

INSPECTION REPORT

Bourne Westfield Community Primary School

Bourne

LEA area: Lincolnshire

Unique reference number: 120402

Headteacher: Mr T Bright

Reporting inspector: Chrissie Pittman
18275

Dates of inspection: 28th February – 3rd March 2000

Inspection number: 189533

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Westbourne Park Bourne Lincolnshire
Postcode:	PE10 9QS
Telephone number:	(01778) 424 152
Fax number:	(01778) 393 831
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Megson
Date of previous inspection:	16 th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms C Pittman	Registered inspector	Under fives	The school's results and achievements
			How well are pupils taught?
			How well the school is led and managed?
			What should the school do to improve further?
Mr G Norval	Lay inspector	Equal opportunities	How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs G Bramley	Team inspector	English	
		English as an additional language	
		Religious education	
Mr D Horlock	Team inspector	Geography	Pupils' attitudes, values and personal development
		History	
Mr P Bilston	Team inspector	Mathematics	How good are the curricular and other opportunities?
		Physical education	
Ms C Worthington	Team inspector	Special educational needs	
		Science	
		Design and technology	
Mr P Stevens	Team inspector	Art	
		Information and communication technology	
		Music	

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 PART B: COMMENTARY	
 HOW HIGH ARE STANDARDS?	 9 - 11
The school's results and achievements	
Pupils' attitudes, values and personal development	
 HOW WELL ARE PUPILS TAUGHT?	 11 - 13
 HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	 13 - 14
 HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	 14 - 16
 HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	 16
 HOW WELL IS THE SCHOOL LED AND MANAGED?	 16 - 18
 WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	 19
 PART C: SCHOOL DATA AND INDICATORS	 19 - 23
 PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	 24 - 36

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bourne Westfield is a three form entry primary school situated in a residential area of the small market town of Bourne. The school is double the size of an average primary school. There are 559 pupils from 4 to 11 in mixed ability classes. The attainment on entry is average and most children attend a nursery or playgroup prior to coming to the school. The catchment is drawn from a rural area and is made up of relatively few professional families. The percentage of pupils thought to be eligible for free school meals is broadly in line with the national average. The population is predominately white British, with five pupils from different ethnic origins, mainly Indian and African. The number of pupils with special educational needs (SEN) and those who speak English as an additional language is lower than is found nationally. The percentage of pupils with statements of special educational needs is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

This is a very good school with many very good features. The outstanding leadership of the headteacher and excellent management skills of key staff have created a very positive climate for learning. Good teaching throughout the school enables most pupils to achieve good standards. The school has made good improvement since the last inspection and provides very good value for money.

What the school does well

- Attainment in English, particularly pupils' speaking skills, is high. Pupils are achieving above average standards in all the core subjects of English, mathematics and science.
- Overall, teaching is good, with a third of lessons observed being very good and sometimes excellent.
- Pupils enjoy school, are eager to learn and respond very well to the positive learning climate. The school's caring family ethos encourages very good pupil attitudes, behaviour and relationships. The after school clubs and activities are excellent.
- There is a very strong sense of moral responsibility and excellent social skills displayed by most pupils.
- An excellent relationship has been established between the school and parents.
- The health, care and happiness of pupils are a high priority for all staff. Pupils' academic performance and welfare are monitored and supported very well.
- The headteacher's leadership is excellent. His clear and positive vision is well supported by a conscientious and committed staff and very supportive governing body.

What could be improved

- The provision for and teaching of information and communication technology and music at all levels.
- The pace of progress being made by pupils in Year 3.
- Achievement of higher attainers in mathematics and science at the end of Key Stage 1.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected nearly four years ago inspectors found that it had many strengths and provided a good education for its pupils. This is still the case, but, since then, the school has made good improvement in many areas.

Overall, the high standards have been maintained and teaching has improved throughout the school. Teachers now actively encourage pupils to take responsibility for their own learning. Pupils have individual targets that they write with their teacher. The planned activities and teaching in the reception class is good as is the provision and teaching of pupils with Special Educational Needs (SEN). The monitoring of curriculum provision and lesson plans has enabled senior managers to ensure that teachers have clear learning goals at appropriate national curriculum levels, so that work in every class makes increasing demands on pupils with different rates of learning. However, there is still room for improvement in the monitoring of teaching by subject co-ordinators and governors. All pupils now have equal access to the National Curriculum.

All issues for action from the last inspection have been well dealt with and the school has improved its performance in many others. Given the quality of its leadership and the commitment of its staff, it is well placed to develop further.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	B	well above average above average average below average well below average
mathematics	A	A	B	B	A B C D E
science	A	B	C	C	

Pupils' attainment when they first join the school is average. By the time they leave at the end of Key Stage 2, in Year 6, pupils are achieving well above the national average in English, above average in mathematics and in line with the national norm in science. Attainment in English and mathematics is above average in relation to similar schools and for science it is comparable. In the last three years, overall standards have improved in line with the national trend. Appropriate targets have been well met.

The work pupils were doing during the inspection reflect the results in English and mathematics. There is an improvement on these standards in science at Key Stage 2, although there was little evidence of work at the higher levels at the end of Key Stage 1 in mathematics or science.

There is little difference between the achievement of boys and girls. However, taking all the core subjects together for the last four years, the trend shows that boys are achieving slightly better than girls.

Overall standards at the end of both Key Stage 1 and 2 are above average and for the Under-Fives they are in line with expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn, act responsibly and are very eager to take part in all school activities.
Behaviour, in and out of classrooms	Behaviour around the school and in lessons is very good. Pupils have a mature respect for each other and for their teachers.
Personal development and relationships	Personal development is very good, overall. Relationships throughout the school are very good.
Attendance	Attendance is very good. There is no unauthorised absence.

Pupils' attitudes to learning are very good. They show sustained interest and commitment to their work and are enthusiastic about the many after-school clubs and activities. Most pupils behave very well in lessons and around the school. They are polite, well mannered and show respect for property. There is no evidence of bullying or disruptive behaviour. The very good personal development of almost all pupils is a strength of the school. Older pupils have various duties, from taking part in the school's council to supporting younger pupils with their work and at lunchtime. Independent learning and devising strategies to help themselves before asking a teacher helps them to take responsibility for their own progress. Very good levels of attendance and punctuality also have a positive effect on pupils' progress.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall: 120	Good	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.

Teaching is good, overall. There is negligible amount of unsatisfactory teaching. Throughout the school, one in three lessons is very good or excellent and a similar proportion is good. The best teaching is at the end of Key Stage 2 with slightly better teaching in the reception classes than Key Stage 1. There is an excellent ethos for learning in most classrooms.

The teaching of English, including reading and writing, is good and often very good, particularly at the end of Key Stage 2. The good practice of constantly reinforcing language and literacy skills maintains the high standards already achieved by the school. The teaching of mathematics, including numeracy, is satisfactory in Key Stage 1. In Key Stage 2 the teaching of mathematics is good, overall, with some excellent teaching in Year 6. Teachers plan the numeracy sessions thoroughly, often modifying the lessons after the previous day's learning.

Teachers match work to the ability of all pupils well including those with Special Educational Needs and English as an Additional Language (SEN/EAL). However, higher attaining pupils are not challenged sufficiently at the end of Key Stage 1 in mathematics and science.

The environment for learning is good. Pupils show interest in their work, concentrate, think and learn for themselves well. However, the pace of learning slows down at the start of Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and provides an excellent range of extra-curricular opportunities. However, aspects of the curriculum provision for ICT, music and the under fives are unsatisfactory.
Provision for pupils with special educational needs	Good. Individual education plans are well designed to challenge and stretch pupils' capabilities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The principles of right and wrong are actively promoted and staff are very good role models. Pupils' spiritual development is very good. Clear codes of conduct and strong Christian values ensure that pupils develop a mature understanding of their moral and social responsibilities. There is also good provision for pupils' cultural understanding through religious education, English and art. The multi-cultural aspect is less well developed.
How well the school cares for its pupils	The schools' procedures for monitoring and promoting good behaviour and eliminating bullying are very good. Children are well known and this awareness is used effectively to support their academic progress and personal development. Pupils with SEN/EAL are well cared for.

A majority of parents believe that their partnership with the school has improved significantly. Evidence from the inspection supports this view. The Parent Teacher Association raise considerable funds, which are used for the benefit of the pupils.

The curriculum for Under Fives is good in promoting literacy and numeracy and pupils' personal and social education. However, there is no separate enclosed area for play and there are insufficient opportunities for pupils to play on climbing equipment and large wheeled toys.

In both Key Stage 1 and 2 the basic skills of literacy and numeracy are taught well. However, there is inconsistent access to all programmes of study in ICT and music. In ICT there are insufficient resources for

control and modelling and, in music, pupils have few opportunities to use percussion instruments. The school is not meeting statutory requirements in these subjects. Procedures for child protection and for ensuring pupils' welfare are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and key staff	The excellent leadership of the headteacher and very good management by key staff ensures clear direction for the work and development of the school and promotes high standards.
How well the governors fulfil their responsibilities	The Governing Body is very supportive of the school and meets statutory requirements well. Governors take a full part in forward planning and monitor areas such as the budget very effectively. However, links with individual subject areas are insufficiently developed.
The school's evaluation of its performance	Teaching and curriculum development are well monitored by the headteacher and senior management team, although there is insufficient monitoring of teaching by subject co-ordinators.
The strategic use of resources	Decisions on spending are linked effectively to educational priorities. This ensures that very good value for money is achieved and the best use is made of resources.

There is a good match of teachers to the demands of the curriculum. There is also an appropriate number of well trained support staff, although there is an insufficient number of staff to support the learning of pupils under five. High levels of staff expertise, particularly in literacy and numeracy, sustain pupils' good progress at the end of the key stages. The accommodation is good, overall. Resources are adequate in most subject areas, although there are not enough computers in Key Stage 1 and, in some large classes, they cannot be used effectively.

The headteacher provides very clear educational direction and has created a cohesive and committed team of teachers to take the school forward. Staff have high expectations of each other. The best value principles of comparison, challenge and competition are rigorously applied by the headteacher and governors in the school's acquisition and use of services and resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is very approachable and staff are always willing to help. All children are encouraged to do their best and they make good progress. Children like coming to school. The school promotes good standards of behaviour. Parents are encouraged to take an active part in the school. 	<ul style="list-style-type: none"> A few parents felt they would like to be better informed about their child's progress.

