developing personal and social skills. The accommodation is used effectively to promote learning and the areas are suitably organised.
71. There is an effective partnership with the parents and carers, they are encouraged to be involved in their children's learning; for example, books are sent home regularly for them to share with their children and they are invited to make comments in the reading diary.

ENGLISH

72. Standards in English are in line with the national averages for pupils at the age of seven, and above the national average for pupils of eleven years of age. The inspection found that attainment at the end of both key stages is largely at the level suggested by national test results in 2000, although standards in reading for seven year olds are higher than those indicated by the tests.
73. As at the time of the last inspection, standards in both reading and writing at Key Stage 1 are in line with national averages. However, they are now higher in reading than those shown by last year's test results; these indicated that standards were below average, both when compared with national figures and when compared with the performance of similar schools. The reason for this improvement is that, within the last year, the school has taken steps to analyse pupils' progress with greater rigour and to reflect more critically on how standards in reading may be improved. The result is that teachers have a closer understanding of pupils' achievements in reading and of what they need to learn next. These measures are now making an impact on attainment. Standards in writing are similar to those indicated in last year's tests. The school has recently taken decisions to raise standards in this aspect of the subject by ensuring that pupils have more frequent and systematic opportunities for extended writing. This positive measure is beginning to lead to improvement in writing standards, but has yet to have a sustained impact on attainment.
74. Standards of reading and writing by the end of Key Stage 2 are above the national average, and pupils make good progress in their learning as they move through the key stage. This constitutes an improvement in standards since the time of the last inspection, when standards were broadly in line with national averages. Teachers have high expectations that pupils will practise their reading regularly, and, by the age of eleven, many pupils are reading fluently and accurately. However, higher and average attaining pupils are not always sufficiently monitored in their reading and do not always receive sufficient guidance in their choice of literature, with the result that they read from too narrow a range of texts or choose books that do not offer them enough challenge.

Standards of writing are also good because teachers have high expectations for their pupils, challenging them to write for a wide range of purposes, and, when appropriate, encouraging them to re-draft and edit their writing.

75. Standards in speaking across the school are above average. Pupils are given sufficient opportunities to ask questions in the course of lessons, and to discuss their work in pairs or small groups. In literacy lessons, teachers use questioning well to probe pupils' understanding. Pupils generally contribute sensibly to class discussion. In one good lesson, for example, the thoughtful contributions of Year 5 pupils clearly aided the understanding of others. Opportunities for pupils to offer their views are provided in different areas of the curriculum. At both key stages, for example, pupils in gymnastics lessons are invited to comment constructively on the efforts of others. Pupils generally speak openly and with confidence to adults. While sufficient time is provided for pupils to respond and question in class lessons, there are fewer opportunities for self-expression through drama or for older pupils to develop an argument to speak at length, for example, in debate. Pupils' listening skills are very good. They are attentive in lessons, and from Year 1 develop good powers of concentration because teachers create in most lessons a calm, purposeful working atmosphere, ensuring that pupils are focused on working towards clearly defined targets. Pupils with special educational needs make good progress in speaking and listening; those who might have difficulty in concentrating are very well supported in their learning by both teachers and learning support assistants.
76. Pupils' standards in reading are in line with the national average by the age of seven, and they make satisfactory progress in their learning. Pupils in Year 1 develop a good sight vocabulary and begin to understand that letters singly or in combination represent particular spoken sounds. By the age of seven, some read with understanding and expression and are able to talk about the favourite part of a book they have read. Higher attaining pupils read with confidence, and predict the likely course of a story. The progress of pupils with special educational needs is carefully monitored; many of these are hesitant in their reading and rely on picture clues to aid their understanding.
77. Pupils make good progress in their reading at Key Stage 2. By the age of eleven, many higher attaining pupils read fluently, and have sufficiently good understanding to make inferences and deductions about the characters in the text they are reading. Almost all pupils read competently and develop tastes for particular authors or genres of writing. However, higher and average attaining pupils are not always guided to extend their choice of texts to a sufficiently wide range of literature. As a result, they often select for themselves books which are too easy or in a style with which they are already familiar. Those with special educational needs make good progress in reading, and are very well supported by learning support assistants.
78. Standards in writing are satisfactory by the age of seven. At seven, many write accounts of their experiences in appropriate detail, sequencing events accurately. Higher and average attaining pupils demarcate sentences accurately with full stops and capital letters; some begin to use commas to separate items in a list, while a few begin to use other marks of punctuation to clarify meaning. Since the beginning of the school year, teachers have focused on improving the quality of writing among all age groups. As a result, the content and accuracy of writing has improved in recent months among many pupils of all levels of ability at Key Stage 1.
79. By the age of eleven, standards of writing are good, and pupils make good progress as they move through the key stage. There is a strong correlation between high expectations and the quality of written work among pupils at Key Stage 2. For example, some high attaining nine year old pupils write with a degree of detail and accuracy expected at the age of eleven because pupils here are encouraged to develop a love of language and are set challenging tasks which enable them to explore the limits of their knowledge and understanding. Older pupils express themselves clearly, confidently sequencing events in narrative, or writing to persuade, describe or express a particular view. Writing is used well to support pupils' work in other areas of the curriculum, such as history and geography. Many pupils use a range of punctuation with precision, demarcating direct speech accurately or using commas to clarify meaning. Across the school, pupils with special educational needs make good progress in their writing and are very well supported by learning

