

INSPECTION REPORT

Hilltop Community Infant School

Wickford

LEA area: Essex

Unique Reference Number: 114886

Headteacher: Mrs C Ebrahimi

Reporting inspector: Mrs M S Summers

Dates of inspection: 8th to 11th November 1999

Under OFSTED contract number: 707301

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Hill Avenue Wickford Essex SS11 8LT
Telephone number:	01268 762531
Appropriate authority:	The governing body, Hilltop Community Infant school.
Name of Chair of Governors:	Mr D Harwood
Date of previous inspection:	April 1996

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Mrs M S Summers, RgI	Mathematics, geography, music.	Equality of opportunity, Attainment and progress, Teaching, Leadership and Management, Efficiency.
Mr R Elam, Lay Inspector		Attitudes, behaviour and personal development, Attendance, Spiritual, moral, social and cultural development, Support, guidance and pupils' welfare, Partnership with parents and the community.
Mrs J Howell	English, information technology, history, art.	Children under five, Staffing, accommodation and learning resources.
Mr A Fiddian-Green	Science, design and technology, physical education, religious education.	Special educational needs, The curriculum and assessment.

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MAIN FINDINGS

What the school does well

- The school makes good provision for children aged under five.
- Provision for pupils with special educational needs is good.
- The pupils attain high standards in English and mathematics.
- Pupils are very well behaved. They have positive attitudes to their learning and very good relationships with one another and with adults in the school.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The support and guidance provided for pupils are good.
- The school involves parents well in their children's learning.
- The headteacher and governors work together effectively and provide good leadership for the school.
- Learning support assistants make a considerable contribution to pupils' progress.
- The school plans its finances efficiently and provides good value for money.

Where the school has weaknesses

- I. In subjects other than English and mathematics, the systems to monitor the curriculum effectively are not fully in place.
- II. Procedures for assessing pupils' attainment and progress in subjects other than English and mathematics in Key Stage 1 are not fully implemented and are not being used effectively to help to plan the curriculum.

The weaknesses are greatly outweighed by the strengths but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school

How the school has improved since the last inspection

Overall, the school has made satisfactory improvement since its last inspection in April 1996. There has been good improvement in the standards which pupils attain in the national tests in reading, writing and mathematics, and the percentage of pupils attaining high levels has increased year by year. The early years section of the school has been developed well and provides high quality provision for children. Learning resources have also been increased systematically and are now good. The improvement made against the key issues for development identified at the last inspection is broadly satisfactory. Curricular guidance has been developed for nearly all subjects with the exception of music. However, in some subjects, this is not detailed or specific enough to the school and means that provision is not as systematic as it might be. Although subject co-ordinators have been identified for all subjects, their roles have not been sufficiently extended or well defined to ensure that they provide effective leadership or co-ordination. Generally, teachers provide more challenging, open-ended activities than they did at the time of the previous inspection. Although attention has been paid to providing suitable levels of work for pupils with differing abilities, the overall procedures for assessment in subjects except English and mathematics are not applied consistently across the school. The school shows a satisfactory capacity to improve in the future.

Standards in subjects

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

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

The information shows that standards in reading, writing and mathematics are well above average compared with all schools, and average in reading, above average in mathematics and well above average in writing when compared with similar schools. Standards in science are average when compared with schools nationally, but below average when compared with similar schools. The findings of the inspection are that pupils are on course to attain above average standards in reading, writing and mathematics and average standards in science by the end of the key stage. The difference between the inspection's findings and the results of the 1999 national tests is explained by the fact that pupils receive additional support and practice towards the end of the school year which prepares them effectively for the tests and enables them to attain higher standards. Pupils' work in information technology, art, design and technology, geography, history and physical education is average for their ages but it is below average in music. Their work in religious education meets the requirements of the locally Agreed Syllabus.

Children aged under five are attaining above average standards for their age in English and in their knowledge and understanding of the world. Their personal and social development is well above average. They reach average standards in mathematics and in their physical and creative development.

Throughout the school, pupils with special educational needs attain good standards for their capabilities.

Quality of teaching

Teaching in	Under 5	5 – 7 years
English	Good	Good
Mathematics	Good	Satisfactory
Science	N/a	Satisfactory
Information technology	N/a	Satisfactory
Religious education	N/a	Satisfactory
Other subjects	Good	Satisfactory

During the inspection, 50 lessons were observed. Of these lessons, five were very good, 24 were good, 16 were satisfactory, four were unsatisfactory and one was poor. The quality of teaching for children aged under five is good; there was no unsatisfactory teaching observed in this part of the school. The quality of teaching for pupils with special educational needs is good.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Very good. Pupils are well mannered and polite and relate very well to one another and to adults. They co-operate well in lessons.
Attendance	Good. Rates of attendance are in line with the national average and pupils arrive very punctually in the mornings. However, a significant number of parents take their children out of school for holidays during term time and this affects their progress.
Ethos*	Good. Pupils have very good attitudes to their work and the quality of relationships in the school is very good. The school shows a strong commitment towards achieving high standards.
Leadership and management	Good overall. There are strengths in the leadership provided by the headteacher and in the implementation of the school's aims, and weaknesses in the way that the curriculum is monitored and developed. Governors make a good contribution to the school's management.
Curriculum	Satisfactory. The curriculum and procedures for assessment for children aged under five are well organised. There are weaknesses in the school's provision for music and in how many subjects are monitored and developed. Only in English and mathematics are procedures for assessment implemented. In other subjects, systems are not fully in place to provide a clear view of pupils' attainment and progress.
Pupils with special educational needs	Good. Provision throughout the school is well-organised.
Spiritual, moral, social & cultural development	Good. Pupils are given opportunities to reflect on their feelings and on the world around them. They know right from wrong, learn how to work together successfully and benefit from a good range of cultural experiences.
Staffing, resources and accommodation	Good. There are good levels of support staff who contribute effectively to the progress that the pupils make. Outside accommodation is used safely and effectively. The amount and quality of learning resources are good.
Value for money	Good.

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

• **The parents' views of the school**

What most parents like about the school

- III. The school enables their children to achieve a high standard of work.
- IV. It keeps parents well informed about what is taught.
- V. Parents are encouraged to play an active part in their children's education.
- VI. Homework is very useful.
- VII. The positive attitudes and high standards of behaviour which the school promotes.
- VIII. The high levels of care and support offered

What some parents are not happy about

- X. How the school handles complaints and
- XI. Annual reports on their children's progress.
- XII. The progress of older pupils in a mixed-

to children.

IX. Their children like school.

The findings of the inspection support the positive views of parents. The findings are that all children in the mixed-age class are challenged effectively by the work and that they make at least satisfactory, and often good, progress. The findings also note good systems to ensure that any parental concerns are dealt with effectively. However, parents' concerns about the quality of annual reports of their children's progress are justified. The reports do not contain clear indications of pupils' progress in subjects other than English, mathematics and science.

KEY ISSUES FOR ACTION

The governors, headteacher and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes still further.

i. Ensure that the curriculum is monitored and developed more effectively by:

- Involving co-ordinators fully in developing planning and assessment procedures for their subjects;
- Ensuring that they maintain a clear picture of standards and provision in their subjects;
- Ensuring that job descriptions reflect clearly their roles and responsibilities.

(Paragraphs 28, 54, 55, 61, 66, 91, 97, 108, 120, 128, 123, 132)

i. Extend the assessment systems already in place in English and mathematics to the rest of the curriculum and ensure that the results of assessments are used effectively to identify and address weaknesses.