Inspectors agree with the very positive comments of the parents. The school has a good working relationship with them, reflected in the high levels of parental support for various activities and causes and the high regard in which they hold the headteacher and staff. Inspection evidence does not support the view that parents do not get sufficient information about their child's progress; the quality of reports is very good. The school's open door policy, combined with the headteacher's willingness to see parents within twenty-four hours of any request indicates that information is readily available.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' attainment when they first join the school is average. By the time they leave at the end of Key Stage 2, in Year 6, pupils are achieving well above the national average in English, above average in mathematics and in line with the national norm in science. When compared to similar schools, standards attained are similar, with the exception of English, which is above average. The school's overall test results over the last three years have improved in line with the national trend.
2. Girls perform better than boys in English, both in the school and nationally. There was no significant difference between the performance of girls and boys in either the mathematics or science tests. Taking all the core subjects together over the last four years the performance of both boys and girls was well above the national average with boys achieving marginally better than the girls, overall.
3. The results of the end of Key Stage 1 National Curriculum tests for English are well above the national average for reading and writing. The percentage of pupils reaching higher levels is close to the national average. In comparison with schools in similar contexts the results are well above average. The number of pupils in Key Stage 2 who reach higher levels is well above the national average. In lessons, standards are well above expected levels at both key stages. The national test results over the period 1996 to 1999 show that, at Key Stage 1, the school has improved its performance in reading, overall, and consistently achieved very high writing standards. At Key Stage 2, the school has maintained its well above average results against national norms.
4. In mathematics, the attainment of pupils is above the national average at the end of both key stages and also above average when compared with similar schools. This is an overall improvement since the previous inspection in 1996, when attainment was judged 'almost always average or better'. Inspection findings support national curriculum test results. In lessons, attainment is above average at the end of Key Stage 1 because most pupils, other than those with special educational needs, are working securely within level 2 of the national curriculum. However, very few are currently working at the higher level 3. In Key Stage 2 by Year 6, there is a large number of pupils working very securely within the higher level 5 and most, other than those in the lower sets, are working at the nationally expected level 4.
5. In science, test results at Key Stage 2 show that ninety per cent of pupils achieved the expected level 4, which was above the national average. Twenty three per cent attained level 5, which was close to the national average. At Key Stage 1 in 1999, teacher assessment showed that the percentage of pupils attaining the expected level 2 was well above average, but no assessments were put forward by the school at level 3. Attainment at the higher levels was, therefore, judged well below the national average. This combination produced overall results that were in line with national norms. Attainment seen during the inspection was above average at the end of both Key Stages, but, in Key Stage 1, there was still little evidence of work at level 3.
6. Overall attainment at the time of the last inspection was above the national average by the time pupils left the school in Year 6. This has been maintained.
7. There has been improvement in the standards attained in literacy and numeracy since the last inspection, although there has been better improvement in literacy than numeracy. The school's targets for literacy and numeracy are appropriate and have been met well.
8. Pupils have good opportunities for speaking and listening. Discussion is of a good standard in all subjects and teachers actively encourage and develop this skill in lessons. Standards of reading are improving and help pupils to make progress in many subjects. but particularly in history and religious education. By the end of Key Stage 2, many pupils are confident in the use of subject specific vocabulary in their written work. Regular handwriting and spelling practice, together with a consistent approach to presentation and marking, combine to produce high quality work, overall. Some pupils write their personal literacy targets in their books, other targets are displayed in the classrooms. Teachers use

these to help pupils to focus their thoughts on improving their work.

9. Pupils have a very good grasp of numeracy and their mental calculations are good. Pupils with special educational needs in Year 4 can divide by 2 and work out the remainder from an odd number. Although the numeracy strategy has been successfully implemented within mathematics lessons, the use of numeracy in other subjects remains less well developed.
10. Attainment in information and communication technology (ICT) is below national expectations by the end of both key stages. Most pupils do not develop the breadth of competencies expected in the National Curriculum. Information and communication technology has not become part of their everyday repertoire of ways to communicate. By the end of Key Stage 2, pupils are confident in word-processing their stories and poems and learn to create conversion graphs but there is no evidence that they make progress in manipulating and presenting data, either in ICT lessons or as part of their work in other subjects. Their ability to interpret findings and to question their probability is limited. They make little progress in controlling events and in decision-making.
11. By the end of Key Stage 1, attainment is broadly in line with national expectations in all other subjects, with the exception of geography and history where it is above and music where it is below. At the end of Key Stage 2, attainment in all other subjects is in line with national norms, with the exception of art, geography and history where it is above and music where it is below.
12. The progress of pupils with special educational needs and those with English as a second language (EAL) is good at both key stages. They make particularly good progress in relation to the targets set in their individual education plans in those subjects where they have support in class.
13. Standards of attainment in English, mathematics and science have improved since the last inspection in line with the national trend. The school has set appropriate targets and has successfully met them.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to learning are very good in reception classes and at both key stages. Throughout the school, pupils are interested in the work, pay attention and concentrate well. They ask and answer questions and contribute to discussion confidently. Most treat the views of others with respect even if their answers are incorrect. As a result, pupils play an active part in lesson. For example, pupils in Year 6 were very keen to discuss the effects of the depression on ordinary people in the 1930s, showing a mature understanding of the experiences of people at that time. Similarly, in another Year 6 class, pupils were very eager to express their views about the lessons of some of the parables of Jesus. Pupils take pride in their work: they listen attentively and work conscientiously until they complete their tasks.
15. The behaviour of pupils at the school has also continued to improve since the last inspection: standards of behaviour are now very good and contribute to an environment in which pupils can learn effectively. There have been no recent exclusions. Teachers and support staff have high expectations of good behaviour and consistently follow the school's guidelines for rewards and sanctions. Pupils' behaviour in the dining room, around school and in the playground is also very good and no instances of bullying were observed during the week of inspection. Pupils are polite, well mannered and keen to talk to visitors. They show respect for people and property and, although sanctions are not often necessary, pupils know the consequences of any misbehaviour. The attitudes and behaviour of pupils with special educational needs are also very good; they respond particularly well to the support given in small groups.
16. Relationships between pupils and between pupils and adults are very good. They collaborate effectively in pairs or in groups and relate very well to each other. Pupils are friendly and supportive of each other. For example, one pupil who was experiencing particular difficulties was treated in a very supportive way by other pupils as well as adults. These values are reinforced through the school's system of rewards and through activities such as Circle Time.
17. Provision for personal development is also very good and has improved since the last inspection, which identified a need to create more opportunities for pupils to exercise initiative and responsibility. Older pupils have assembly and lunch time duties. House captains have specific duties, including showing

visitors around the school. Pupils collect and donate money for charities, such as the NSPCC and, on occasion, take initiatives in this regard. There is a 'buddy system' of support for younger and new children. Pupils are encouraged to take more responsibility for their learning. In one Year 6 class, for example, pupils are reminded of steps and strategies to follow when they have a problem with their work, before seeking the teacher's help. In a Year 4 class, there is a 'contract' which outlines pupils' responsibilities to the teacher as well as the teacher's responsibilities to them. An understanding of citizenship is being developed through the pupils' participation in the school council, which is valued by all pupils. This activity involves choosing class representatives, mature and free discussion of issues relating to school improvement and participation in the decision making process of the school. Pupils' personal development is enhanced by the school's provision for personal social and health education, a programme that has been recognised by the Lincolnshire Health Authority. This provision encourages personal responsibility for diet and healthy eating, exercise and the safe use of medicines. Overall, the school's provision enhances pupils' sense of responsibility and attitudes to work and, therefore, the good progress that they make.

Attendance

18. Attendance, judged as very good in the last report, has improved slightly. It is still very good, just exceeding 96 per cent so far this academic year. Unauthorised absence is zero, having been reduced from the previous very low figure.
19. There is no significant evidence of lateness; parents respond positively to the school's initiatives to get pupils to school on time at the start of the day. Only one instance of a late start to lessons was observed during the inspection. It was caused by confusion between key stages, one using the playground at the end of lunch and the other wishing to start outdoor physical education.

HOW WELL ARE PUPILS TAUGHT?

20. Overall, the quality of teaching is good. Teaching is satisfactory or better in 98 per cent of lessons and in one in three lessons, teaching is very good or excellent; just over a similar proportion is good. The best teaching is at the end of Key Stage 2 with slightly better teaching in the reception classes than Key Stage 1. There is an excellent ethos for learning in most classrooms.
21. Teaching has improved since the last inspection; it is now strength of the school. Staff training has focused effectively on raising standards of teaching and learning. In one third of lessons where teaching is at least very good, there were some outstanding lessons in Under Fives, English, mathematics, science and geography. There is a negligible amount of unsatisfactory teaching and no poor teaching. In the very few lessons where teaching is unsatisfactory, it is mainly due to inadequate methods for controlling behaviour and insufficient challenge in the lesson. These were features of some lessons in music and information and communication technology. On balance, however, the very high proportion of good teaching makes a significant contribution to pupils' progress.
22. A number of features contribute to the best teaching. Classroom control is very good and encouragement and humour are used well to motivate pupils. There is often a crisp pace through English, mathematics, science and religious education lessons and the skilful use of questioning broadens pupils' understanding and promotes thinking and discussion. Questioning is particularly well used to identify progress in most subjects.
23. Teachers' subject knowledge and planning are particularly good in religious education, science, mathematics and English. Teachers of the Under Fives understand young children very well and challenge them effectively so that they make good progress, although, in both ICT and music, teachers' expectations of what pupils can achieve are low. In ICT, teachers' organisation is good, they teach skills well and use effective visual aids. However, a significant number do not ensure that what they have taught is followed up by regular access to the computers to re-enforce pupils' learning. Similarly, in music, pupils are given insufficient opportunities to practice on the musical instruments and too little is expected of them.
24. Literacy is taught well in all subjects of the curriculum and is beginning to make an impact on attainment. All teachers ensure that pupils know and correctly spell the words required for learning their subjects and provide help with the organisation of written work. The good practice of constantly

reinforcing language and literacy skills maintains the high standards already achieved by the school. Numeracy is effectively taught in mathematics lessons, although the use of numeracy in other subjects could be developed further.