support assistants.

80. At both key stages, standards in spelling are above average. Pupils are taught to spell systematically, and teachers have a high expectation that pupils will learn the words they are set. School and home co-operate well to ensure that pupils are well supported in their learning. Joined handwriting is introduced early in Key Stage 1, and by the age of eleven, many pupils develop a fluent, neat hand. Standards of presentation are at least satisfactory, but there is little evidence that pupils are exhorted to produce the highest standards in this aspect of their work.
81. Overall, the quality of teaching and learning is satisfactory at Key Stage 1. However, very good teaching was seen in parts of almost all English lessons during the course of the inspection. In these, teachers displayed a thorough knowledge both of the subject and of the abilities of their pupils. They used this to set clear learning objectives, which they shared with their pupils, and set suitably challenging tasks, which were matched well to their respective learning needs. The key difference at Key Stage 1 between the quality of teaching seen in pupils' work over time and that observed in lessons relates to expectation. However, in the most recent of pupils' work, there is evidence that pupils are beginning to make good progress because they are expected to write at greater length and for a wider variety of purposes. These raised expectations were evident in the lessons observed. Teaching at Key Stage 2 is good overall and pupils make good progress in their learning as they move through the key stage. Teachers have a good understanding of the different attainment levels of their pupils, and set each group realistic but challenging targets for the completion of work. Lessons are well organised and proceed at a brisk pace, the teacher using questioning well and offering precise explanations that enable pupils to have a clear view of what is expected of them. Across the school, teachers manage pupils well, developing friendly but mutually respectful relationships that have a positive impact on the quality of learning. In one very good lesson, for example, six year old pupils were well motivated to settle quickly to work, and responded well when encouraged to produce writing of a higher standard.
82. Teachers and support staff work well together. Pupils with special educational needs and those for whom English is an additional language are well supported by learning support assistants. They have a good understanding of the needs of the pupils for whom they are responsible because they systematically monitor and assess their progress. These assessment procedures assist teachers to set realistic learning targets for these pupils and make a very positive contribution to the good progress they make as they move through the school.
83. The English curriculum is sufficiently broad. A full range of skills is taught and the National Literacy Strategy is generally used well to support learning. The subject manager, in post for two years, monitors teaching and lesson plans and regularly briefs staff on developments in the subject. The school collects sufficient information on pupils' day-to-day progress, and this is used well to set targets and plan future work. Although test data is analysed in general terms, it is not yet used diagnostically to track the progress of individual pupils in different aspects of the subject. Resources for the subject are good; pupils have at their disposal a wide variety of fiction and non-fiction texts. English is used well to support other areas of the curriculum, especially history and geography. Drama and theatre visits are sometimes used to enrich the curriculum, but the school is aware of the need to develop further this aspect of its work.

MATHEMATICS

84. In the year 2000 national tests at the end of both Key Stage 1 and Key Stage 2, pupils' attainment was well above the national average and, with that in similar schools. There is no significant difference in the attainment of boys and girls by age seven. However, there is a difference between that of boys and girls by age eleven. Standards have improved considerably since the previous inspection.