(Paragraphs 34, 35, 36, 38, 45, 54, 98, 103, 120, 132, 137)

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

- ii. Extend the good levels of governors' knowledge of provision and standards in English and mathematics to other subjects.(Paragraph 55)
- iii. Improve the quality of teaching in relation to the National Numeracy Strategy in some classes.(Paragraphs 23 and 90)
- iv. Improve pupils' library skills.(Paragraphs 8, 79 and 85)
- v. Improve provision and pupils' progress in music.(Paragraphs 7, 9, 12, 23, 28, 29, 129-132)
- vi. Improve the quality of annual reports to parents about their children's progress.(Paragraphs 37, 51, 60)
- vii. Ensure that curricular planning identifies the progression of skills throughout the school.(Paragraphs 12, 29, 97, 108, 120, 123, 137)
- viii. Ensure that the governors' Annual Report to parents and the school prospectus contain all necessary items of statutory information.(Paragraph 60)

vii. INTRODUCTION

vii. Characteristics of the school

1. Hilltop Infants is a very popular school located in a residential part of Wickford, which is within the district of Basildon. The town is on the main railway line to London and many parents commute to work there or on the outskirts. The school was built in 1972 and serves children who live in the immediate area, which consists of a mixture of owner-occupied and local authority housing. Pupils enter the school at broadly average levels of attainment. The school shares the site with the junior school, to which the vast majority of pupils transfer at the end of Year 2. The two schools currently share a governing body but they will have separate governing bodies from January 2000. There are 176 full-time pupils on roll, 87 boys and 89 girls and 43 part-time pupils, 21 boys and 22 girls. Pupils enter the school at the beginning of the academic year in which they become five years old. The eldest children attend full-time and those children whose birthdays occur in the spring and summer terms attend part-time until the term in which they have their fifth birthday. Twelve per cent of pupils are identified as having special educational needs, which is below average for a school of this size. Just over one per cent of pupils have statements of special educational need, which is average compared with similarly sized schools. Fewer than one per cent of pupils come from homes where English is not the first language, which is below the national average. Nearly three per cent are from ethnic minority backgrounds. Only one per cent of pupils are entitled to free school meals, which is much lower than average.

2. Significant changes which have occurred since the school's last OFSTED inspection in April 1996 include the development of the early years section of the school which now admits children part-time from the September of the academic year in which they become five years old. There has been considerable turnover of teaching staff, with new appointments in four classes to replace teachers who have left or retired. There have been improvements to the exterior of the school, including the provision of a school garden and an enclosed area for children aged under five.

3. The school aims to provide equal opportunities so that all pupils can achieve their full potential within a well-maintained, attractive and stimulating environment where children feel safe and happy. It aims that all staff and children should feel valued and that they should have high levels of self-esteem. It wants to make parents feel welcome in the school and involved in their children's education. Priorities for this year include setting even more challenging targets for standards in literacy and numeracy and ensuring that these subjects are well-resourced; providing two "mini-suites" of computers to improve provision and standards in information technology and training staff in its use; improving the levels of classroom support by increasing the number of assistants, and developing citizenship across the school.

4. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	44	41	85

4. National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or above	Boys	39	41	42
	Girls	39	39	38
	Total	78	80	80
Percentage at NC Level 2 or above	School	92(91)	94(88)	94(97)
	National	82(80)	83(81)	87(84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	41	41	41
	Girls	39	36	37
	Total	80	77	78
Percentage at NC Level 2 or above	School	94(92)	91(99)	92(92)
	National	82(81)	86(85)	87(86)

.....

4. **1** Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed			%
through absence for the latest complete reporting year: 1997/98	Authorised	School	5.9
	Absence	National comparative data	5.7
	Unauthorised	School	0.3
	Absence	National comparative data	0.5

4.

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

4.

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	10
	Satisfactory or better	90
	Less than satisfactory	10

4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

1. Analysis of the end of Key Stage 1 tests and assessments by teachers for 1999 shows that the percentage of pupils attaining Level 2 in reading was well above average and the percentage attaining Level 3 was above the national average. In writing, the percentages of pupils attaining Level 2 and Level 3 were well above average. In mathematics, the percentage of pupils attaining Level 2 was above the national average and was well above average at Level 3. The average levels gained by pupils in the tests in reading, writing and mathematics were well above average when compared with schools nationally. When compared with similar schools, standards were average in reading, above average in mathematics and well above average in writing. The school has set challenging targets for improvement, and is making good progress towards achieving them.

2. When the end of Key Stage 1 test results are compared with the previous three years, they show generally rising standards, although there has been a slight dip in standards in mathematics this year. However, the percentage of pupils gaining higher levels has increased substantially, with over one third of pupils attaining Level 3 this year in reading and mathematics. This reflects the careful analysis of test results to identify and remedy weaknesses in the curriculum, the high expectations of the headteacher, teachers and governors and the school's commitment to enabling its pupils to achieve their full potential. The test results over the past four years show no significant differences between boys and girls. Analysis of the end of Key Stage 1 assessments by teachers shows that standards in science are average in comparison with schools nationally, but below average when compared with similar schools. This variation in standards is due principally to the school's emphasis on improving standards in basic literacy and numeracy and the resulting lack of attention given to science as well as to some other subjects.

3. The inspection's findings show that, by the end of Key Stage 1, pupils are on course to attain above average standards in English and mathematics, and average standards in science and information technology. In religious education, pupils meet the expectations of the locally Agreed Syllabus. Standards in literacy and numeracy are good. These findings show an improvement since the school's last OFSTED inspection in English and mathematics when standards were judged as average, and remain the same in science, religious education and information technology. The findings differ from those of the national tests in English and mathematics in 1999, when standards were well above average. This is because pupils are given additional support and practice nearer the end of the year which enables them to attain higher standards in the tests. Standards are average for pupils' ages in art, design and technology, geography and history and physical education but below average in music. These findings reflect the previous inspection's findings except in music and physical education where standards have fallen. This is due to the emphasis placed upon literacy and numeracy as a result of national initiatives, and the more limited attention consequently given to music and physical education. Pupils' problem solving and evaluative skills are now satisfactory, an improvement since the last inspection.

4. In English, by the age of seven, the majority of pupils read with accuracy and understanding. They have good phonic skills and use them well to establish the meaning of new words. They understand how to use the contents and index pages of a book but are less confident in using the library for research. In writing, pupils have a good understanding of sentence structure and can write well for a range of different purposes, for example, reports of scientific experiments, letters and recipes. Pupils' speaking and listening skills are good. They demonstrate these well during class discussions, and show that they have listened carefully to their teacher by making informed responses, using well-structured sentences and appropriate vocabulary. Overall, pupils' attainment in speaking and listening, reading and writing

is above the level of the national expectation. In mathematics, most pupils show a clear understanding of the value of tens and units and are developing good strategies to calculate addition and subtraction problems in their heads. Many can tell the time to the nearest half-hour and can measure objects around the school in centimetres and metres. They are particularly good at setting out their work to show how they have arrived at an answer, and this helps them to consolidate their understanding. In science, pupils can predict what will happen in an experiment, for example, which block of ice will melt first under different conditions. They know what plants need to grow and that magnets attract some materials and not others. In information technology, pupils show good basic knowledge of computer hardware and can control the mouse well to draw simple pictures and designs using an art software program. They are beginning to understand aspects of different religions, and learn stories from the Bible and from other faiths.

5. In art, pupils can mix paint to achieve different shades and can make simple models from clay. Pupils' work in designing and making musical instruments shows a basic understanding of the design process and skill in using simple tools. Work in geography shows that pupils are beginning to understand how plans and maps are constructed and how different countries have different climates and conditions. In history, pupils show an understanding of historical events such as the Great Fire of London, and are beginning to compare life in the past with that of today. In music, pupils' skills and knowledge are weak; they sing a range of songs appropriately, but their skills in composition, performing, listening and appraising are limited. In physical education, pupils can devise sequences of movements in response to music and they show sound co-ordination and use of space in gymnastics.

6. On entry to the school, the attainment of the majority of children is generally similar to that expected nationally. This is confirmed by the school's baseline assessment. Children under five make good progress in most aspects of their learning and very good progress in their personal and social development. By the age of five, most children meet the Desirable Learning Outcomes in all areas of learning. In their personal and social development, language and literacy and in their knowledge and understanding of the world, they have the potential to exceed expectations by the time they are five.