25. Teaching and non-teaching staff share expertise and support each other well. Classroom assistants and parent helpers work well with teachers and make a valuable contribution to pupils' learning.
26. Teachers' confidence and understanding of the curriculum is sound and particularly good in Early Years, English, mathematics, science, history and religious education. Overall, it is weak in music and ICT. There is good planning, through effective schemes, in almost all subjects. This focuses successfully on coverage of the literacy and numeracy strategies, National Curriculum requirements and religious education. Detailed planning is an effective feature of most lessons. It generally provides a clear structure and focus for lesson activities, for example, the good resources always available in English and history. Lesson plans have very clear objectives in most subjects; although some lessons, regardless of subject, are sometimes too prescriptive and provide insufficient opportunities for pupils to learn independently. There is little provision for developing ICT across all subject areas.
27. Teachers have high expectations of pupil performance, overall, and very high expectations in the Under Fives. For example, in science they set challenging tasks through a wide range of activities. Year 2 pupils looked at the way forces could be applied to materials to make them change shape. All took part in a prediction and were able, after completing the task, to check their predictions and draw their own conclusions. In a less successful lesson in Year 3, where expectation was not so high, the pace was too slow. Children became bored when they were not given group tasks and they did not learn as much as they could have during the lesson.
28. Almost all teachers make effective use of a wide range of control and managing strategies. The positive relationship staff have with pupils creates a very good learning environment. Good behaviour is a feature of almost all lessons. Pupil/teacher relationships are very good and all adults are good role models. The active involvement of pupils helps to sustain interest. In a design and technology lesson in Key Stage 1, when pupils developed their own design ideas, these were used to motivate the remainder of the class. In lessons where there is too much teacher direction and advice pupils' personal development and progress are undermined.
29. Most teachers use time and resources well. For example, in history, teachers plan purposeful historical investigations involving a variety of sources. The excellent range of resources used makes a significant contribution to the quality of pupils' work. School resources are supplemented by the use of museums and visitors who share their experiences with the pupils. Time and resources are used particularly effectively in English, mathematics, science, design and technology, geography and history. In physical education and music the focus of the lesson is sometimes lost in the practical activities that occur between the introduction and the summing up at the end.
30. Teachers are particularly aware of pupils with special needs. Pupils who have a statement are well known and supported through detailed individual education plans. Similarly, pupils with English as a second language are well supported through the curriculum. Support assistants are used very effectively throughout the school. In English and mathematics, teachers present different work to pupils of differing ability so that all are challenged. In all other subjects, teachers use various methods of providing the work needed by pupils with SEN, from matching work to pupils' ability to withdrawing them to work on special material for extra support. Work for pupils with SEN is planned with reference to their IEPs which are reviewed and targeted regularly and used by teachers as working documents in the classrooms. Pupils with SEN are treated as a priority by the school, the resource provision for this area is good and resources are added when needs are identified.
31. In their weekly planning and daily lessons teachers build in ways to assess pupils' learning and there is an established policy for marking that is aimed at helping pupils to improve their work. Where marking is good written comments are constructive and help pupils improve the quality of their work. These procedures enable the school to have a very good knowledge of pupils' attainment. The day to day assessment of pupils' work is good in many classes, but the quality varies in some, where it is not recorded or used to improve further planning. Homework is well focused, involves research and is improving standards,

32. The general standard of teaching has improved significantly since the last inspection with a greater emphasis on adding variety to teaching methods.

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

33. There is an appropriate statutory curriculum in place, which is broad and balanced throughout the school. It ensures that pupils make good overall progress in their learning, especially in the core subjects of English, mathematics and science. However, in information technology there is inconsistent opportunity of access to all programmes of study. This is largely due to insufficient resources, particularly for control and modelling. There are no schemes of work for music and physical education and this has a negative impact on the development of pupils' skills.
34. The curriculum for children under five is good in promoting literacy and numeracy and very good in promoting pupils' personal and social education. However, there are insufficient opportunities for pupils to play with large toys and wheeled vehicles and there is no outside enclosed area for play.
35. Provision for pupils with SEN/EAL is good. For example, the effective setting for mathematics in Key Stage 2 ensures that there is very good provision for pupils with special educational need and good provision for higher attainers. However, this is not always the case. Where pupils are not sufficiently challenged to achieve higher grades, as in Year 2, higher attaining pupils do not get an equal chance to succeed according to their capability.
36. There are very effective strategies for teaching the basic skills of literacy and numeracy. The numeracy strategy has been particularly effective in raising the standards of pupils' understanding of number at both key stages.
37. Equal opportunities for all pupils and staff have a high priority in the school mission statement and overall ethos. In broad terms, the school is successful in achieving these aims. Equal access to the curriculum was a key issue in the last report. Music was judged to be accessible only to those pupils who had visiting music teachers. This is no longer the case. Equality of access and opportunity is now broadly satisfactory, which is an improvement from the previous inspection. However, some pupils are still withdrawn from lessons for specialist music tuition and pupils are withdrawn for additional help with reading. The school recognises that there is room for further improvement.
38. There is excellent provision for extra curricular activities and these are very well attended and clearly enrich the overall curriculum provision for the school. Parents agree that there is an interesting range of activities outside lessons. For example, the drama club for pupils in Years 5 and 6 gives them an opportunity to explore sensitive and topical issues. The well run archaeology club involves teachers and governors in supporting pupils' understanding of local history and this links very well with the humanities curriculum. The school has been very successful in sport, including a Year 6 team, which represented Lincolnshire in the Millennium Schools Games. There are rugby, football, netball, cricket, short tennis and successful cross country clubs. Other clubs include road safety for cyclists, music, chess, French and environmental and these all help to contribute significantly to the pupils' experiences. During inspection, boys and girls were observed working and playing together with no friction. There are mixed football, cricket and mini-rugby teams. Last season the school fielded three football teams; one of each gender and one of mixed gender.
39. The school council, the good links with local businesses and the clear policy and practice on sex education and drugs awareness also help to develop pupils' personal development well in the overall good provision for personal, social and health education. The school has established very good links with other local primary and secondary schools. This includes visiting the local secondary school for additional ICT experience for pupils after school.

Spiritual, moral, social and cultural development

40. Provision is very good, overall. Spiritual education is very good. It is planned into areas of the curriculum such as science and art. Pupils are encouraged to wonder at the beauty of design. This was illustrated in an assembly when William Morris designs were shown to them. Generally assemblies

enhance the spiritual aspect of the curriculum very well. Pupils think very deeply about current events, such as the floods in Mozambique. There is always suitable music to set the mood and a prayer with time for reflection. Music is used purposely across the curriculum, for example the playing of Ma Vlast by Smetana during a rivers project in geography and the singing of songs in history to create a sense of period. Special events are celebrated and given time for reflection, for example, the St. David's Day celebration in assembly when pupils were asked to consider special events in their own lives.

41. Moral education is excellent. The headteacher and staff of the school actively promote the principles of right and wrong. They have extremely high expectations of behaviour. Honesty is highly valued and pupils are taught to regard misbehaviour, such as lying or stealing, as totally unacceptable from the time they enter the school. Reception children arguing over toys in the playground are told to think about their actions and helped to apologise to each other. This results in a very high standard of behaviour at playtime, lunchtime and in lessons, when pupils are expected to work hard and not to disrupt the class.
42. Social education is excellent. Staff are good role models for pupils and relationships are very good. Adults speak courteously to children and expect them to do the same. Pupils are expected to take responsibility from an early age. Those in Reception, for example, are helped to put toys and equipment away; older pupils automatically clear away with minimal direction from the teacher. They also take part in the school council and look after younger ones by caring for them in the playground. New children are assigned a buddy to make sure they settle in. The school provides good residential visits which help to develop pupils' social awareness.
43. Cultural education is good. Pupils are encouraged to know about their own particular cultural traditions. They learn to study their locality in geography and the history of the neighbourhood by visiting a local residential home. With the help of a charitable organisation, pupils produce moving pieces of writing and etched illustrations of life in the area in the past, for example a zeppelin falling locally, memories of Christmas on a farm and education during the Second World War. There is an ecosystem award for awareness of local environmental issues. In art, pupils study famous painters. There are numerous trips to local and national museums. Pupils have celebrated the twentieth anniversary of their school by producing a beautifully made tapestry of life in the school, depicting scenes such as assemblies, pond dipping and sums on the blackboard all meticulously stitched. The multicultural aspects of British society are less well represented, but pupils study festivals associated with major religions and have visitors from Africa to tell them of their culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The health, care and happiness of pupils are high priorities for all staff. Pupils and children under five, are well known as individuals and not only in their own year groups. There are formal procedures for child protection and for the treatment and reporting of any injuries. The majority of staff are trained in immediate first aid and there are a significant number who have had comprehensive first aid training. There are a number of pupils liable to anaphylactic shock and there are very good procedures to ensure their safety should this happen.
45. There is a designated person for child protection. Staff, including support and mid-day staff receive regular reminders of child protection and health and safety matters. Pupils are confident that they will receive help from any member of staff when in trouble.
46. Risk Assessment procedures are carried out every three years jointly with advisers from the local education authority. The governing body is actively considering more regular risk assessment and its inclusion, with priorities and costings, into the school development plan. Although closely involved, there is no designated member of the governing body taking an interest in health and safety matters.
47. The procedures to support pupils joining and leaving the school are praised by parents. Children under five are able to become accustomed to the school during a number of visits beforehand. Transfer to secondary education is marked by good preparation based on the links established with both the schools involved. The response from parents at the meeting, in the questionnaire and those spoken to during inspection week, is supportive of the school's efforts to take care of their children's health and well being. Evidence gathered during inspection week agrees with the parents' view.