85. The present Year 2 and Year 6 pupils demonstrate well above average attainment in all aspects of mathematics. They are well on course to exceed national averages in end of Key Stage 1 and 2 tests at the end of the current year. However, pupils in the current Year 6 are unlikely to achieve the very challenging and optimistic targets, of 97 per cent at level 4 or above, set for them by the school and the local education authority. This is because they are too challenging for this cohort who are not as able as those who sat the tests in year 2000.
86. The pupils in Key Stage 1 are developing good mathematical vocabulary, which reflects the care taken by the teachers to use appropriate terminology. Year 1 pupils measure accurately, and confidently use terms such as longer, shorter and same as. In Year 2, pupils confidently use the language of multiplication as they double and add on numbers. Most pupils are confident at rounding up or down to the nearest ten, can halve and double numbers up to fifty and are able to identify the multiples of three, five and ten. The language and understanding of shape and pattern are well taught throughout the key stage and, by Year 2, pupils are familiar with the basic properties of a square, rectangle, triangle, circle, pentagon and hexagon. They learn to measure length using centimetres and metres and, through using halves and quarters, begin to understand the concept of time.
87. Understanding of place value continues to be extended throughout Key Stage 2 as pupils become more confident with adding, subtracting, multiplying and dividing increasingly large numbers. They continue to build on work already covered in shape, space and measures during the oral and mental part of numeracy lessons and learn to construct triangles, rectangles and circles with increasing accuracy. The pupils are given the opportunity to explain the methods by which they arrive at their answers and explore how to solve problems using mathematical skills. While problem solving is beginning to feature in the planned work for many classes there is a lack of sufficient opportunities for all pupils to work independently in this area.
88. The quality of teaching is good overall. In Years 2, 4 and 5, it is very good. This is the reason why pupils are making very good progress with their learning at the end of both key stages. The impact of teaching on learning is considerable; where the teaching is very good, so is the learning. In the best lessons, teachers explicitly communicate the learning intentions and constantly refer to them at regular intervals during the lesson to assess what the pupils have done and learnt. During high quality sessions at the end of lessons the teachers check what the pupils have done and learnt and elicit from them what they need to do to extend further their mathematical knowledge, understanding and skills. The quality of teaching in these lessons is very good because the teachers demonstrate very good subject knowledge. The lessons build progressively on the objectives introduced earlier in the week. Very high expectations challenge the pupils appropriately. Teacher questioning requires them to draw on their experiences and apply their mathematics to solve problems. Recording enables pupils to use a variety of methods that do not totally rely on writing skills. This approach supports pupils with special educational needs well and they make good progress. Mathematics is brought to the pupils' attention in subjects such as design and technology, art, science and geography and also makes a good contribution to pupils' developing literacy skills
89. Pupils' attitudes towards mathematics are at least good and often very good throughout the school. They show a positive interest and enthusiasm towards mathematics, behave well in lessons, demonstrating excellent relationships with peers, teachers and learning support assistants. They show initiative and take responsibility for their work and learning. This excellent relationship between staff and pupils helps to create a stimulating working environment and a growing interest and enjoyment in the subject.
90. In many lessons, teachers give pupils interesting homework challenges, often relating to the lesson or next mathematics lesson. There are some good examples of marking which enable pupils to identify their strengths and weaknesses. Oral marking of work is also good.
91. The effective implementation of the National Numeracy Strategy, with its emphasis on developing pupils' mental calculation skills and understanding of the processes of mathematics, is having an impact on standards at the end of Key Stage 1 and 2. The strategy is helping to raise levels of

attainment and improve learning as seen in lessons and in the pupils' work. A numeracy hour is planned daily, based on the four key principles of teaching mathematics: a dedicated mathematics lesson each day; direct teaching and inter-active oral work with the whole class and groups; and emphasis on mental calculation; and matching the level of work to groups of pupils.

92. The subject manager demonstrates very good subject knowledge. Teachers' planning and pupils' work are monitored on a regular basis. In order to raise standards of attainment, test results are analysed in detail to help the school focus on areas of under-achievement and to provide future targets for year groups and individual pupils. The monitoring role of the subject manager is very effective and incorporates systematic monitoring and evaluation of teaching and learning across all year groups in order to raise standards further. The subject is a significant strength of the school.