7. Pupils make satisfactory progress overall throughout Key Stage 1, but there are wide variations between classes in some subjects because of the differences in the quality of teaching. In English, progress in speaking and listening is consistently good, and pupils develop their use of vocabulary well during the literacy hour as well as in class discussions in other subjects. They make good progress generally in literacy, developing their fluency in reading successfully through class, group and individual reading sessions and improving their punctuation, spelling and handwriting through a wide range of well-organised activities. In mathematics, progress varies considerably between classes but is judged as satisfactory overall. In most classes, progress is good, and teachers challenge pupils effectively to increase their understanding, particularly during the mental and class sessions of the numeracy lesson. Pupils develop their number skills from simple counting in the Reception classes, to adding and subtracting one digit numbers in Year 1. In Year 2, they begin to develop good strategies for adding and subtracting two digit numbers. In science, progress is satisfactory, and pupils develop their knowledge of how a simple circuit is constructed, to understand that there are positive and negative terminals in a battery. In information technology, regular lessons and frequent use of computers in other subjects mean that pupils make satisfactory progress and develop their understanding of a range of software and how it can benefit their work. Pupils begin to reflect upon their feelings in 'circle' times in the youngest classes and build successfully on this in Years 1 and 2 to understand and respect the views held by a range of religious faiths. They make satisfactory progress in religious education.

8. Pupils make satisfactory progress in all other subjects except for music. Progress in art is shown by pupils who are developing early skills in weaving paper to weaving different fabrics on a loom made from twigs. In design and technology, pupils develop from making models using commercial construction materials to designing and making more complex models, for example, moving pictures with simple levers and slides. In geography, pupils develop their knowledge and understanding of different countries when they look at where the school teddy bears have been for their holidays. Their progress in geographical skills is more inconsistent. Pupils show their growing understanding of the passage of time when they compare food that people ate in the past with what they eat today and then

become aware, as they get older, of how to use historical artefacts to draw conclusions about the past. Pupils make unsatisfactory progress in music principally because of the weak knowledge and expertise of teachers and the lack of a suitably structured scheme of work. This means that pupils are not introduced in a systematic fashion to the various skills and knowledge required to perform, compose, listen to and appraise music. In physical education, pupils show an increasing ability to devise sequences in gymnastics and dance activities.

9. Pupils who have special educational needs make good progress towards the targets which are set for them in their individual education plans, as well as in English, mathematics and science. This is because teachers plan activities carefully to meet their needs and use learning support assistants effectively to help them. The progress of higher attaining pupils is generally good in English and mathematics and satisfactory in other subjects, but it is affected adversely in a very small number of lessons where the teacher has not planned sufficiently challenging work for them to do. There are no significant variations in the progress of pupils from different backgrounds or ethnic minority groups.

13. Attitudes, behaviour and personal development

10. Pupils' attitudes, behaviour and relationships with each other and adults are strengths of the school and make a very good contribution towards promoting their attainment and progress. Their personal development is good. Children aged under five settle quickly into the school routines, behave very well and have a positive approach to their learning activities. Pupils who have special educational needs respond well to their lessons. They concentrate and persevere satisfactorily and, when these aspects become more difficult for them to sustain, support assistants help and encourage them. The positive findings at the time of the previous inspection have been maintained. Parents state that their children enjoy school.

11. Throughout the school, pupils, including those with special educational needs, have very good attitudes towards learning. They concentrate well and show interest in what they are doing, as was seen particularly when pupils were listening to stories in the whole-class sessions during the literacy hour. Even the youngest children work with sustained concentration, for example, when they were discussing November 5th and making pictures of fireworks. When put into groups, they settle down to work very quickly. Pupils are able to show initiative and move around the classroom to find materials they need. They listen carefully to teachers and other pupils and persevere with tasks. They are developing their capacity for personal study, for example, in homework tasks, especially the completion of holiday diaries.

12. Pupils behave very well in the classroom, around the school and at break times. They move around the school in a calm and orderly way. They are courteous, holding the door open for each other and saying "please" and "thank you". During snack time, the youngest pupils remember their manners when offering cakes around. They are particularly welcoming to visitors. They show considerable respect for property, for example, when a teacher drew on a piece of equipment to help them in a mathematics lesson, the younger pupils knew that they themselves should not deface property. In their meeting with the inspectors and in the questionnaire, parents stated that behaviour was good; this is confirmed by the inspection team. No bullying occurred during the inspection but the school has appropriate procedures to record and deal with any unacceptable behaviour that may take place. There have been no exclusions in the last school year.

13. Relationships between pupils and with adults are very good and make a significant contribution to the quality of work in the majority of lessons. Pupils get on well with each other when playing games at break and lunchtimes and in the classroom when working in groups during numeracy and science lessons. They collaborate well with each other in team activities or when working in pairs in physical education. In a science lesson comparing materials to see which let water through, Reception children willingly took turns to use the equipment. Nevertheless, some are still learning that they must put up their hands to answer questions rather than call out. There is a high degree of racial harmony, and the small number of pupils from ethnic minorities are integrated well.

14. The pupils' personal development is good. The ethos of the school contributes effectively to their sense of community and respect for others' opinions. They applaud pupils receiving stickers or demonstrating good work as seen during a Year 1 physical education lesson. They take responsibility within the classroom with the different tasks that need to be done and can be trusted to collect and return the registers each day. An information technology lesson in Year 2 showed that pupils have the confidence to learn by making mistakes, even in front of the whole class. The pupils collect for various charities during the year, including selling poppies during the week of the inspection.

18. Attendance

15. Attendance has improved since the previous inspection and is in line with the national average. Absences are due mainly to the usual childhood illnesses, although a significant number of parents take their children on holiday in term time. These extended absences affect the progress of individual pupils. The low level of unauthorised absence is due to the care that the school exercises in ensuring that reasons are provided by parents. The school properly records as unauthorised any holidays of more than ten days or unacceptable absences such as birthday treats.

16. The school's procedures early in the morning ensure an excellent start to the day. Pupils arrive and come into the classroom a few minutes before the formal start of the day to put away their coats and lunchboxes. Registration then takes place promptly. The pupils are keen to come to school and it is unusual for any to be late. Although, in most classes, the lessons during the day generally start and finish on time, in a few classes, some lessons, such as physical education and music, were seen to start or finish late.

20. QUALITY OF EDUCATION PROVIDED

20. Teaching

17. Overall, the quality of teaching across the school is satisfactory. This is similar to the findings of the school's previous OFSTED inspection. Teaching was very good in ten per cent of lessons seen, good in 48 per cent and satisfactory in 32 per cent. However, it was unsatisfactory in eight per cent of lessons seen and poor in two per cent. The school has satisfactorily addressed the key issue about providing more open-ended activities for pupils and evidence of this can be seen in the teaching of mathematics, although it is less apparent in science.

18. The quality of teaching in the early years is good. Of the lessons seen in these classes, 17 per cent of them were very good and 66 per cent were good. The remainder was satisfactory. This good quality teaching has a positive impact on the children's attainment and progress. The teachers show a sensitive understanding of the needs of young children and know their children well. The planning of work is very good and all tasks are purposeful and well organised. The direct teaching of literacy and mathematics is good. Expectations are high and there is sufficient challenge in the tasks for the higher attaining children. Routines are well established and the management of children is very good. The two Reception teachers and the classroom assistant, who are responsible for the children who attend school part-time, work very effectively as a team. The two part-time teachers, who share responsibility for the class with the children who attend school full-time, meet regularly to ensure the continuity of the children's development. Together, they provide an effective early years team. All adults listen with interest to what the children have to say and, through careful questioning, develop their knowledge and understanding. Systematic observations to identify aspects of the children's development are well established. All teachers make good use of time and resources.