48. The very good behaviour and attendance, which are strengths of the school, are supported by similar procedures. The behaviour policy is detailed and lays down rewards and sanctions, which are widely publicised and understood by all pupils. These procedures are applied consistently across the entire school, including classes containing children under five.
49. The high attendance achieved by pupils, is supported by strong procedures for following up absence with parents. There is excellent administration of the registers by teaching and administrative staff. Attendance and registration statistics are maintained in significant detail to the end of the previous week.
50. Staff make good use of information from statutory assessment procedures. Teachers use baseline assessment to plan appropriate work for pupils in the reception classes, including developing activities at suitable levels for children of differing attainment. Information from national curriculum assessments is collated and used to plan, for example, 'booster' groups in reading in Year 6.
51. There is reliable assessment of the progress pupils make towards the targets stated in literacy and numeracy plans which follow the requirements of the national strategies.
52. The recording of and opportunities to promote pupils' personal development are very good. Every pupil has a portfolio, which includes, in addition to academic records, details of achievements and efforts for example, to develop improved behaviour or attitudes to work. The acceptance of responsibility is encouraged by the 'buddy' system, which operates for all pupils new to the school. Pupils are keen to accept positions of responsibility. Elections to House Vice Captain and Captain are organised and run by the pupils with no direct adult input required.
53. The school has very good procedures for assessing pupils' attainment and progress which teachers consistently apply. Teachers appropriately establish what children can do when they enter the school in mathematics and reading and use this as a baseline to determine how much progress they make. Testing is regular and thorough. Teachers assess pupils' knowledge and understanding in English, mathematics and science at the end of both key stages, using their own procedures and statutory national tests. In Key Stage 1, these are complemented by regular assessments of such skills as spelling and handwriting. In Key Stage 2, there are formal school assessments in Years 3 and 5 and other published tests that analyse pupils' attainment in mathematics and reading. At least once a term, often at the end of a unit of work, there are good established procedures for testing new knowledge and understanding.
54. Overall, the school makes good use of the information that assessments provide. Pupils with special educational needs and the very few for whom English is an additional language have suitable assessments that are well used to develop individual education plans. These are always to hand and produced in liaison with the support staff. Teachers meet regularly to discuss general trends in pupils' progress and to adjust plans in order to meet their needs. However, some individual education plans are inconsistently maintained.
55. The school has very good procedures for monitoring pupils' academic progress. By every teacher keeping very thorough records, the school has a detailed knowledge of their gains in knowledge and understanding. Records of attainments in English skills such as spelling and reading as well as mathematical knowledge and understanding help teachers to learn how well pupils are progressing. In addition to tests, teachers keep examples of pupils' academic work. These have two important purposes: first to show directly what pupils of different abilities can do and second to provide examples of work at different levels of attainment. The school has made good progress in involving pupils in assessing their own work and in setting targets for their own improvement. These are often prominently displayed in classrooms as well as in pupils' books. Special attention is given to individual pupils in order to help them make further progress in their reading.
56. The school pays very good attention to pupils' personal development. In daily lessons and through activities such as circle time, teachers take opportunities to monitor pupils' behaviour and confidence and often ensure that all pupils have the opportunity to answer questions and to show initiative. The school uses many ways to celebrate academic and personal achievements. It also has appropriate procedures for helping pupils to improve their behaviour with an emphasis on positive rewards.

57. The school has continued to make improvements to assessment since the last inspection, where the procedures were already good. However, foundation subjects such as music would benefit from more rigorous assessments so that, where standards are not as high as expected, action can be taken to remedy deficiencies in provision.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. Both at the parents meeting and in the parents' questionnaire, most parents believe that their partnership with the school has improved significantly in recent years. Evidence from the inspection of the excellent relationships established between the school and parents supports this view. There is much evidence of a relaxed and fruitful exchange of information, in addition to the extended newsletters and specific letters that are distributed regularly.
59. The number of parents helping in school has increased significantly since the last inspection. Parent helpers are made very welcome and feel that their efforts are valued by teaching staff. This high value is returned by the teaching staff, who utilise parental skills willingly and who, without exception, were seen to have established an open and co-operative relationship with the helpers. As well as helping in classrooms, parents have proved invaluable in hearing children read and have helped raise standards in this aspect. They also provide help in many of the extensive clubs and activities after school.
60. There is an effective homework policy and scrutiny of reading diaries indicates that a significant number of parents help their children with reading at home. Parents generally were satisfied about the level of homework. A very small number of parents feel that they do not get adequate information about their children's progress. Evidence from the inspection does not support this view. The school's open door policy, combined with the headteacher's willingness to see parents within twenty four hours of any request indicates that information is readily available.
61. The prospectus and governors' annual reports to parents contain appropriate statutory information. The school is aware that it must include in the next governors report information about the admission and care of pupils who are physically disabled. Parents particularly value pupils' annual reports, which give clear indications of what their children can do and areas where they might improve. Pupils' own self-assessment reports are held in high esteem, both as sources of information to their parents and as tools to aid their self-development.
62. A particular strength of the link with parents is the Parent Teacher Association. One of the first agreed tasks following the appointment of the current headteacher was to raise a large sum of money to replace the school's stock of books. This was successfully achieved within a short space of time.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The headteacher provides excellent leadership and has a shared, clear vision of where the school is going and how standards are to be improved. A significant strength has been the development of a climate of mutual respect amongst staff and pupils alike. Staff and pupils feel valued. This improves their self esteem and raises their level of commitment. The school has explicit aims and values and all share in the commitment to make these work. The links with parents and the local community are excellent. The headteacher has an open-door policy, which instils confidence in parents to share problems and concerns.
64. The school is well managed. The senior management team and curriculum co-ordinators have clear roles and carry out their responsibilities very effectively. The staff are trusted and there is a clear delegation of responsibilities and accountability for their work. The very strong team ethos is reflected in their high levels of commitment. The school effectively reviews its own work. Decisions are arrived at by a thorough analysis of the problem or issue. A good working relationship with staff has created a climate of trust. The senior management team has been very effective in monitoring the work of the school and this has had a positive impact on raising the quality of teaching. Staff support each other very efficiently and policies and schemes of work are developed collaboratively. Subject co-ordinators monitor learning to help teachers assess outcomes and plan future activities, although the co-ordinators' role in monitoring teaching is still insufficiently developed.
65. Educational priorities such as the forward planning for ICT provision are supported through careful

financial management. The school development plan is well organised, costed, sets realistic targets and is effectively targeted to periodic review to ensure the implementation of plans and focus on further raising of standards in specific areas. The day to day running of the school is well organised. Administrative procedures and routines are clearly documented and contribute to the efficient way the school is run. Administrative staff carry out their responsibilities well and often go well beyond their stipulated contracts.

66. Governors make an effective and increasing contribution to strategic planning and management. There is an appropriate sub committee structure, which monitors and evaluates the work of the school. Governors are actively involved in planning decisions. The staff and Governors are involved in regular audits and evaluations of the progress made in meeting the school's targets for improvement. There is an effective programme, which helps integrate the Governors into the life of the school. There is a shared commitment to improvement and the need to succeed. Governors fulfil their statutory duties in helping to shape the direction of the school, although they would have a better understanding of its strengths and weaknesses by improving the quality of their monitoring role in relation to the curriculum. For example, governors are not meeting their statutory obligations for ensuring that ICT is taught according to the National Curriculum requirements.
67. There is a good match of teachers to the demands of the curriculum. There is a very good mix of experienced senior staff and teachers new to the profession. Staff have had good training in literacy and numeracy, which is very evident in classrooms. There is a satisfactory number of support staff who have been well trained. However, there are insufficient helpers in the reception classes to support pupils' learning. The midday supervisory assistants have also received good training on pupil management at lunchtimes.
68. The school has a clear induction policy for new staff with a good range of policies, documents and support. The process for the induction of newly qualified teachers is good and each new teacher has a mentor with whom regular meetings are held. The school encourages students from the local college to undertake teaching practice in the school. Staff are well supported by a range of courses both in school and in other institutions. There has been a rigorous appraisal system, with clear targets set. The headteacher also has regular professional interviews with all staff.
69. Accommodation is good, overall. The high standards of cleanliness and maintenance noted in the last inspection have been well maintained by the hard work of the cleaning staff and temporary caretaker. The Key Stage 2 playground surface has been renewed, removing a safety hazard. The external grounds are clean and tidy with attractive displays of plants. There is a large green-field area, marked out for football pitches. There is adequate provision to deliver the majority of the curriculum. However, some classrooms, in the Terrapins and those with most pupils, are cramped. The school also lacks a hall of adequate size for whole school activities such as assembly or lunch. The governors and headteacher have plans to convert part of the courtyard to a computer suite to aid learning in information technology. Children under five have no safe external play area where they can use large play toys to develop their physical strength and muscular dexterity.
70. There are adequate resources in the school, overall. There are large fields, two playgrounds and a well stocked library. The school also has an outside environmental area. Resources are good in history and geography and resources for English and mathematics are developing well, with funding for literacy and numeracy. Although there is a good range of musical instruments, they are insufficiently used for composing. There is an adequate range of resources for information technology. Overall, the judgement on staffing, accommodation and resources is similar to the previous inspection in 1996.
71. Effective procedures ensure good financial control. All spending is carefully monitored and regular financial statements are available for senior staff and Governors. All departmental plans are carefully costed and relate well to the overall budgetary position for the school. The school is cost conscious and makes significant savings in relation to the purchase of its equipment. The recommendations of the most recent audit have been implemented. Specific grant is used effectively for its designated purpose.
72. The school's plans for the development of ICT ensure that this is an area targeted for development. The best value principles of comparison, challenge and competition are rigorously applied by the headteacher and governors in the school's acquisition and use of services and resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Raise standards of attainment in ICT by:

- identifying the use of ICT skills in all subjects;
- improving assessment guidelines, checking pupils' progress;
- making changes to the curriculum to give all pupils their statutory entitlement for ICT.
(paragraphs 10, 26, 33, 37, 66, 107, 117, 125, 130, 140-142)

Develop and extend the learning of pupils in their first junior year by:

- ensuring that teaching methodology matches the capabilities of the pupils;
- improving the productivity and pace of working for pupils;
- using assessment and targeting to raise achievement.
(paragraphs 21, 27, 104, 113, 141, 150)

Raise the achievement of higher attaining pupils at the end of Key Stage 1 by:

- reviewing the school's policy for entering pupils in Year 2 at the higher levels in National Curriculum tests.
(paragraphs 5, 35, 102, 109, 115)

Other issues for consideration

- Provide a designated secure area to enable children under five to use fixed play equipment and large wheeled toys.
(paragraphs 34, 69, 78)
- Improve the provision for music to include opportunities to compose and perform on musical instruments.
(paragraphs 37, 143, 145)
- Develop schemes of work for music and physical education.
(paragraphs 33, 146, 151)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	120
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	24	37	30	2	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	1999–2000
Number of pupils on the school's roll (FTE for part-time pupils)	547
Number of full-time pupils eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	1999–2000
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	76
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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
	1999	38	36	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	37	36
	Girls	36	36	35
	Total	72	73	71
Percentage of pupils at NC level 2 or above	School	97 (84)	99 (94)	96 (89)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	37	36
	Girls	36	36	36
	Total	72	73	72
Percentage of pupils at NC level 2 or above	School	97 (98)	99 (98)	97 (97)
	National	82 (81)	86 (85)	87 (86)

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
	1999	36	42	78

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	25	30
	Girls	39	37	40
	Total	70	62	70
Percentage of pupils at NC level 4 or above	School	90 (80)	79 (78)	90 (81)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	26	32
	Girls	38	37	36
	Total	66	63	68
Percentage of pupils at NC level 4 or above	School	85 (83)	81 (84)	87 (83)
	National	68 (63)	69 (63)	75 (69)

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	2
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	477
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: 1999 – 2000

Total number of qualified teachers (FTE)	21.7
Number of pupils per qualified teacher	26.4
Average class size	24.1

Education support staff: 1999 – 2000

Total number of education support staff	10.0
Total aggregate hours worked per week	220

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
--------------------------------	-----

FTE means full-time equivalent.