SCIENCE

93. In the year 2000 national tests and teacher assessments, pupils aged seven achieved standards above the national average and above those found in similar schools. At age eleven, pupils achieved standards matching those found nationally and in similar schools. The proportion of pupils achieving at the higher level was above average. Inspection evidence reflects these results. The proportion of pupils achieving the expected standard has risen since the last inspection. Results in 1999 at age eleven were very good. School records show that, in 2000, a greater proportion of pupils had special educational needs, and this is also the case in the current Year 6. As a result, the proportion of pupils achieving at the higher levels is smaller. In most years there is no significant difference between the attainment of boys and girls.
94. By the time they are seven, pupils have a good understanding of all the required areas of study. In a lesson on materials, Year 2 pupils showed a good understanding of how experiments should be conducted. They made sensible predictions about whether the chocolate or ice would melt first, and many used correct subject vocabulary confidently. Pupils recorded the experiment in their own words after the teacher had encouraged them to explain what happened. Good questioning is a significant feature in all lessons as pupils are asked to explain their thinking, and to make informed predictions. A very good example of this was seen in a Year 5 lesson where the teacher asked searching questions to explore pupils' understanding of condensation. The teacher valued all pupils' answers, challenging some genuine misconceptions in a sensitive way and guiding pupils to a better understanding by using a well prepared series of practical examples.
95. By Year 6, pupils generally have a sound understanding of materials, and of life processes and living things. They understand, for example, that micro-organisms can be beneficial or harmful. They know that materials can be classified as solids, liquids or gases, and are familiar with specific vocabulary such as oxygen and carbon dioxide. When working with electricity they show an ability to draw conclusions from the results of their experiments. Above average pupils record their work neatly and accurately. There is scope in some classes for increasing the challenge for higher attainers, although some teachers vary activities very well. In a good lesson in Year 4, a group of pupils worked very well to plan and carry out an experiment on friction.
96. The overall quality of teaching is satisfactory, although in lessons observed it was good. Lessons are well planned and build systematically on pupils' existing knowledge. Subject vocabulary is used effectively and work is securely based on practical experiences. Learning support assistants make a strong contribution in all lessons, and pupils with special educational needs make good progress. The best lessons move at a brisk and purposeful pace, and teachers have high expectations of pupils in terms of effort and behaviour. The teachers respond skilfully to pupils' answers, either by moving the lesson on, or by providing additional explanation. In lessons that were otherwise satisfactory, the pace dropped at times, pupils became restless and the pace of learning slowed.

97. Shortcomings identified in the previous inspection report have been tackled successfully. All lessons have a clear purpose which is shared with pupils and resources are used effectively. Planning for the subject is now good. The school introduced national guidance last year and all aspects of the subject are fully covered. Issues related to working with mixed-age classes have recently been resolved and science is taught to single-age group classes across the school. Assessment procedures are being improved so that they are more closely linked with the scheme of work. The subject manager provides sound leadership. She monitors planning and pupils' work carefully, and her analysis of test results identifies areas for improvement.

ART AND DESIGN

98. Standards of attainment in art and design at the age of seven and eleven are broadly in line with national expectations. This is an improvement from findings of the previous inspection, although there remains scope for pupils to have greater opportunity to develop their own ideas.
99. By the end of Year 2, pupils are familiar with the work of some famous European artists. They have worked together, with guidance, to make large copies of works by Van Gogh, Monet and Cezanne. The pupils are familiar with terms such as foreground, shade and tone and they are developing an understanding of colour mixing. In a good Year 1 and 2 lesson, pupils worked carefully with oil pastels to copy Monet's painting of boats at Argenteuil. Pupils are suitably introduced to different techniques of printing, drawing and collage. In Year 4, a group of pupils benefited from good teaching as they learned a new process of printing. During a good lesson in Year 5, pupils worked with care and concentration to copy different paintings by Seurat. The teacher had deliberately restricted the choice of paints, to ensure that pupils only used the palette used by the artist. Although pupils found this challenging initially, almost all achieved well, with examples of high attainment.
100. There were few examples of three-dimensional work, although all aspects of the art and design curriculum are covered by the scheme of work. Teachers make some effective links between art and design and other subjects, for example, the Year 4 prints were linked with the Greek history topic. Pupils are making increasing use of computer graphics programs. Year 1/2 pupils used rectangular shapes to create abstract pictures after discussing a painting by Mondrian, and a Year 5 pupil attempted to achieve a pointillist effect as she worked to copy a Seurat painting.
101. Only three lessons were observed, and the overall quality of teaching in these was good. The teachers had good behaviour management skills, and pupils worked sensibly and carefully. Teachers had good subject knowledge and intervened effectively to help pupils improve their skills. A scrutiny of pupils' work, however, indicates the development of specific skills is better in some year groups. For example, while pupils in Year 5 begin to gain an understanding of proportion and perspective, there is less evidence of systematic teaching of skills in other classes. Occasionally, explanations are too long, and pupils have limited time for practical work. Learning support assistants usually give valuable support, and pupils with special educational needs make sound gains in learning. At times, however, they give too much help to Key Stage 1 pupils, particularly when working on class pictures.
102. Curriculum development has been delayed during the subject manager's absence. She has identified the need to develop the scheme of work further, in order to increase guidance to teachers on the development of skills. Pupils do not have a wide enough experience or awareness of non-European art. Some of the shortcomings related to space and resources, identified in the previous report, have been effectively overcome. Classrooms have been extended and resources are adequate.