19. At Key Stage 1, the quality of teaching varies considerably but is judged as satisfactory overall. In English, teaching is generally good; reading, spelling and punctuation are taught well and there is good attention to handwriting and presentation. Most teachers are using the National Literacy Strategy well to help plan and teach their lessons. However, in one lesson where English teaching was unsatisfactory, the work provided for the higher attaining pupils was too easy and these pupils made little progress.

Although in most classes teachers are using the National Numeracy Strategy well, and ask very skilful questions to move pupils on in their understanding, in one lesson, teaching was unsatisfactory and in one lesson, it was poor. Weaknesses were related to planning, where the needs of average and higher attaining pupils had not been catered for effectively and the progress these pupils made was minimal. In these lessons, the teachers' explanations and instructions were unclear and pupils were confused about what they had to do. Time management was poor and pupils had insufficient opportunities to engage in practical activities. The quality of teaching in all other subjects, except for music, is satisfactory. In music, teachers' subject knowledge is weak and the lack of a carefully structured scheme of work to inform their planning means that pupils are not receiving a systematic introduction to musical skills and knowledge as they move through the school.

20. Generally, teachers use good management techniques to encourage positive behaviour. The majority of teachers have high expectations of their pupils in terms of their work and their independence. For example, pupils in a Year 1 and 2 class worked hard for an extended amount of time on their numeracy work, with a minimum of supervision. The teacher encouraged this through clear ground rules and an enthusiastic manner, where she encouraged her pupils to exceed their own targets. A good variety of teaching methods are used to stimulate and excite pupils, for example, in a good science lesson in a Year 1 class, the teacher recapped effectively on a previous lesson about the differences between living and non-living things, and then used a question and answer session to extend pupils' knowledge and understanding. Practical work was then set, whereby one group carried out a scientific experiment on plants, while others carried out library research and art work. In this lesson, the teacher used a range of houseplants well to illustrate the teaching and to motivate pupils to carry out their investigations. Teachers generally use day-to-day assessment effectively although the application of the marking policy is inconsistent throughout the school. Only in a few classes, do teachers provide useful comments for pupils to help them to improve their work. In the majority of literacy and numeracy lessons, the careful assessments of pupils' attainment and progress are used to plan suitably matched future work, although there are a few exceptions to this, as mentioned above. Homework is used well across the school to reinforce what pupils learn during lessons. Reading, spelling and mathematics homework is set regularly and is supported well by parents. This contributes effectively to pupils' attainment and progress in these subjects.

21. The quality of teaching for pupils with special educational needs is good. Teachers understand the pupils who have special educational needs well, and they work closely with support assistants. These assistants and the teachers write evaluations of the lessons and record the level of support offered together with the outcomes.

25. **The curriculum and assessment**

22. The curriculum for the children under five is broad, well balanced and relevant. The programme of activities, based on the nationally recommended areas of learning, is very well planned and meets the needs of the children well. Provision for indoor activities is good, both in range and frequency. Literacy and mathematical activities are well structured and all play activities are planned for and appropriately organised within the areas of learning. However, planning for outdoor physical play is not formalised and there is no provision of equipment for outdoor play. Provision made for the personal and social development of these children is very good. Assessment procedures are good. Children are assessed on entry to school using the detailed Local Education Authority procedures and the results of these assessments are used well to identify and plan for individual needs. Their progress is assessed regularly by observations and by keeping dated samples of work with anecdotal notes.

23. Overall, the curriculum provided by the school is satisfactory. It includes all subjects of the National Curriculum, together with religious education, personal, social and health education. Curricular provision is broad and balanced and meets statutory requirements, where these apply, including those for sex and drugs education. Personal, social and health education is taught through science and through regular 'circle' times, where pupils learn how to listen and respect one another's views. Weekly teaching hours are satisfactory, and the time allowed for the different subjects is appropriate. Literacy

and numeracy are taught daily, and the school is implementing the new strategies for these successfully in the majority of classes. These are having a positive effect upon standards and the quality of teaching in most classes. The curriculum supports the aims of the school effectively, promoting pupils' intellectual, physical and personal development satisfactorily. There is sound preparation for the next stage of pupils' education.

24. A key issue from the last inspection report, which related to the curriculum, was concerned with the provision of detailed curricular guidance in all National Curriculum subjects. Satisfactory improvements have taken place in these areas, with the exception of music. Most subjects now use the nationally recommended guidelines as schemes of work. Those subjects that do not use these guidelines have adopted commercial schemes of work. In nearly all subjects, the co-ordinators have not yet evaluated and 'customised' these schemes for the school's use although most of them are aware of the need for this work to be undertaken. There is a rolling programme of review for all policies, and the governors are involved in these reviews, as well as the teachers.

25. There is equality of opportunity in the provision of the whole curriculum, and this includes pupils who have special educational needs. The curriculum is enhanced by special events such as a visit from a potter, book fairs, and the local police liaison officer's visits. Pupils have visited a nature reserve, and a castle, and they have been to a sea life centre.

26. There is a flourishing recorder group that meets at lunchtime, which attracts about 30 pupils. A gardening club involves parents and children who often work at weekends and during school holidays to maintain the school garden. Pupils have helped with the ideas and design of an enclosed garden area that includes a pond for wildlife.

27. The school's homework policy is good, and provides for about an hour a week, consisting of reading and some other English, or mathematics. Homework reinforces what pupils have learned in school.

28. Curricular provision for pupils who have special educational needs is good. These pupils receive good support and are well integrated in the classroom. They have full access to the curriculum. Individual education plans are well thought out and all teachers have details of the pupils' needs and suggested provision. Learning support assistants write an evaluation of the work that they have done with the pupils, and liaison between teachers and assistants is good. There are good procedures for identifying pupils who have special educational needs and for the review of their progress. Assessment for pupils with special educational needs is good and parents are kept well informed. Statutory requirements are being met for annual reviews and other targets and plans are also regularly reviewed.

29. The school has drawn up procedures for assessment, marking and recording. In the last inspection report, a key issue for action was to continue to develop assessment procedures. Although attention has been paid to providing suitable levels of work for pupils with differing abilities, the overall procedures for assessment in all subjects except English are not consistently applied across the school. Assessment in English is good, and procedures in mathematics have been revised to incorporate the National Numeracy Strategy, but in most other subjects, procedures are unsatisfactory. A useful start has been made in providing charts and recording procedures, but none of these is operating yet. This means that, in many subjects, teachers are not building effectively on what pupils already know, understand and can do.

30. Assessment overall does not inform planning sufficiently, except where there is good practice, such as in English. Numeracy is following the expected national pattern and systems are in place to enable teachers to monitor pupils' progress and inform future work in the subject. Results of previous tests and assessments in mathematics have been used very successfully to inform curricular planning. The good practice in these two areas is not extended to other subjects of the curriculum. For example, assessments in science have not been evaluated sufficiently to identify and meet weaknesses in pupils' knowledge and understanding of physical processes.

31. Day to day assessment in subjects other than English and mathematics is often more an evaluation of the lesson than assessment of attainment and progress. It does not consistently offer useful information

about skills and knowledge in subjects across the curriculum. However, both teachers and learning assistants evaluate pupils' attitudes and personal development in the lessons and this is useful. The marking policy, although now complete, is not consistently applied across the school by all teachers and there are too few comments written in pupils' books which will help their development. Often, marking consists simply of ticks and a few words of encouragement, without any helpful suggestions being made.

32. The annual reports to parents in all subjects, except English, mathematics and science, are unsatisfactory. They relate to the content of what the pupils have been learning, but give no evaluation of their attainment or progress in each subject.

33. Collections of pupils' work are good in English, but are not developed sufficiently in other subjects. Teachers have, however, agreed standards, which they expect when evaluating pupils' work. There are some good examples of work collections but these are not recent or up-to-date.