Financial information

Financial year	1998-1999
----------------	-----------

	£
Total income	701962
Total expenditure	677360
Expenditure per pupil	1353
Balance brought forward from previous year	30000
Balance carried forward to next year	54602

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	500
Number of questionnaires returned	217

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	0	0
My child is making good progress in school.	59	38	2	0	1
Behaviour in the school is good.	62	36	2	0	0
My child gets the right amount of work to do at home.	41	49	6	1	3
The teaching is good.	65	32	1	1	1
I am kept well informed about how my child is getting on.	42	45	11	1	2
I would feel comfortable about approaching the school with questions or a problem.	73	24	2	0	1
The school expects my child to work hard and achieve his or her best.	65	34	1	0	0
The school works closely with parents.	55	36	7	1	1
The school is well led and managed.	69	27	2	0	2
The school is helping my child become mature and responsible.	36	38	7	5	14
The school provides an interesting range of activities outside lessons.	36	38	7	5	14

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

73. The education provided for all the under-fives is very good with a broad and balanced curriculum in line with the nationally recommended areas of learning.
74. Most children when they start at the school have average levels of attainment in literacy. By the age of five, attainment of the majority is just above that outlined in the Desirable Learning Outcomes. Children make good progress in language and literacy, mathematics, personal and social development, knowledge and understanding of the world and the physical and creative areas of learning. There is good provision for children with special educational needs.
75. Teachers in the reception class place suitable emphasis on developing language and literacy. Communication and listening skills are encouraged in every activity, including role play. Many talk confidently about what they like doing. Children make a satisfactory start to early reading and writing skills and many show rapid progress. All children are encouraged to take books home regularly. They enjoy books and handle them carefully. Some can tell stories, using the illustrations within the book with good attention to detail, and answer simple questions. Most are able to recognise initial sounds associated with the letters of the alphabet and many can recognise key words from their first formal reader. Children hold their pencils correctly and many can shape letters accurately. Some can write their own names unaided and trace over or copy the teacher's writing. Many are keen to produce their own emergent writing. They can draw simple artistic figures well and are confident when talking about their drawings and mark making.
76. Children make good progress in the mathematical area of learning. Most are familiar with number rhymes, songs and counting games. They can match, sort and count, using every day objects. Most recite numbers to ten and beyond and can recognise number symbols from one to ten and write them independently. Children can recognise basic geometric shapes and identify them in everyday objects in the classroom. They can sort and match objects by shape, colour and size. They gain basic knowledge of capacity and weight from practical experiences, for example from sand and water activities and develop mathematical language and understanding of 'full' and 'empty.'
77. Reception children show good gains in developing knowledge and understanding of the world. They carefully examine different objects and use their senses successfully to identify materials. They are able to tell the difference between living and non-living forms and know that living things need food and water to survive. Children are able to explore and select from a range of constructional toys to make imaginative models and use skills such as cutting, joining and building. They use simple computer programs well and develop confidence, although there is a shortage of an appropriate range of CD-ROMs.
78. Children show satisfactory progress in their physical development. They follow instructions and move confidently and imaginatively. They demonstrate a good range of co-ordinated movements when playing outside. Older under-fives demonstrate good body control and awareness of space. Children use malleable materials with appropriate tools and show satisfactory hand and eye co-ordination. They lack the use of large wheeled toys and climbing apparatus to improve physical skills.
79. Children show good progress in all areas of creative learning. Pupils use poster and powder paints with confidence. They successfully use sponges and various other materials to print and produce effective paintings. They handle tools safely and many can cut and stick a variety of materials. They are increasingly able to depict their ideas and feelings through role play, telling stories, drawing, painting and collage. They express their enjoyment through singing, clapping rhythms and using percussion instruments. They know many songs and nursery rhymes by heart and always sing enthusiastically.
80. The quality of teaching in the reception class is very good and occasionally excellent. Lessons are well planned, taking account of the requirements of the curriculum for under-fives. A wide variety of stimulating and well structured activities are provided within each session. Children's responses are supported and extended sensitively. Appropriate interventions are made to give direction and enable

learning to be consolidated. Teaching staff and assistants work very well together and have a clear understanding of how young children learn.

81. The under-fives curriculum is planned and organised well. The day-to-day assessment arrangements are good. Children are assessed by careful, on-going observations. A simple baseline assessment has been successfully carried out. All aspects of assessment are used effectively to inform planning of work and to keep track of children's progress. Parents are encouraged to be involved from the beginning of their children's education and to follow their progress throughout. Regular formal and informal consultations before and after admission are well received by parents and effectively establish common objectives between home and school.
82. The reception classrooms are spacious and logically organised with clearly defined learning areas. The environment is visually pleasing and stimulating. The displays are interactive and children can demonstrate their understanding of them. Overall, indoor resources are satisfactory. There are sufficient resources of books for pupils to use and borrow. However, there is no secure area outside with wheeled toys and large apparatus for pupils to play on. Children's development of early computer skills is good, but there is a need for more software to support the work being done. The co-ordinator provides strong leadership, support and guidance. However, there are insufficient teaching assistants to help teach the planned curriculum effectively. Regardless of this, pupils under five are making good progress and are prepared very well for more formalised work in Key Stage 1.

ENGLISH

83. Results of the end of Key Stage 1 National Curriculum tests for 1999 are well above the national average for reading and writing. The percentage of pupils reaching higher levels is above for reading and close to the national average for writing. In comparison with schools in similar contexts, the results are well above average. At the end of Key Stage 2, results are again well above the national average and are also above average when compared to similar schools. The number of pupils in Key Stage 2 who reach higher levels is well above the national norm.
84. The national test results over the period 1996 to 1999 show that, at Key Stage 1, the school has improved its performance in reading, overall, and maintained its very high writing standards. At Key Stage 2, the school has maintained its well above average results against national norms. Its performance against similar schools is above average.
85. At the time of the last inspection, overall standards were judged to be well above the national average at the end of both key stages. On the evidence of lessons seen and an examination of pupils' previous work, levels of attainment match those findings.
86. Standards in speaking and listening are above national averages at the end of both key stages with a significant number of pupils attaining a higher level. At the end of Key Stage 1, pupils listen attentively, ask and answer questions confidently and participate in discussions in class. For example, pupils in Year 2 use good descriptive language as they discuss illustrations and the story content of the big book used in their literacy hour.
87. Older pupils practise and improve their performance of poems. Pupils in Year 3 practise a 'rap' and most are able to express their preferences clearly as they decide on their favourite poem. Pupils in Year 6 speak confidently as they discuss their plans for story writing. They read their work to the class with confidence and expression and listeners offer constructive appraisal of each other's work. They discuss stories as a group, offering individual opinions and giving evidence to support their ideas. Pupils with less well developed skills in speaking and listening and those with special educational needs, are slower to offer opinions at first, but gradually grow in confidence. Higher attaining pupils give a range of alternatives to complex words in a text. They take part in conversations confidently and speak with enthusiasm about events and books that they have enjoyed and would recommend.
88. Teachers hold pupils' attention through their expressive reading of the texts and those who have particular skills in developing work through drama use their skills well to motivate and interest pupils. They also make good use of the guidelines from the Literacy Strategy and their planning is thorough. The initial whole-class sessions are productive because teachers make good use of big books and other resources. However, there are occasions in Key Stage 1 when this session is too long. Teachers use praise effectively to develop ideas

and stimulate thought.

89. Pupils develop a good range of reading skills through regular opportunities to read with their teachers and each other. They read to other adults and have the opportunities to select texts from the class and school libraries. In the reception classes and in both key stages, most pupils have very positive attitudes to reading and demonstrate understanding and enjoyment of a range of reading materials.
90. The high quality of teaching throughout the school ensures that pupils recognise letters, names and sounds and that they develop a range of strategies for coping with unfamiliar words and have the confidence to apply these effectively. Most pupils show a good knowledge of the alphabet. They read whole class texts with expression, taking note of punctuation, such as commas and exclamation marks. Slower readers, including pupils with special educational needs, have yet to develop the basic skills needed to improve their reading and they have some difficulty in extracting meaning from the text. By the end of Key Stage 1, most pupils read with accuracy and some fluency
91. As they grow older, pupils name favourite authors and explain their developing preferences and tastes. By the end of Key Stage 2, most pupils read accurately with fluency and expression. They read both fiction and non-fiction books, although lower attaining pupils struggle to work out words such as "obliterated" and "substituted". Most pupils tackle unfamiliar words with confidence. Higher attaining pupils read sophisticated texts and understand more complicated sentence structure. Pupils are encouraged to talk about characters, plots, settings and the main messages, not only in the books they read, but also in their own writing.
92. Pupils in Key Stage 1 are taught to form letters correctly and to control size, spacing and general presentation. They spell simple everyday words correctly and most have developed strategies to tackle unfamiliar words. They are taught the rules and conventions of punctuation and most use capital letters and full stops correctly. Pupils with special educational needs receive additional support and make good progress. Due emphasis is placed on extending pupils' vocabulary. Pupils know what adjectives and adverbs are and are challenged to find "better words" when planning their writing. For example, in Year 2, in response to effective questioning by the teacher, pupils offer "enormous" for "big" and "leapt and sprang" for "jumped". Most pupils write in a legible, joined script.
93. Teachers have high expectations and with few exceptions match tasks well to individual and group needs. Correct emphasis is placed on pupils planning, drafting and redrafting their work. Pupils work together to improve and extend vocabulary and ideas. At Key Stage 2, there are good examples of narrative structures in the first and third person in English and history when pupils in Year 6 draw on their knowledge of Dickensian novels to plan their own stories. Pupils learn to adapt the style and organisation of their writing to a number of purposes within English and other subjects. For example, in science, pupils make succinct notes and identify the precise information needed. They know that they have to be quick and concise, encapsulating key phrases to present their work to the class. Other pupils in Key Stage 2 enjoy writing poems. Careful preparation time is given studying the structure, vocabulary and rhyming patterns of poetry and this enables pupils to construct their own pieces of work. In the best lessons seen, pupils are challenged to think carefully and to discover things for themselves, for example, in finding rhyming patterns, observing the use of punctuation or providing definitions.
94. Regular handwriting and spelling practice, together with a consistent approach to presentation and marking, combine to produce high quality work, overall. Spelling is increasingly accurate and is regularly tested throughout the school. Some pupils write their personal targets in their books, other targets are displayed in the classrooms. Teachers use these to help pupils to focus their thoughts on improving their work. Pupils' writing shows clear improvement from the communication of meaning through single words and phrases to the presentation of writing with sustained ideas in paragraphs and chapters with appropriate punctuation.
95. Pupils with special educational needs make at least satisfactory and sometimes good progress towards the targets set for them in both reading and writing. Pupils for whom English is an additional language make good progress, overall.
96. Teaching is always satisfactory and often very good at both key stages. The good practice of constantly reinforcing language and literacy skills maintains the already high standards achieved by the school and should provide the basis for further improvement.
97. Almost without exception pupils' behaviour is exemplary. They sustain concentration well and they are

enthusiastic learners.