DESIGN AND TECHNOLOGY

103. Provision for design and technology has improved since the school was last inspected, and the

National Curriculum programmes of study are now being fully covered. Standards of attainment at the end of both key stages are now broadly in line with those expected for pupils at the age of seven and eleven.

104. At Key Stage 1, pupils are introduced to a suitable range of skills. They design artefacts, identify the materials they will need, learn a range of joining techniques, and evaluate the finished articles. They work with wood, card and fabric to make items such as photo frames and glove puppets. The pupils learn to experiment with different techniques, such as stapling, stitching and sticking, and they decorate their puppets carefully. Year 2 pupils begin to explore ways of making models move, when they use construction kits, wood, string and plastic containers to make a winding mechanism
105. Skills are developed through Key Stage 2. Year 4 pupils used a pattern to develop carefully finished money holders. Pupils have suitable experience of working with food, and pupils are taught to evaluate the quality and purpose of different products. In Year 3, pupils analysed and compared different sandwich snacks before designing their own sandwiches. Year 5 pupils compared a variety of commercial fruit salads, before designing a label for a tin and preparing a recipe. In a good lesson in Year 4, the teacher encouraged pupils to combine skills from different subject areas as they created pop-up books for younger children. The pupils had written and illustrated stories, they measured carefully to make “pop-up” and moving features, and some used computers to design front covers. Year 6 pupils have a sound understanding of the need to plan carefully and to prepare models before they embark on the final product. They worked with care and concentration as they modelled slippers from cheap material, showing a willingness to examine their work critically and then to improve their designs. Examples of model house frames indicate that, although pupils measure carefully, their skills in joining wood are less well developed than their skills with fabrics.
106. The overall quality of teaching is satisfactory, although the quality of teaching was good in both lessons observed. Teachers ensured that the pupils focused on the purpose of the products, and that they continually evaluated their work. Pupils benefited from a good level of adult attention, and as a result, pupils of all abilities, including those with special educational needs, made good progress. Teachers gave good advice, but also encouraged pupils to think about what they were doing, by questioning carefully. For example, in the Year 6 lesson, some pupils found it difficult initially to make the upper part of their slippers, but the teacher and learning support staff moved their learning forward by skilful questioning.
107. The recently appointed subject manager has made a very good start in monitoring and evaluating standards and has a clear vision for development. Improvements have been made since the last inspection and the school now has good resources, and these are being extended to incorporate some of the control aspects of information and communication technology.

GEOGRAPHY

108. By the end of Key Stage 1 standards of attainment are in line with national expectations. Pupils identify the directions, north, south, east and west on a world map and know that Canberra is the capital city of Australia. Teaching was very good in the two lessons observed and these stimulating and well-focused lessons kept the pupils interested and ensured that they remembered what they had learned. However, there was little recorded written work in pupils' folders to support consistently good teaching or above average attainment, in all aspects of the subject. Year 1 pupils carry out a small-scale investigation into traffic outside the school gate to discover how the local area could be made safer. Year 2 pupils follow a bear's travels to Australia and their achievements are good because the teacher encourages them to use their imagination and find out for themselves. They use correct geographical vocabulary and compare the climate with that in this country. They choose items of clothing that would be most suitable for a holiday and in so doing, display a good understanding of the differing climates.
109. Attainment at the end of Key Stage 2 is also around the national expectation. Only one lesson

was observed and although this was good, further evidence from pupils' books supports average attainment over time. The teacher's careful questioning led pupils to use their map reading skills to plan a route from home to school and this was then extended to plan a route further afield using Ordnance Survey maps and 6-figure grid references. They further extended this and described their route by giving directions using compass points and describing items of interest they would pass on their journey. This stimulated their interest and resulted in good work to support their studies on field trips. The teacher's subject knowledge was good and she gave clear explanations. Her direct questioning and insistence on precise answers brought a sharp focus to follow-up work so that pupils build up and retain the knowledge gained.