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

34. The school's overall provision for pupils' moral and social development is very good and it makes good provision for their spiritual and cultural development. The school has clear, purposeful guidelines on this aspect of its work which are displayed very effectively in its daily life. This is a strength of the school and reflects the findings of the previous inspection.

35. The provision for spiritual development is good. Assemblies are well planned and structured and are used constructively to provide opportunities for spiritual understanding and reflection. For example, one assembly observed, during the inspection, fell upon Remembrance Day and pupils were encouraged to think about how a national charity helps children in wartime. A candle is often lit during assembly, which helps pupils to focus their thoughts. The daily act of worship meets statutory requirements. In religious education, pupils are taught about aspects of Christianity and world religions. Representatives of local churches are actively involved with the school; they lead some of the assemblies and teach pupils about God. However, there are few opportunities to meet people from other faiths.

36. Pupils' moral development is very good. The school has clear expectations of high standards of behaviour to which the pupils respond very well. These standards lead to the pupils having a good awareness of the rules that are displayed in the classrooms. Pupils in some classes refer regularly to "the green rule" or "the blue rule" when describing what they are, or are not, allowed to do. Pupils can clearly distinguish right from wrong and know there is a need to respect the rights and property of others. Adults are good role models and the overall approach of the school to encouraging pupils' moral development is evident in the way that all adults deal with pupils. Classroom discussions in 'circle' time and assembly themes effectively reinforce good moral values.

37. Provision for the social development of the pupils is also very good. In the classroom, there are many opportunities for pupils to work together in pairs or groups, for example, during numeracy activities, when they help one another in the class shop. Pupils of all ages are willing to undertake tasks appropriate for their age both in class and around the school, for example, when they return the class registers to the school office each morning. Fund-raising is encouraged and the talks by some visitors about charities provide opportunities for pupils to understand the needs of other people in society. The midday supervisors extend the pupils' social involvement further by encouraging and supporting games at lunchtimes. The provision made for the personal and social development of children aged under five is very good.

38. Cultural development is good. Pupils are given an appreciation of their own cultural background. They visit museums and castles and lessons, such as science, geography and history, include various aspects of British and worldwide culture. One class has its own small museum that shows household items from long ago. Art and music lessons and the music played in assembly provide opportunities to develop aesthetic awareness, although the work on well-known painters and composers is limited. Displays show that the pupils have discussed how people may appear to be different but are

nevertheless the same and that everybody is special in some way. Some of the books used for literacy work show how people live in other places. Nevertheless, there are few opportunities to meet people from other cultures.

42. Support, guidance and pupils' welfare

39. Overall, the school makes good arrangements for the support, guidance and welfare of its pupils and all staff show appropriate levels of concern. Parents are satisfied with the level of help and guidance in the school, and see it as a caring community where staff are approachable. These good levels of care and support have continued since the last inspection. All children receive sensitive support and guidance from all adults in the Reception classes. Very good relationships are promoted by all adults who work with these children and there is a caring and supportive environment in which daily routines are firmly established.

40. The procedures for monitoring pupils' progress and personal development are satisfactory overall although there are some weaknesses in the monitoring of academic progress through Key Stage 1. Regular assessments are made of progress of the pupils in the Reception classes. The baseline assessments help to identify pupils who require further observation. Good records are kept throughout the school on progress in English and, for mathematics, a new system is being introduced related to the work in the National Numeracy Strategy. However, for the other subjects, little monitoring or recording of progress takes place. The monitoring of progress of pupils' personal development is well organised and the learning support assistants observe the response of pupils during the lessons and share their conclusions with the teacher. This helps to highlight any pupils with particular problems. The monitoring of pupils with special educational needs is good and the individual education plans support their needs and ensure progress.

41. The procedures for promoting discipline and positive behaviour are very good. The behaviour policy is good, and covers routines in the classroom and the playground. Most classes have their own rules on display which are understood well by the pupils. Pupils are praised appropriately and some teachers award stickers for helpful behaviour and positive attitudes as well as good work. All staff are involved to ensure that a generally consistent approach is used throughout the school. This includes the midday supervisors who are briefed before lunch by the headteacher on any concerns and speak to the teachers after lunch if there have been any problems. Although bullying is not a problem in the school, there is a good policy which provides support to both the victim and the bully, if the occasion arose. The school's approach is clearly explained to parents in the prospectus. Observation during the inspection and the comments of parents show that the school's approach is very effective.

42. The procedures for monitoring and promoting attendance are also good. Parents generally notify the school promptly if their child is going to be away and the administrative staff telephone home if no message has been received. In addition, parents have to supply a written explanation for the absence. The school also requires an application in advance if the child is to be taken out of school and this is only approved if the reason is acceptable. Quite properly, holidays of more than ten days are not approved nor are day trips out. The education welfare officer visits the school every few weeks to check the registers and contacts parents as necessary. Certificates are given to pupils who have an excellent attendance record. Registration takes place promptly in all classes, thus ensuring consistency in monitoring punctuality.

43. The great majority of the pupils entering the Reception classes come from two local playgroups. The school has good links with these groups and the children are able to visit the school on several occasions before they start. There are also good contacts with parents beforehand including useful written information about the school and how parents can help at home. At the top end of the school, preparation for the transfer to the adjoining junior school is only just satisfactory. There are a few opportunities for the pupils to visit their new school but the limited contact between the two sets of staff restricts continuity in teaching the curriculum.

44. Overall, the school has good arrangements for ensuring a safe and caring environment. The headteacher is the designated officer for child protection and the rest of the staff have received appropriate guidance. The provision for first aid is good; all staff have received training, good records are kept of any treatment and letters are sent home to parents as appropriate. The school has adopted the health and safety policy of the Local Education Authority. The headteacher and governors audit the school annually and two governors have relevant professional expertise which is of great benefit to the school. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and personal and social education. Appropriate arrangements are in place for sex education and drugs awareness.

48. Partnership with parents and the community

45. The previous inspection report found that the school had been very successful in establishing an effective partnership with parents who were kept well informed about the school and about pupils' progress. This is generally still the case. Overall, the school makes good efforts to provide information to parents and to involve them in their children's education. At the meeting with inspectors and in the questionnaire, the parents were generally pleased with the information provided about what is taught but considered that the reports on their children's progress were inadequate.

46. The headteacher writes a newsletter every week providing details of various matters relating to the school including attendance, literacy, health and safety. The teachers put up notices either on notice boards or on the classroom windows with details of what is being taught each week. The school also holds meetings to explain various aspects of the curriculum. The reading record can also be used as a form of communication between teacher and parents, although, from the ones seen during the inspection, this does not happen very often. Teachers meet with parents each term and, in the summer, provide the written report on the pupils' progress. This document is unsatisfactory and does not meet legal requirements. The sections on English, mathematics and science provide a good summary of the knowledge, skills and understanding acquired by pupils, but the sections on the other subjects are the same for all pupils and provide just an outline of the work that has been covered in the year. Parents of pupils with special educational needs are appropriately involved in the setting and review of their children's individual education plans. Induction procedures for the children starting school, which include regular visits to the school before entry, are very effective and ensure that the children have a happy and secure start to their school life. All parents of children aged under five have the opportunity to meet the teachers before their children start school. Parents receive all relevant school documentation, as well as a small booklet which asks parents to provide information about their child's pre-school experiences. There are regular opportunities for parents to meet with staff and to discuss their child's progress. The parent information boards provided keep them well-informed of the curriculum and daily routines. The school prospectus has useful information for parents but omits details of alternative provision for pupils who are withdrawn from religious education or collective worship.

47. Parents agreed that they are made to feel welcome by the staff. They are encouraged to help in the school and each class has several parents coming to work with the pupils. The teachers ensure that they make a positive contribution by providing them with details of the lesson objectives and the activities. The 'Shipmates' are a very active parents' association and they organise many social and fund-raising activities. The school provides information on how parents can help with reading and about other ways in which they can support their children. Overall, the involvement of the parents makes a significant contribution to their children's progress.