98. Examples of literacy skills being taught are seen in other subjects. For example, in religious education in Year 5 when pupils write about the Buddhist Festival of Light, in history when Year 4 pupils write factual accounts about famous Victorians and in mathematics when investigating the properties of a cube. Word processing is used to support work in English in some classes.
99. Pupils benefit from the homework set, which includes reading, writing and research. The pace of pupils' learning is good and they make good progress throughout the school. Home/school reading diaries are used in both key stages. This is an improvement since the last inspection.
100. The key stage co-ordinators effectively monitor pupils' progress throughout the school. Useful procedures for formal assessment are in place and the school has analysed results to identify priorities for action, for example, further opportunities for extended writing and booster classes for identified pupils. Resources are good. The range and quality of fiction and non-fiction books available in the libraries are satisfactory, but the opportunities to use the libraries for independent research are still limited.

MATHEMATICS

101. The attainment of pupils in the 1999 National Curriculum tests is above average at the end of both key stages. Inspection findings support the test results, which show that pupils' attainment at the end of Key Stages 1 and 2 is above the national average and also above average for similar schools. This is an overall improvement since the previous inspection in 1996, when attainment was judged 'almost always average or better'.
102. Attainment is above average at the end of Key Stage 1, because most pupils, other than those with special educational needs, are working securely within level 2 of the national curriculum. However, very few are currently working at the higher level 3. In Key Stage 2 by Year 6, there is a large number of pupils working very securely within the higher level 5 and most, other than those in the lower sets, are working at the nationally expected level 4. Pupils in Key Stage 2 are benefiting particularly from the consistently good teaching.
103. In Key Stage 1, pupils have secure knowledge of addition and subtraction. In the reception class, pupils can add numbers and recognise various shapes well. Some five-year-olds can explain the difference between a cube and a cuboid. They use the computer well to build shapes and make a pattern. Year 1 pupils can double numbers and they know how to find the difference between figures. There is good progression of learning in multiplication and division throughout the key stage. In Year 2, pupils have good understanding of money, measurement and simple fractions. They recognise common two and three-dimensional shapes and can explain their properties well. Overall, pupils' knowledge and use of numeracy is good and most have a good grasp of basic number. In Year 2, pupils produce satisfactory, simple bar graphs to show the results of class surveys. Those with SEN/EAL make good progress towards the targets in their individual education plans.
104. In Key Stage 2, pupils have good knowledge of the four rules of number and can apply them well in problem solving. They can analyse and interpret data from a line graph and are very secure on fractions and equivalence in Year 6. In Year 3, pupils understand time, money, weight and can solve problems. However, in both Years 3 and 4 the pace of learning slows to satisfactory where they attain average standards. In Year 5, pupils are very secure in multiplication and division and they produce very neat work on graphs and co-ordinates. By Year 6, most pupils have a very good understanding of mathematical concepts, their learning is good and attainment is above average. Pupils have a very good grasp of numeracy and their mental calculations are good. Pupils with special educational needs in Year 4 can divide by 2 and work out the remainder from an odd number. Although the numeracy strategy has been successfully implemented within mathematics lessons, the use of numeracy in other subjects remains less well developed.
105. The attitude of pupils in Key Stage 1 is good. In Key Stage 2, pupils' attitudes and behaviour are very good and this has a beneficial affect on the pace of learning, in Years 5 and 6 particularly. All pupils are keen to learn and are very attentive. Where teaching is excellent as in a higher attaining set in Year 6, this is reflected by pupils' enthusiastic response to learning.

106. The overall quality of teaching in Key Stage 1 is never less than satisfactory and there are examples of very good teaching in reception. In these classes, high expectations and carefully planned practical work develop pupils' thinking about three dimensional shapes very successfully. Teachers plan their work thoroughly and use resources well to explain counting in threes and fives. Teachers in Year 2 use mathematical shapes satisfactorily to explain their properties. In Key Stage 2, the quality of teaching is good, overall, with no unsatisfactory lessons and examples of very good teaching in Year 5 and with lower and higher attainers in Year 3. In one lesson with higher attainers in Year 6, the quality of teaching is excellent. Teachers have very thorough subject knowledge, use resources very well, including apparatus and overhead projectors. The pace at the start of the numeracy sessions is usually brisk and teachers ensure that they involve all the class. Weekly planning is very thorough and there are good examples of teachers modifying their plans from the previous day's learning. All teachers have effective relationships with their pupils and encourage them to try hard and articulate their mathematical thinking.
107. The curriculum is well led and co-ordinated by two co-ordinators who help monitor planning and standards although there is little time for the monitoring of teaching. There are clear targets set with a good range of assessment procedures. The numeracy governor is effectively involved in visiting the school regularly to review progress. The overall quality and range of resources is satisfactory and is developing well. The use of information technology to support mathematics is under-developed throughout the school.

SCIENCE

108. Analysis of the Key Stage 2 National tests for 1999 shows that 90 per cent of pupils achieved the expected level 4 which was above the national average. Twenty three per cent attained level 5, which was close to the national average. Teachers assessed a much greater proportion at level 5. Since 1996, standards have always been above average. There have been no significant differences between the attainment of girls and boys, although there have been variations from year to year. When compared with similar schools, standards are in line.
109. At Key Stage 1 in 1999, teachers assessed that the percentage of pupils attaining the expected level 2 was well above average, but no assessments were put forward by the school at level 3.
110. Attainment seen during the inspection was above average at the end of both Key Stages, but in Key Stage 1 there was still little evidence of work at level 3. Most children in Year 1 were achieving elements of level 2 in sorting materials according to their type, but in Year 2 they were still achieving level 2 in describing ways in which materials could be changed by bending or stretching. There was no evidence of higher level knowledge of, for example, why materials are chosen for specific purposes for making certain products.
111. At Key Stage 2, however, well above average work was evident, predominantly in Year 6. Most pupils are at level 4 already, for example recognising the need for fair tests, varying one factor, such as dropping different paper shapes from exactly the same height when investigating the effect of gravity and air resistance. Many children are achieving higher standards, for example in knowledge of how mixtures can be separated. Progression from one key stage to the next is slow, because there is no higher level knowledge at the end of Key Stage 1. For example, children in Key Stage 2 classifying animals had little depth of knowledge about how animals are suited to their environment to rely on from earlier studies. They did not know the appropriate vocabulary and it took them longer to understand the concept. The good planning and teacher expertise in Years 5 and 6 enable children to make very good progress. In an excellent lesson, the teacher made effective use of children's existing general knowledge about the nature of the flight of birds, aeroplanes and parachutes to lead them to make valid and correct conclusions about the balance between gravity and air resistance as an object falls earthwards. An especially strong feature is the many pupils with SEN who achieve level 4 by the end of the key stage.
112. The teaching in all lessons was at least satisfactory with over half being good or better. Nearly all the very good lessons were in Years 5 or 6. Most teachers have good subject knowledge, which effectively promotes high standards. They motivate the children so well that standards of behaviour are very high and the classroom ethos is very positive. Children enjoy science and look forward to it. Teachers'

planning is good in both key stages. Children with SEN/EAL are given work, which is well matched to ability, but are sometimes withdrawn for additional literacy, unconnected with science.

113. Because of the existence of some mixed age classes, science has to be planned on a two-year rolling programme. This works well for most classes, although in one Year 4/5 class the Year 4 children are doing Year 5 work having missed some of the work in Year 3/4. In most lessons, objectives are made known to the children at the start, so they understand clearly what they have to do. Teachers' expectation is generally high, particularly in Years 5 and 6. When practical tasks are given, teachers give clear direction and organise the class well, using resources effectively. In a Year 2 class, for example, children looking at the way forces could be applied to materials to make them change shape were given a very clear introduction. All took part in a prediction and the teacher then sent them off in order, keeping the less able children near to her to give extra help. All children got on with the task very well and the higher achieving pupils were able to check their predictions and draw their own conclusions. In a less successful lesson in Year 3, where expectation was not so high, the planning was well considered, but the pace was too slow and the teacher kept the session going for too long. As a result, pupils became bored when given group assignments.
114. Assessment is generally good. This is an improvement on the previous inspection. Marking and record keeping are thorough and effective. A very good example of the use of classroom assessment was seen in a lesson involving a comprehension exercise on the heart, where the teacher had children working in pairs. He was very soon able to identify the children who had difficulty and, by effective questioning, helped them to put it right. All children made very good progress. Several pupils made good presentations at the end of the lesson, showing effective use of their notes. This lesson was also a very good example of the use of literacy in science, which is implicit throughout the subject. The writing of science is given great importance and is well presented by older pupils with results neatly tabulated. They are also applying their numeracy well. Teachers emphasise the need for accuracy and to repeat measurements when conducting investigations and insist on correct units being used.
115. Each co-ordinator leads their key stage very well and has good vision for the development of the subject. Both efficiently monitor the subject in the classroom through the assessment data, which give a good idea of pupils' progress. Although this is an improvement since the last inspection, they do not have a current assessment portfolio, so are not always as aware as they could be of the levels of achievement in all areas of science. There is some classroom observation, but monitoring of progression between key stages is not sufficient to ensure that lessons build on each other and provide good continuity of learning for pupils. Higher attaining pupils in Year 2 are not stretched enough, although getting all children to level two is a great achievement. The subject contributes effectively to pupils' spiritual, moral, social and cultural education. They are encouraged to recognise the wonder of science, for example, in observing the germination of seeds. Caring for the environment is an intrinsic part of the curriculum, with a particular wild area used for science. Pupils look closely at scientists, past and present and have an understanding of the way they work.
116. Attitudes to science are very good because pupils are well motivated by the interesting variety of things they are given to do. For example when learning about forces and levers, this also led to some very imaginative toys in design and technology. Pupils work well with each other and in groups. As they enjoy the subject, behaviour is usually very good.
117. Resources are adequate in number and of good quality to enhance the curriculum. There are enough quantities of consumable material, but there are not enough modern computers with subject specific software. Although children use CD-ROMs for research purposes, for example finding out about classifying different species of animals, they do not use computers to monitor the progress of experiments, nor sufficiently to analyse the results.