110. The profile of geography has been raised considerably since the previous inspection and there is now evidence that sound standards are being attained throughout the school. There are now detailed schemes of work for the subject, which was not the case at the time of the previous inspection. Resources are now adequate, which also was not the case at the time of the previous inspection. Teachers are making good use of the school grounds and the local area for geographical studies. There are good planned opportunities to use the school journey to compare and contrast a small village with that of the local area in which pupils live. The subject is suitably managed and curriculum plans are fully detailed. The assessment, which is taking place alongside the monitoring and evaluation of teaching and learning, is helping to raise standards. The subject makes a satisfactory contribution to pupils' literacy and numeracy skills.

HISTORY

111. By the age of seven, pupils achieve average standards and by age eleven they achieve good standards. There have been significant developments in this subject since the previous inspection, both in long and medium-term planning and assessment. The weaknesses highlighted then are no longer apparent. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress in Key Stage 1. Good progress is made in Key Stage 2.
112. By the end of Key Stage 1, pupils have built up their factual knowledge and demonstrate their understanding of events in the past. They describe life for soldiers fighting in the Crimea and know about the improvements that Florence Nightingale made to nursing injured soldiers in the hospital in Scutari. Pupils in Year 2 understand the significance of poppies as a symbol of remembrance for both world wars and why it came to be adopted. Pupils are developing a sense of chronology and can sequence events, using a time-line to illustrate their work. No teaching was observed during the inspection and judgements about standards are based on a scrutiny of pupils' work and teachers' lesson planning. Teachers set challenging work and make good use of resources, leading to pupils gaining a sound understanding of life in the past.
113. Pupils at the end of Key Stage 2 have developed their historical skills of enquiry and interpretation. In lessons observed, teaching was satisfactory overall. However, standards in pupils' books and their detailed knowledge when discussing their work indicate that progress is good within the key stage and that by age eleven standards are above those expected for pupils of this age. Teachers enable pupils to find and use information from different sources and describe characteristics of people and places in times past. Whilst studying Ancient Greece, pupils were introduced to the first Olympic games and could compare their findings about these games with those of the present day. In their writing, they showed an understanding of the battle of Marathon and why the 26 mile race became known by the same name. In Year 3, the teacher's use of a video about Sutton Hoo assisted pupils' understanding of how, using archaeological finds, they could find out about the past and its people. In Year 5, pupils' research skills were good and enabled them to find out about the cultural, religious and social features of Aztec society. Good explanations and use of resources by the teacher helped pupils to talk clearly and logically about their findings. This lesson made a good contribution to pupils' independent research skills. Pupils in Year 6 extracted and compared information from census returns in 1841 and 1891 in order to answer questions about how life changed in Northfleet during Victorian times. Interest and learning in this topic were further developed through studying the

development of railways to understand the effect this had on the local population.