48. There are satisfactory links with the local community which help to enhance the curriculum. These include walks around the local area and visits to museums, castle and church. Visitors include the police and a potter. Good support is provided by pupils from local secondary schools on work experience in designing and making games and equipment. In the summer term, the school has a tea party to thank all the volunteers. These contacts, together with collections for charity, help to provide pupils with a greater understanding of society at large.

52. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

52. Leadership and management

49. The quality of the school's leadership and management is generally good, which reflects the findings of the school's previous OFSTED inspection. The school has placed great emphasis in recent years on improving standards in English and mathematics, and in this, it has been very successful. The percentages of pupils attaining at high levels are particularly noteworthy. The early years section of the school has been developed and monitored well and provides high quality provision for children. Learning resources have also been increased systematically and are now good. The improvement made against the key issues for development identified at the last inspection is broadly satisfactory. Curricular guidance has been developed for nearly all subjects with the exception of music. However, some of this guidance, for example, in religious education and geography, is not detailed or specific enough to the school and means that provision is not as systematic as it might be. Although subject co-ordinators have been identified for all subjects, their roles have not been sufficiently extended or well defined to ensure that they provide effective leadership or co-ordination. Generally, teachers provide more challenging, open-ended activities than they did at the time of the previous inspection. This is obvious in mathematics, although it is less consistent in science. Although attention has been paid to providing suitable levels of work for pupils with differing abilities, the overall procedures for assessment in all subjects except English and mathematics are not applied consistently across the school. The school shows a satisfactory capacity to improve in the future.

50. The headteacher provides effective leadership to the school. She has a clear view of the school's continued development and communicates effectively with all members of the school community. This is particularly evident in the good levels of teamwork between adults generally and in the very supportive relationships which exist throughout the school. Governors make a positive contribution towards deciding priorities for school development. They meet regularly and have good systems in place to help them carry out their statutory responsibilities. Some governors provide very effective support by using their own professional skills in, for example, health and safety procedures. The special educational needs governor, as well as the literacy and numeracy governors, maintain high levels of interest in the school's provision and pass this on effectively to other members of the governing body. However, governors are less well informed about other subjects. Although the headteacher provides very useful reports to governors, there are no systematic procedures to ensure that governors know clearly what the school is doing in other subjects. The English and mathematics co-ordinators provide these subjects with good leadership and there are clear plans to extend the good practice, already started in English in monitoring provision, to mathematics. However, curriculum co-ordinators generally have not taken an active role in planning or monitoring their subjects or in developing assessment systems. They are not taking a lead in identifying priorities for development. This means that the deputy headteacher has had to work extremely hard to develop long term plans and systems for assessment, instead of supporting and advising her colleagues in their roles as subject leaders. The deputy headteacher works well with the headteacher and is closely involved in all management decisions.

51. The special educational needs area of the curriculum is well led and organised by the headteacher. Annual reviews are meeting statutory requirements and are well attended. Files and records are well kept and useful, and teachers have full access to information that may help them. The early years co-ordinator has a clear overview of provision and planning for the children under five. She provides very good leadership and management. There is a very good ethos and the quality of relationships in the Reception classes is very good. All children receive full equality of opportunity.

52. The headteacher monitors the work of teachers effectively. She is a regular visitor to classrooms and maintains a clear overview of the quality of teaching through informal and formal observations. Verbal feedback is given to individual teachers. Teachers are given clear information on areas for improvement and this has been successful in improving quality in many, but not in all cases. The headteacher monitors teachers' plans on a regular basis and also the evaluations which are carried out by both teachers and learning support assistants. In this way, she builds up a detailed knowledge of individual

pupils.

53.The school plans effectively for its future development. Governors are involved through their committees and their views and ideas play a large part in deciding upon priorities for the future. The school improvement plan is a useful management tool and governors monitor the development of this plan at their committee and main governing body meetings.

54.The school has a very positive ethos, with a high level of emphasis on providing an effective learning environment, within a caring and supportive community. High achievement is valued and encouraged in teachers' everyday work with pupils. All pupils have equal opportunities to succeed and to make progress. The school's aims are well met.

55.Statutory requirements are generally in place, although there are a very small number of omissions in the information supplied to parents through the prospectus and in the Annual Report from governors to parents. These include information about progress made on the action plan following the last inspection and details about the alternative provision made for pupils who are withdrawn from religious education or collective worship. However, annual reports to parents on their children's progress are unsatisfactory.

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

56.The number, qualifications and experience of the school's teaching staff meet the needs of the curriculum well. Since the last inspection, four new teachers have been appointed to cover those who have left or retired. There are eight full-time teachers, including the headteacher and two part-time teachers, who, between them, provide the school with sound expertise in most areas of the curriculum. The teachers' expertise is particularly strong in English and history. Their experience covers a wide range and includes newly qualified and very experienced staff. The arrangement whereby two part-time teachers share responsibility for one Reception class is effectively managed. Regular liaison and shared planning between the early years team ensure that children make appropriate gains in their knowledge and understanding during their time in the Reception class. There are six learning support assistants who work for a total of 125 hours weekly, which is a good number for the school. These assistants are well qualified, have a suitable range of experience between them and provide a very good standard of care and educational support for the pupils. Very effective use is made of the skills of the many volunteer helpers. A good level of administrative support ensures that the daily business of the school runs smoothly. All members of staff have job descriptions which have their particular duties outlined. However, job descriptions do not clearly state the monitoring roles and responsibilities of some subject co-ordinators.

57.The school's arrangements for the professional development of teaching and support staff work well and training is related to the priorities of the school development plan, the school budget and the needs of individual staff. Teaching and support staff experience a suitable number of appropriate training opportunities. Appraisal arrangements include formal, annual staff development interviews for all staff with the headteacher. All staff complete a self-review form in preparation for the meeting and targets are set together with the headteacher during the meeting. The school's procedures for the induction of newly qualified teaching staff are effective. New appointees are invited to join the school in advance of taking up their appointment in order to meet all staff, spend time with the pupils and become familiar with the organisation of the school and the curriculum. They are provided with a trained mentor and have the appropriate regular non-contact time.

58.The school provides satisfactory accommodation for the effective teaching of the curriculum. Year group classrooms are of a semi-open plan design with shared quiet areas between, which are used for both independent and group work. The school has plans to re-designate two of the quiet areas as mini information technology suites. The classroom base for the youngest children, built in 1996, provides adequate space for the number of children on roll and has its own cloakroom, toilets and secure outdoor play area. The one relocatable classroom is sufficient in size to accommodate the class of Year 2

pupils. There is a small library and a good sized multi-purpose school hall. The school is well cared for by the relief caretaker, well decorated and very clean with pleasant displays of pupils' work. Although the overall outdoor space is just adequate for pupils, the main hard surfaced playground is small for the number of pupils on roll. However, a great deal has been done to provide the pupils with a stimulating environment for play, including a quiet area with sets of outside tabletop games and suitable games marked on the playground itself. An attractive conservation area, named 'Robin's Rest', has been established in the grounds for all-the-year environmental studies.

59. Overall, the quality and quantity of the school's learning resources are good, although there is no suitable outdoor equipment for children aged under five. Resources for the teaching of information technology are just satisfactory and the school is planning to improve these substantially this year. The school has appropriately extended the learning resources in geography, history and the book stock, which were identified in the previous OFSTED report as having some shortages. The library is suitably stocked and catalogued with fiction and non-fiction books. This provision is well supplemented with a wide range of good quality books throughout the school. Overall, the quality and quantity of the school's learning resources make an effective contribution to the pupils' learning. The school makes good use of the local environment as a resource and an appropriate range of visits to places of interest enhances and enriches the curriculum.