ART

118. Only two lessons were observed during the inspection. Nevertheless, a work scrutiny and photographs make it possible to give a clear judgement of attainment. By the end of Key Stage 1, pupils have progressed to an average standard. They learn to produce pleasing tie-dye designs and patterns, using a variety of mark-making media. By the end of Key Stage 2, pupils have made good progress and their work is above average. They produce some very good paintings in the style of Van Gogh and other artists, as well as effective three-dimensional masks based on African designs. Their amphorae, in the

style of the Ancient Greeks, show great attention to detail. Fabrics from other countries help them to produce some pleasing patterns, while William Morris's designs stimulate pupils to show skill and care in making their own in his style. Pupils become skilful at lino printing. The quality of pupils' work varies from class to class and is very much related to teachers' expectations. Pupils enjoy their artwork and show great appreciation of the work of artists, particularly William Morris.

119. The school has made improvements in art since the previous inspection. In Key Stage 2, pupils' work has been raised from average to above average.
120. There is insufficient evidence to make a judgement on the quality of teaching in Key Stage 1. However, from pupils' work and the two lessons seen, the quality of teaching is good in Key stage 2. In the lessons observed, teachers prepared the pupils well and used good resources when introducing them to the work of artists such as William Morris. They gave them the opportunity to ask questions so that they knew exactly what they had to do. Consequently pupils learnt well and applied themselves to the creative opportunities provided.
121. The art curriculum is broad and introduces pupils to a wide variety of materials and techniques. There is a tendency, however, for skills to be taught and used once, rather than being developed over a period of time. The Key Stage 2 co-ordinator has appropriately monitored teaching directly in the classroom and there are plans for the Key Stage 1 co-ordinator to do the same. Both monitor plans and promote the systematic teaching of skills, which are then used to develop ideas in subjects such as history. Standards of artwork on display through the school are good.

DESIGN AND TECHNOLOGY

122. Standards seen are similar to those expected of children at a similar age at the end of both key stages. In designing, however, standards are higher as children know and can describe the design process at a simple level. Design and technology features highly in the curriculum. Design and make projects in blocks of time enable children to complete work to a satisfactory standard. Younger children are given templates for individual products, for example, clowns' faces and frog shapes, which enable them to practise skills such as cutting out and joining, to a simple design brief. They learn how to make products appear three-dimensional by bending them and sticking things on, for example, tongues on frogs. In a project on weather, they learn to make good use of colour, designing kites suitable for a windy day. All children use construction kits regularly. In Reception they use those with large pieces and progress eventually to technical kits in Key Stage 2.
123. Children in Year 6 are eager to talk about the projects they have completed. They are knowledgeable about the design process and can discuss the various stages. They describe weather instruments they have made – windmills and anemometers – and know how to use tools, such as a hacksaw. Some packaging products on display show that measuring is accurate and finishing – by painting and colouring – is satisfactory. Pupils describe making these containers after taking apart commercial products and evaluating the process: they test both their own and the commercial products to see whether they can withstand being transported. They do not, however, consistently evaluate their own products against the design criteria.
124. Teaching seen in Key Stage 1 was very good; all the teaching in Key Stage 2 was good, which is an improvement since the last inspection. Teachers have satisfactory subject knowledge and high expectation; they motivate pupils well by their enthusiasm. A particularly imaginative start was made to a Key Stage 1 lesson when the teacher gathered the children on the carpet and read a letter which she had apparently received from 'Little Miss Splendid' requesting some ornate, well-designed fabric book marks for her large library. After showing them some simple cross-stitch patterns, she set the children the task of designing the book marks using dotted paper. During a break, she quickly evaluated and assessed their designs and then offered them advice on how to improve. Other children in this year also evaluated their own designs satisfactorily, appreciating other children's efforts and making sensible and quite mature comments. Children have very good attitudes to their work, which they enjoy very much. Children in Year 3 and 4, for example, talked willingly about their moving cards on display, mechanised by levers and pivots and constructed to imaginative designs, including the dragon breathing fire, the balloon floating over houses and the spaceship orbiting the earth. In a Year 5 lesson, pupils showed that they have satisfactory knowledge of materials and the type of uses to which

they are put when packaging fruit or vegetables. They could nearly all suggest different ways in which the packages could be put together to enable the contents to be transported safely to market.

125. The scheme of work is satisfactorily based on several commercial ones, adapted well for use in specific topics. Documentation for progression of skills is good and teachers use assessment satisfactorily to build on them. The curriculum is adequately broad and balanced and contains all elements currently required by the National Curriculum, but control technology is not addressed enough in Key Stage 2. Numeracy develops well by accurate measuring, for example in the making of nets for boxes; literacy is enhanced by the use of technical vocabulary. Computers, however, are not used enough in designing, nor for presenting information when conducting surveys.
126. Resources are now being enhanced by a good link with the local Technology College which enables materials to be obtained easily and some good use is also made of secondary teachers' expertise in workshops held to demonstrate technology skills. The co-ordinators have a good vision for the development of the subject and monitor the planning and resultant products well, which is a further improvement since the last inspection.

GEOGRAPHY

127. Evidence from lesson observations, a scrutiny of pupils' work and classrooms displays show that by the end of both key stages, pupil's attainment is above what is expected for their age and that they make good progress in the subject. This represents an improvement in standards of attainment since the time of the last inspection.
128. By the end of Key Stage 1, pupils show an awareness of the geography of the local area, such as different types of housing and some explain the different features of their surroundings, including types of shops. They begin to distinguish between different types of land usage, including urban and agricultural usage and woodland. They use simple maps effectively. For example, pupils in Year 1 plan routes from school, identifying in sequence features of landscape and recording with symbols represented in a key. There is less awareness of places beyond the local area, although pupils do know that areas have different climates. Pupils study and record the weather on a regular basis.
129. By the end of Key Stage 2, pupils draw out detailed contrasts between their locality and Nigeria in terms of climate, flora and fauna and land usage. In this work, pupils make conclusions about the growth of settlements and how economic activity reflects characteristics of locality. Older pupils have detailed knowledge of different climatic regions. They distinguish between polar, tropical and equatorial regions, in terms of climate and landscape and can explain how animals adapt to climatic conditions. They distinguish between tropical forests, grassland and tundra. They have accurate knowledge of the different stages of the journey of a river and use related terminology accurately, such as 'source', 'estuary' and 'meander'.
130. The quality of teaching contributes to pupils' progress. All teaching was at least satisfactory, with half judged to be good or better and with one lesson of very good teaching. As a result, in most classes throughout the school, pupils show interest and enjoyment of their work in geography. Many respond in a lively manner and are keen to share their opinions and conclusions. However, when their interest is not engaged, some pupils are restless and easily distracted. In some instances, activities do not sufficiently challenge higher attaining pupils. Where teaching is good, activities have a clear purpose, and often start by linking the work to previous learning, which is revised and built upon. Well presented expositions, good use of resources and purposeful use of questions enable pupils to consolidate their understanding. However, there are few opportunities for pupils to exploit ICT in their geography work, such as, for example, in recording weather over time and for rapid retrieval for comparison and contrast.
131. As a result of the teaching, pupils, including those with special educational needs, make good progress at both key stages. At Key Stage 1, for example, work with younger pupils on plans for bedrooms and classrooms progresses into detailed map work, using symbols and a key and using co-ordinates and simple grid references. This progress is continued at Key Stage 2, with the use of more complex maps and Ordnance Survey maps and other secondary sources, such as aerial photographs. By the end of Key Stage 2, pupils can explain and distinguish between different weather patterns. They use terms such as 'precipitation' and 'infiltration' correctly, explaining conditions such as fog, mists, tornadoes

and hurricanes.

132. The two subject co-ordinators make valuable contributions to planning and promote a consistent approach to the development of geographical skills.

HISTORY

133. By the end of both key stages, pupils work at a level that is above that expected for their age and they make good progress in historical knowledge and understanding. This represents an improvement in standards of attainment since the last inspection.
134. By the end of Key Stage 1, pupils have an awareness of differences between past and present, old and new. They talk about toys, dolls and teddy bears of the past and contrast them with their modern equivalent in terms of materials and how they work. They know that aspects of home life have changed and appreciate the impact of electricity on the lives of ordinary people. They have a good knowledge of famous people like Guy Fawkes.
135. By the end of Key Stage 2, pupils have a good recall of the topics that they have studied. For example, they can describe features of life in Ancient Greece and know that much of the evidence for such knowledge comes from artefacts such as pottery. They can distinguish between true stories and myths and this complements work in Literacy. They know about the origins of the Saxons and know key details of their religion and home life. Pupils are aware that key features of landscape determined the location of settlements and consider the 'legacy' of the Saxons in terms of place names and other words. They have a detailed knowledge of famous Victorians, such as Florence Nightingale and Lord Shaftesbury, as well as features of the period including transport, industry, medicine and education. Pupils are aware of the importance of the class system in this period. Pupils appreciate what life during the depression must have been like and can explain the 'Jarrow March'. Higher attaining pupils can evaluate and judge the relative significance of events in this period and articulate reasons for their choices.
136. Pupils, including those with SEN/EAL, make good progress in historical knowledge and understanding. In reception, children observe and handle household artefacts when learning how people used to wash clothes. In Key Stage 1 classes, pupils use old and new toys to learn about aspects of life in the past. This progress is continued in Key Stage 2 classes, with pupils using different sources of information, such as newspapers, contemporary accounts and artefacts for historical enquiries. These sources also enable pupils to develop an understanding of chronology and change. Older, higher attaining pupils are beginning to evaluate sources and appreciate their limitations, such as for example the dangers of relying on memory.
137. The good quality of teaching contributes to pupils' progress. No teaching observed was less than satisfactory and two-thirds was judged to be good or better with one third very good. Where teaching is good or better, teachers' subject knowledge and planning is secure and good questioning contributes to the knowledge and understanding of pupils of different abilities. Teachers plan purposeful historical investigations involving a variety of sources. The range of resources used makes a significant contribution to the quality of pupils' work. School resources are supplemented by use of museum services as well as visitors who share their experiences and memories with pupils. As a result, pupils have a positive attitude to history. They respond well to the stimuli provided and many are enthusiastic and hardworking. They are keen to put forward their ideas and listen to the views of others. They concentrate well and work conscientiously on their own. The two subject co-ordinators make valuable contributions to planning, providing a consistent approach to historical enquiry. However, there should be more monitoring of teaching and learning in all classes. Co-ordinators use the ICT resources available insufficiently to extend further the range of historical activities, such as the use of local census returns to study the Victorians.