114. Resources are plentiful and a good programme of visits supports the well-documented curriculum. The subject manager monitors and evaluates standards and as a result provides strong support and leadership. This is having a favourable effect on standards being achieved.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. The school has made good progress over the past year and a half in tackling the many shortcomings identified in the previous report. A systematic programme of improvement is having a significant impact. Although standards at the end of both key stages are currently just below national expectations, all pupils are making good progress, and attainment is rising. This is the result of good teaching and a strong, shared commitment to raising standards.
116. At both key stages pupils are now acquiring a sound range of skills, but there are still gaps in knowledge resulting from limited previous experience. Year 2 pupils recall some aspects of word processing, such as using the space bar and delete key. They are less certain, for example, of how to save and retrieve their work and they cannot remember using a drawing program. By the age of eleven, pupils have currently had little experience of aspects of control and monitoring and not all Year 6 pupils have used e-mail in school.
117. Pupils learn the skills of entering, analysing and presenting data and become increasingly independent. With guidance, Year 1 and 2 pupils have created simple block graphs, whilst pupils in Year 3 work independently to enter more detailed data which can be searched at a later date. By the time they reach Year 6, pupils understand the importance of accuracy and know how to check and amend a database. Information and communication technology is being used increasingly to support and enhance all aspects of the curriculum. For example, Year 3 pupils have composed music, and Key Stage 2 pupils make increasing use of the internet and CD Roms to conduct research during history and geography lessons. During a good Year 4 design and technology lesson, pupils experimented with font, colour and size to create cover pages for their pop-up books. Pupils are keen, confident and eager to demonstrate their skills. They treat equipment very responsibly, and Year 4 pupils set up the lap top computers daily. At lunchtimes the library area was humming with activity as pupils wrote articles for the first edition of the school magazine.
118. The quality of teaching observed in specific information and communication technology lessons was satisfactory overall, with some good teaching at Key Stage 1. However, it is clear from talking with Key Stage 2 pupils, and watching them working, that skills are being thoroughly covered and that much good teaching is taking place. Teachers have sound subject knowledge and introduce pupils to correct vocabulary. Lessons build well on previous work and tasks are explained clearly. Year 2 pupils made good gains in learning about control, during a well-managed lesson. They successfully entered a series of instructions to control a floor turtle. Occasionally, in some lessons which were otherwise satisfactory, the pace slowed, and pupils became restless, particularly when their view of the screen was obscured and they had been kept too long sitting on the carpet. The learning support assistants have secure knowledge of the programs and they contribute significantly to progress in the subject. Pupils with special educational needs are supported well, and they are making good progress.
119. Resources have improved considerably. Each classroom now has at least two computers, but now that the subject has a higher profile, both teachers and pupils find the need to wait for "turns" a little frustrating. The school has invested in a useful series of textbooks, which are used to reinforce learning during class lessons. This tactic goes some way towards compensating for the limited opportunity for immediate "hands-on" experience. Pupils in Key Stage 2 benefit from access to the lap-top computers in the library area.
120. The management of the subject is very good. A very thorough programme of staff training has accompanied the improvements in resources. The school has adopted national guidance to

ensure that all aspects of the subject are fully covered.

MUSIC

121. By the ages of both seven and eleven, standards in music are in line with national expectations. This constitutes an improvement since the time of the last inspection when it was judged that there was under-achievement in the subject, particularly in the composition and appraisal of music. There was also insufficient time allocated to music teaching at Key Stage 2. The school has largely overcome these weaknesses and, under the clear leadership of the new subject manager, is now well placed to raise standards in the subject further.
122. All pupils, including those with special educational needs, make satisfactory progress as they move through the school. By the end of Year 2, pupils sing confidently and begin to acquire the ability to keep in time with an accompaniment and to blend their voices with those of others. They have gained some control over their voices, holding long notes without due loss of pitch or tone. Pupils know the names of familiar percussion instruments and beat or tap basic rhythms in time with simple melodies. They begin to build a musical vocabulary, and are acquainted with the terms 'volume', 'rhythm' and 'pace'. Some are already members of the school choir, and have thus gained experience of singing more complex melodies with older pupils. Building on this sound start, many pupils by Year 6 devise their own accompaniment to simple tunes and understand how parts fit together to achieve an overall effect. They understand that music may convey different moods, and appreciate how they can achieve different effects by changing the dynamic of their singing. In assemblies for example, pupils temper the mood of their singing to the meaning of the words, effectively conveying joy or a more reflective tone. A growing number learn to play the recorder; some older pupils achieve a good standard, playing three part melodies and holding a musical line successfully. Older pupils sometimes listen critically to the musical creation of others and have the opportunity to offer constructive suggestions for improvement.
123. Pupils at both key stages enjoy singing in assemblies and achieve good standards. For example, pupils at Key Stage 2 sang well a slow hymn of praise without accompaniment, sustaining long notes without loss of pitch and maintaining a strong sense of rhythm. Lessons and assemblies provide pupils with satisfactory opportunities to listen to music, but there is scope to extend pupils' experience further by including that from a wider range of cultures and traditions. The school choir is supported well and offers pupils opportunities to perform songs representing a broad range of styles and moods.
124. The teaching of music at both key stages is satisfactory overall. Some good teaching was seen among younger pupils at Key Stage 1, the result of good subject knowledge and high expectation for understanding and achievement. In these, teachers offered clear explanations to pupils regarding the purpose and use of percussion instruments and introduced them to simple musical terms which helped them to understand more clearly the purpose and direction of their work. Across the school, teachers display sufficient musical knowledge to enable pupils to make the expected progress. They organise their lessons well. Most proceed at a brisk pace and teachers generally display the good management skills necessary to ensure that pupils remain appropriately focused when practising or composing. Good provision is made for pupils with special educational needs; for example, those in Year 6 are well supported in their efforts and are challenged to demonstrate their work to others.
125. The music curriculum is sufficiently broad, and is more balanced than at the time of the last inspection when musical appraisal and composition were less evident. These marked improvements in the curriculum derive from the clear leadership of the new subject manager and from the determination of the headteacher and staff to raise standards in the subject. The manager has written a new scheme of work which teachers have worked hard to implement. This offers appropriate progression in the subject and is specifically tailored to the knowledge and skills of the staff. Pupils are offered opportunities to perform at music festivals, and their enthusiasm for the subject is manifest in the numbers attending choir and recorder clubs. Resources for the subject are sufficient, and are of good quality.