63. The efficiency of the school

60. Overall, the management of the school's resources is good. This reflects the findings of the school's previous OFSTED inspection. The quality of financial planning is good and the priorities identified on the school improvement plan are considered carefully when planning the budget. Governors play an active role in this and monitor their spending very carefully through regular reports from the school's finance officer and the headteacher. Prudent management has enabled the school to make significant improvements to its accommodation and learning resources, for example, through the extension of the early years unit and improvements to playground facilities. These improvements have had a favourable impact on the provision for pupils and on the progress which they make. However, there are no formal procedures in place to help governors evaluate the effectiveness of their spending decisions. The school carried forward considerable funds from last year, but governors have clear plans to allocate much of this to build and resource two new computer suites and to put the rest towards replacing the hall floor. Subject co-ordinators are responsible for their own budgets which they use effectively to improve learning resources. This can be seen in the overall improvement in the level of learning resources since the previous inspection. The recent audit of the school's finances indicated that good procedures are in place. The very small number of recommendations which were made have been addressed successfully. Funding provided for staff development is used appropriately. The school makes good use of the resources provided by the Local Education Authority to support pupils with statements of special educational need and makes additional funds available to provide good levels of support staff.

61. The school's teaching staff are deployed effectively, although their roles as subject co-ordinators are insufficiently developed for them to provide good leadership and co-ordination of their subjects. All Reception teachers and learning support assistants work effectively together as a team. Overall, provision for the children under five is very good and is a strength of the school. Other learning support staff are used very successfully and have a very good impact on the progress of pupils in the school. Midday staff provide good levels of supervision and care. Inside accommodation is well organised and maintained and provides a stimulating learning environment for the pupils. Outside accommodation is used very effectively to ensure that pupils are interested and occupied during play times. The provision of a small garden area enables pupils to carry out practical scientific and environmental studies. Learning resources are used well, for example, in the numeracy hour, when pupils use number fans and cards to help them with mental calculations. The school's administration is efficient and supports the management of the school and the teaching of the curriculum successfully.

62. Overall, the pupils enter the school with broadly average standards and leave it at above average standards in English and mathematics. Provision for the early years and those with special educational

needs is good and these pupils make good progress. There is a positive ethos in the school, upheld by good relationships between all members of the school community, effective provision for pupils' spiritual, moral, social and cultural development and high levels of partnership with parents. Support and guidance for pupils are good and this helps them to attain high standards in their attitudes to learning, behaviour, relationships and personal development. The school's expenditure per pupil is broadly average compared with national figures. The school provides good value for money. This reflects the finding of the last OFSTED inspection.

66. PART B: CURRICULUM AREAS AND SUBJECTS

66. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

63. There were no key issues for action dealing with the provision for the children under five in the previous report. The curriculum was said to be carefully planned with learning areas appropriately resourced. However, the use of outdoor provision was deemed to be limited. Although this has been rectified in part, with a suitably enclosed play area, there are no large wheeled toys or clambering equipment for the children's outdoor play. Overall, provision for the children under five is good and a strength of the school.

64. The children are admitted to the school during the year in which they are five, either full or part-time, depending when their fifth birthday occurs. At the time of the inspection, responsibility for the class with the full-time children was shared between two part-time teachers and two teachers have responsibility for the younger children in school. A very effective induction programme before starting ensures that they have a confident and happy start to their school life. The school provides them with a secure and caring environment in which daily routines are firmly established. Relationships with adults are very good and children feel able to ask for help when they need it. Levels of assistance provided by the school are good. There is one full-time classroom assistant for the children who attend part-time and the two members of staff who teach these children are employed full-time in order to provide extra support to the class with the full-time children, during their first term in school. In the spring and summer terms when all the children are in school full-time, the classroom support is increased. Teaching is good overall and careful attention is paid to providing appropriate activities for the children in the more formal lessons for literacy and numeracy. The programme of activities, planned in accordance with the nationally recommended areas of learning for children of this age, is very good and meets their needs exceptionally well. On entry to the school, the attainment of the children is generally similar to that expected nationally. From this starting point, the great majority of children, including those with special educational needs, make good progress and, by the time they are five, most are on course to meet, or have the potential to exceed, expected levels for their age in all areas of learning. Accommodation is adequate for the number of children on roll and the space is very well utilised to accommodate a full range of daily activities.

Personal and social development

65. The personal and social development of children under five is very good and the great majority of them make very good progress and exceed expected levels for their age by the time they are five years old. All children under five are happy and contented to be in school. They play well together, both as part of a group and independently, take turns and ask for help when they need it. They respond positively to new activities and enjoy their work. They are very attentive and many of the children are able to sustain great interest in their activities for some considerable time. They are well behaved and clearly understand what is right and wrong. Children are polite and friendly. The teaching about relationships is of good quality and all staff act as very good role models. The provision for spontaneous learning inside the classrooms is good and supports the children's personal and social development very well. It enhances their co-operation with others and their abilities to work and play collaboratively. Although provision for outdoor play is limited in terms of toys, when the children are at play, all adults encourage them to participate in playground games. Very good use is made of snack time to teach the children good social skills. Most children show independence in dressing and personal hygiene.

Language and literacy

66. Children make good progress in all areas of language and most are on course to attain standards which exceed expectations by the age of five. The teaching of language and literacy receives a high priority and the children are provided with many opportunities to increase their speaking and listening skills. For example, while they undertake their activities, staff effectively seek to extend their

vocabulary. Role play areas, such as a 'Vet's Surgery' and a 'Baby Clinic', encourage speaking and listening skills and early writing activities. Their imaginative play is often enhanced by the participation of an adult which helps to extend the children's vocabulary. The time set aside for the teaching of literacy in all three classes is used well. Children listen attentively, respond readily to questions and reply using whole sentences. They enjoy books, understand how they are organised and talk about the characters in a story. They know that words and pictures carry meaning and recognise their own name. Many identify speech sounds and relate them to letter shapes and some recognise familiar words in simple text. Older children identify capital letters, full stops and question marks within the text. In writing, children know that marks and shapes on paper carry meaning and make attempts at writing independently for different purposes. Appropriate attention is given to teaching the children correct letter formation and most learn to write their own names with the appropriate use of upper and lower case letters. By the time they are five, many children produce written work that communicates meaning through simple words and phrases. The quality of teaching in formal aspects of literacy is good and all activities, both those led by the teacher and those which the children choose for themselves, are carefully prepared to develop the children's language and literacy skills.

Mathematics.

67. The children achieve mainly average standards in mathematics by the time they are five, even though they make good progress from their initial assessment. They use appropriate mathematical language and gain experience of basic activities underlying the development of mathematical concepts such as weight and height. For example, they use comparatives, such as 'taller than' and 'shorter than' when measuring models they have built. Most can name basic geometric shapes. When working with three dimensional shapes, children sort them into sets of those that roll, those that slide and those that can do both. By the time they are five, most children know their numbers to ten, have an idea of what they represent and are able to do simple addition and subtraction. The children use number apparatus and games, and also utilise everyday objects for counting, and gain a sense of number, quantity, size and shape. Overall, the quality of teaching of mathematics is good and careful planning ensures that children of all abilities make good progress.

Knowledge and understanding of the world

68. In this area of learning and development, the children's attainment and progress are good. In the scientific area of learning, children understand the properties of such materials as net, tissue and plastic by finding out which would be best for their teddies to wear in the rain. They develop their investigative skills by trapping air in a plastic bag and use their senses to describe how it feels, smells, looks like, tastes and whether it can be heard. They look at old toys and household equipment and become aware of past events, such as Guy Fawkes and the Gunpowder Plot. They record their observations through drawings and paintings. They explore their immediate environment through walks around the grounds and give instructions to a friend on how to reach a named object, using vocabulary such as "up" and "round". Through the story of 'Rosie's Walk', they position the landmarks identified in the story in sequence. The children enjoy making models with construction toys and learn simple skills of joining different materials. For example, they use paper, junk materials, card and glue to make models of fireworks. In information technology, children confidently use the computer to support their learning. They select colours to produce simple pictures using an art program and use the mouse with reasonable control. Overall, the quality of teaching in this area of learning is good and all children are provided with the necessary practical experiences of the world around them. Consequently, they meet and, in many cases, exceed, expectations for children of their age. All staff work effectively alongside the children, talk to them and listen to what they have to say. The planning focuses on concepts that are carefully chosen to link with the content of the Key Stage 1 curriculum.