INFORMATION and COMMUNICATION TECHNOLOGY (ICT)

138. At the end of Key Stage 1, the standard of pupils' work is below national expectations. Most pupils do not develop the breadth of competencies expected in the programme of study and ICT has not become part of their everyday repertoire of ways to communicate. Pupils learn how to word-process their

stories and to create effective patterns, some in the style of Mondrian. They design effective pictures of 'treasure islands' and process instructions for finding the treasure. However, they do not develop how to apply these two skills in different ways and for different purposes. They retrieve information from a CD ROM, but there is little evidence of them learning to store what they find out in different subjects. Pupils successfully plan uses for a room in a house, but learn a limited number of other ways to control computers. There is no evidence that they learn to sort and classify information.

139. At the end of Key Stage 2, the overall standards of pupils' work remain below national expectations and they make unsatisfactory progress. However, they show a sound understanding of the functions and purposes of software and hardware. They edit their own texts and carry out successful research projects using CD ROMS. They maintain their ability to word-process their stories and poems and learn to create conversion graphs for dollars and pounds. Pupils design their own CD covers with illustrations and graph their findings in scientific experiments. However, as required in the National Curriculum, they do not progress far in using the competencies involved in these activities. There is no evidence that they make progress in manipulating and presenting data, either in IT lessons or as part of their work in other subjects. Their ability to interpret findings and to question their probability is limited. They make little progress in controlling events and in decision-making.
140. Standards in information technology have declined since the previous inspection. However, this is associated with provision, namely certain aspects of teaching, the breadth and depth of the curriculum, accommodation and resources.
141. Overall, the quality of teaching is unsatisfactory at both key stages. This does not apply to lessons specifically allocated to information and communication technology. Here teachers demonstrate a sound understanding of the subject. They teach skills well and their organisation is good. They demonstrate what pupils should do by using effective visual aids. This leads to pupils listening carefully and trying hard to learn. Moreover, teachers follow up lessons by pupils becoming teachers and learners while working in pairs. A few teachers use good worksheets with built-in ways of assessing pupils' understanding. These interest the pupils and they work hard and at a good pace. In most lessons the enthusiasm generated by teachers ensures good behaviour. However, a significant number of teachers do not carry out plans to ensure that pupils have further, regular access to information technology. During the inspection week, computers were observed being used in only a few lessons. Consequently, pupils do not make sufficient progress, consolidating or developing skills and their application across the curriculum. In spite of the school having a scheme of work, teachers generally have low expectations of what pupils can achieve, so that they do not develop sufficient independence to make decisions in their use of computers.
142. The school does not have either the good resources or the accommodation it needs to raise standards. The ratio of computers to pupils has only very recently been improved to being satisfactory in Key Stage 2, but remains unsatisfactory at Key Stage 1. With many classes being large, some of the classrooms are too small to make initial teaching of skills effective, because pupils cannot always see the monitor. The school is fully aware of these deficiencies and has excellent plans in place ready for when they can be resourced. The school has recently appointed two new co-ordinators for the subject who manage their respective key stages. They liaise well together and try to ensure that the introduction of new software is accompanied by appropriate in-service training. They have maintained the method of keeping disks of pupils' work, which is useful for assessment of progress when it is compared with national expectations.

MUSIC

143. By the end of both key stages, pupils are achieving below average standards. There is little evidence of pupils developing the skills of listening to and appraising serious music. Consequently, by the time they reach the end of Key Stage 2, they do not identify changes of mood in a sophisticated manner or understand the purposes of composers. Pupils develop a good and, sometimes, very good standard of singing, with accurate intonation, clear rhythm and good dynamics. This is used not only in lessons but also in assemblies. At both key stages, pupils make unsatisfactory progress in composing and performing on musical instruments. Their rhythmic skills are particularly undeveloped, as is their capacity to produce melodic sentences, either individually or in groups.

144. The main improvement since the previous inspection is the school's re-organisation of peripatetic music, so that opportunities for private tuition are maintained and other subjects are not regularly missed. Whilst many pupils progress well on a wide range of orchestral instruments as the results of special tuition, other pupils still do not learn to perform well in everyday lessons, with the exception of singing. This is mainly the product of a narrow curriculum.
145. Overall, the quality of teaching is unsatisfactory in both key stages. In lessons, teachers demonstrate knowledge and understanding of music which varies from unsatisfactory to very good. Some teachers take advantage of their own talents on instruments such as the guitar or piano, or in singing, to help them give stimulating lessons. They use appropriate strategies, such as saying the words of a new song rhythmically before singing them and using pupils to demonstrate. Younger pupils learn about pitch through enjoyable games. However, the expectations of performance with instruments are low, especially at the end of Key Stage 2. This sometimes leads to restless behaviour, although in most lessons pupils are sensible. Teachers rarely ask pupils to repeat and refine their music so that they improve their standards.
146. The school has a strong tradition of providing a very good range of opportunities for pupils to learn an orchestral instrument, but also maintains a large choir, which performs well. However, pupils do not receive a broad and balanced curriculum on a weekly basis that involves all the aspects of music described in the National Curriculum programme of study. This partially results from the absence of a scheme of work against which pupils' progress can be assessed. In addition, pupils use the good range of musical instruments only when they are needed for a school production. There has been no recent in-service training for those teachers who lack confidence in music.

PHYSICAL EDUCATION

147. Pupils' attainment in physical education is broadly in line with that expected of pupils of a similar age at the end of both key stages. This is a similar judgement to that of the previous inspection in 1996. However, there is a clear improvement in swimming as almost all of the pupils can swim 25 metres by the end of Year 6, which is above average.
148. In reception, pupils can perform curling and stretching movements satisfactorily during their gymnastics lesson. By the end of Year 2, pupils can throw and catch bean bags with a reasonable degree of accuracy. In Key Stage 2, Year 3 pupils perform dance sequences, travelling in a variety of pathways and at different levels. They can throw and catch a rugby ball with reasonable skill and, in Year 4, pupils can pass and receive a hockey ball satisfactorily during their games lessons. In Year 6, pupils explore a variety of balances satisfactorily to music and they work well together in partner and group work. During a football lesson, pupils paid excellent attention and clearly improved their dribbling and passing skills over the course of the lesson. Overall, in Key Stage 2, the quality of pupils' movements in gymnastics, games and dance is satisfactory.
149. Pupils' attitudes throughout the school are satisfactory, overall, although in many lessons pupils' attitudes range from very good to excellent. When pupils have a positive attitude to physical movement, the quality clearly improves and they make good progress in learning.
150. The quality of teaching is satisfactory, overall, in both key stages. In reception, pupils are managed well with clear instructions and good attention to the development of sequence work during gymnastics. In Year 2, teachers encourage pupils' catching skills successfully and they use good control, but the throwing and catching of the beanbags is too long, with insufficient progression in learning for some pupils. In another class, very good attention to health and safety and attention to targets in the plan, ensure good challenge throughout the games session. In Key Stage 2 in Year 3, there are satisfactory plans and warm up activities during rugby and dance. However, the lessons are barely satisfactory in taking pupils' learning forward. In Year 6, the teaching of football and exploring balances, using music, is good. Teachers' good knowledge supports pupils' learning successfully.
151. There is a very good range of after school sport, which supports the physical education provision very well. The school has won many trophies for playing in tournaments against other schools. The co-ordinator provides satisfactory support, but there is no progressive scheme of work to develop pupils' skills systematically year on year. There is an adequate range of resources.

RELIGIOUS EDUCATION

152. By the end of both key stages, the level of attainment of all pupils, including those with special educational needs, are in line with the expectations of the locally agreed syllabus.
153. Most pupils in Key Stage 1 recognise some festivals in the Christian calendar. Their spiritual awareness develops as they consider the wonders of the natural world.
154. By the end of Key Stage 2, most pupils have developed a personal response to right and wrong, good and evil. Through their lessons and assemblies pupils become increasingly aware of Christian values. Pupils in Years 5 and 6 discuss the Ten Commandments and explore and consider their own activities and experiences. Pupils explore meaning and purpose in stories from the Bible. For example, pupils in Year 6 study the nature and purpose of parables and through this develop their knowledge and understanding of the teaching implicit in parables. Younger pupils in the key stage, in a similar study, write with understanding about the parable of The Lost Sheep and others use The Good Samaritan and The Sower to illustrate their knowledge and understanding. These pupils have a basic knowledge of the holy books of other religions and how people worship in different ways. They write about festivals celebrated by different religions. They learn about the ways in which Divali, Hanukkah and Christmas are celebrated.
155. Pupils respond very positively in lessons. Their very good behaviour and attentiveness contribute effectively to their learning. Most pupils are prepared to answer questions and listen attentively to other pupils' contributions. When appropriate, they work well collaboratively, sharing ideas and resources.
156. The quality of some teaching ranges from good to excellent and the remainder is never less than satisfactory. In the best lessons observed, good questioning broadens the pupils' understanding and promotes thinking and discussion. There is a thoughtful use of vocabulary and an interweaving of the implicit and explicit elements of the lesson. Where lessons are satisfactory, there is more focus on writing tasks than on exploration of the religious content of the lesson. Good relationships and sensitivity to pupils are important features of the teaching. Pupils' learning is sound and sometimes good. They show an interest in different faiths and many are keen to demonstrate their understanding of symbols and rituals. Most pupils have a sound understanding of the moral content of stories and can relate it to their own experience and behaviour. Religious education makes a significant contribution to pupils' literacy skills through discussion and written work. For example, in Year 1, pupils are given the opportunity for discussion as they listen to the story of Noah. They relate the idea of present day emergency and rescue, notably, the plight of people in the floods of Mozambique to the need for God to rescue a sinful world. Pupils in Year 2 learn about Jesus as a friend and saviour. Skilful questioning develops pupils' understanding of good and evil and people's capacity for change. Following the story of the salvation of Zacchaeus, some pupils make effective comparisons with their own relationships with friends and families. Pupils are keen and interested and, through, discussion they begin to appreciate that other people may have different values and opinions from their own.
157. The co-ordinator monitors planning and pupils' work. Assessment procedures are limited, in that there are no systems to record an individual pupil's progress across the key stages. The school plans its work from a scheme of work based on the Locally Agreed Syllabus, which is presently being reviewed. Resources are adequate. There has been an improvement in the availability and use of religious artefacts since the last inspection. School assemblies also support religious education and extend pupils' knowledge. Pupils' learning is enriched by regular visits from the local clergy. Religious education features significantly in the attractive displays around the school.