PHYSICAL EDUCATION

126. By the end of both key stages pupils achieve average standards. This was also the judgement of the previous inspection. Overall, pupils make satisfactory progress in their learning as they move through the school.
127. By the age of seven, pupils begin to gain good control of their bodies when they suddenly change speed or direction. They practise balancing on different parts of their bodies, learning to hold different postures and combining simple sequences of movement. They become familiar with apparatus, using it to balance, climb or practise safe landings, and are taught from the age of five how to erect and dismantle it safely. Pupils work well together in pairs or small groups, sometimes planning combinations of movement and subsequently discussing and refining them. Their catching and throwing skills develop to the expected level. Pupils' spatial awareness is generally sound; they rarely require reminding to use all the space available to them.
128. By eleven, pupils develop more complex gymnastic sequences, either alone or in pairs, and become much more critical in evaluating and improving their own performance and that of others. Year 6 pupils, for example, are able to appraise constructively the efforts of others and offer reasons for their suggestions. From Year 3, pupils begin to understand the rules of competitive games and apply progressively the skills, and later the tactics they have learnt. Very good provision is made for pupils to learn to swim; by the end of Year 4, most can swim twenty-five metres and further lessons are arranged in Years 5 and 6 for those who continue to experience difficulty. Pupils with special education needs make progress in their learning which is equally as satisfactory as that of other pupils. Teachers ensure that these pupils have an equal opportunity to participate in evaluation sessions, and to demonstrate to others what they can do and understand.
129. The quality of teaching in Key Stage 1 is overall satisfactory although it was good in the lessons observed. Teachers plan their work thoroughly, giving clear explanations of the tasks they set. Exercises are challenging and well organised, so that pupils are offered progressively more difficult tasks as lessons progress. Pupils are expected to work hard during the course of the lessons. Teachers have high expectations for the achievements of their pupils, both in the tasks they are set and in preparing for their own activities. In one very good lesson, for example, the youngest pupils in the key stage were expected to set out their own apparatus. Close attention was paid to safety and pupils developed a closer understanding of how they could work together to complete a task which, performed alone, would not have been achievable.
130. Teaching at Key Stage 2 is satisfactory overall, although here, too, some good lessons were seen. The difference in quality between good and satisfactory lessons relates entirely to an understanding of how to develop pupils' technical skills. In one good lesson, for example, in Year 5, the teacher visited each group as they practised movement on the apparatus, offering sound advice on technique which pupils could use as a basis for work. However, there are shortcomings in the teaching of skills in some classes, a feature identified at the last inspection and recognised by the school. Swimming is well taught; pupils benefit from the expertise of the teaching staff and specialist instructors during their weekly visits to the public pool. Here, very good teaching is founded on the strong working relationships between pupils and teachers, and a close knowledge of pupils' abilities.
131. There is an outline scheme of work for the subject. This indicates when the different elements of the curriculum should be taught, but does not offer teachers sufficient information about how particular skills should be developed. This scheme is scheduled for revision shortly. The experienced subject manager has a clear understanding of necessary future developments for the subject. He oversees planning, but has not yet had the opportunity to monitor teaching. Procedures for assessment are evolving slowly, and some good practice already exists. In some classes in Key Stage 1, for example, learning support assistants monitor closely the responses in gymnastics of pupils with special educational needs. The school takes part in competitive

games and tournaments against other schools in the locality. During a week-long residential visit, pupils in Years 5 and 6 have the opportunity to participate in supervised outdoor pursuits, such as orienteering. Resources for the subject are sufficient. The school has good facilities for outdoor games, but arrangements for the use of indoor apparatus by older pupils need to be carefully managed in order that each activity has sufficient space.