Physical development

69. Most children make good progress in their physical development and, by the time they are five, attain expected levels for their age. There are many opportunities for children to draw, paint, complete puzzles and use small construction toys and these help them to improve their manual dexterity. When

making models, threading beads or using the computer mouse and keyboard, they develop greater control over their movements. Although the provision for outdoor physical play is limited by the lack of suitable resources, the children move confidently when at play and show that they can run, skip and hop with the appropriate control for their age. Good teaching of physical education motivates the children and ensures that they develop the appropriate skills for gymnastics.

Creative development

70. In creative development, children generally make good progress and attain the expected standards by the time they are five. The quality of teaching in this area is good. Provision for free use of expressive art is planned for appropriately and children enjoy working with a range of media and experimenting with different materials. They use pastels, crayons and felt-tip pens to produce pictures of fireworks. They experiment with paint to mix colours and describe, in simple terms, the changes that occur. Children make prints not only with card but also their hands and feet. An appropriate range of opportunities is provided for the children to develop their early musical skills, such as listening games, singing traditional songs together and exploring the percussion instruments. Good teaching observed in a dance lesson, encouraged the children to use their imagination and to move as different fireworks in response to music. Through role-play, children develop their own situations and use their imagination spontaneously.

74. ENGLISH, MATHEMATICS AND SCIENCE

74. English

71. Analysis of the national end of Key Stage 1 tests for 1999 shows that the number of pupils who attained Level 2 in reading was well above average and the number attaining Level 3 was above the national average. However, these proportions were only average when compared with similar schools. In writing, the numbers of pupils who attained Level 2 and Level 3 were well above average, both compared with schools nationally and with similar schools. The assessments made by teachers show a clear correlation with the results of the tests. Standards were well above average in both reading and writing when compared with all schools. When compared with similar schools, they were average in reading and well above average in writing. When the end of Key Stage 1 test results for 1999 are compared with those reached in 1996, they show that the number of pupils attaining higher levels has increased steadily. This improvement reflects the close analysis of appropriate data, setting high targets for pupils' achievement and the emphasis placed by the school on raising the standards of attainment of all pupils. The combined data for the past three years show no significant differences between boys and girls and this reflects the findings of the current inspection.

72. The findings of this inspection are that standards at the end of Key Stage 1, including those for literacy, are above the national expectation. Pupils with special educational needs attain well for their capabilities and the higher attaining pupils are sufficiently challenged. This represents an improvement in standards when compared with the findings of the school's last OFSTED inspection. The findings differ slightly from those of the national tests in 1999 when standards were well above average. However, later in the school year, pupils are given additional practice and support towards the tests to help them achieve high levels. The evidence shows that the teaching of the subject fulfils the requirements of the National Curriculum.

73. By the time they are seven, pupils' speaking and listening skills are above average. Activities across the curriculum are used successfully to develop the pupils' speaking skills and extend their vocabulary. Pupils listen attentively to adults and to each other and particularly enjoy hearing and discussing new stories in the literacy hour. They show confidence in talking and use a growing vocabulary to express their ideas clearly to groups of pupils and in front of the class. They listen carefully to the teachers' instructions, respond readily when questioned and offer opinions willingly. Pupils with special educational needs are encouraged to participate and to speak clearly. For the majority of pupils, progress is good and their speaking and listening skills make a significant contribution to their sound progress across the curriculum.

74. By the end of Key Stage 1, standards in reading are above average. The good start in the Reception stage is built upon throughout Year 1, where pupils read with a good degree of accuracy and understanding. They develop a variety of early reading strategies to establish meaning. By the age of seven, most understand what they read, can describe what has happened in a story and can predict what might happen next. They read confidently from their books with increasing expression. Terms such as title, author and illustrator are understood, although the pupils do not talk confidently about their favourite authors or types of books. Many are able to read worksheets and can work independently during the literacy hour. Higher attaining pupils show skills of extracting information from texts, as seen in a history lesson when they used a range of information books to find out about the life of Sir Francis Drake. The majority of pupils can use the contents page or index to find information. However, their library skills receive insufficient attention. Pupils are not sure how the library is organised or how to find books on specific subjects. The pupils read poems with increasing confidence and comment on aspects of sound patterns, such as rhymes and alliterations. Many parents help their children to make progress by reading with them at home and the school's 'Reading Together' record books enable parents and teachers to work together to raise standards.

75. Attainment in writing is above that expected nationally. A scrutiny of work shows that pupils write in variety of forms and for a range of purposes. Their work shows examples of effective communication of ideas through letter and postcard writing, personal experiences, listing the ingredients for making a pizza and writing in character as a cabin boy. Some pupils vary the style of their writing accordingly. For example, pupils in Year 2, compose heartfelt letters to the headteacher to request specific play equipment for the playground and give clear reasons for their choice. They learn to sequence their ideas and generally have a good understanding of sentence structure for their age. By the end of the key stage, many pupils write sustained stories, with a suitable beginning, middle and end, and very often include dialogue. Most pupils, including those with special educational needs, learn to spell monosyllabic words and other words correctly. Their handwriting style, in the majority of cases, is joined and legible and adds to the overall good presentation of their written work. Good use is made of the computer to develop word processing skills.

76. Progress in the acquisition of literacy skills is consistently good. In speaking and listening, the pupils develop the ability to listen carefully and demonstrate a growing confidence in talking in different contexts. They have appropriate opportunities for speaking to an audience, reporting back and engaging in small group discussions in class. In reading, pupils show good progress and most become independent readers rapidly. Within the literacy hour, they learn to appreciate a range of literary texts and read a good quantity of books. Group and class reading is fully established and these enable pupils to consider in detail the books they are reading. Pupils in Year 1 learn to read aloud in character from the play script of 'Red Riding Hood' and follow a set of instructions for painting a picture. The pupils' progress in narrative writing is good. Their choice of vocabulary becomes progressively more imaginative in their creative writing and poetry. All pupils, including those with special educational needs, make good progress in improving their punctuation and, by the time they are seven, many write in clear sentences and use capital letters and full stops correctly. Higher attaining pupils show a secure knowledge and use of question marks and speech marks in their writing. Their work is enhanced by literacy having a high profile in many areas across the curriculum. For example, reports of holiday visits in geography show a good understanding of how to structure their work, as well as good skills in spelling and punctuation. Descriptions of Sikh customs and traditions in religious education show good use of vocabulary and careful presentation. Pupils with special educational needs receive well-planned support from both teachers and learning support assistants. They make good progress in relation to their previous levels of attainment and the targets identified in their individual education plans. Higher attaining pupils are effectively challenged, make good progress and achieve well in English.

77. Throughout the school, the pupils' attitudes to their work in English are good. They are involved in lessons and are eager to contribute their many ideas during literacy time. They settle quickly to their tasks and most work with sustained concentration throughout the lesson. Pupils from the Reception classes upwards work well both independently and co-operatively. They enjoy reading, listen with pleasure to stories read to them and take a number of books home on a regular basis. The relationship

between pupils is very good and, in general, their good behaviour contributes to a good working atmosphere. They are trustworthy and, in most cases, can be relied upon to work conscientiously without direct supervision. Their willingness to learn has a positive effect on the standards they attain.

78.The quality of teaching is good overall. This is similar to the findings of the school's last OFSTED inspection. Teachers have a secure knowledge and understanding of the subject and their planning is clear and focused. Work is well matched to the pupils' needs and this promotes effective learning and high standards in literacy. Questions are used effectively to consolidate the pupils' knowledge and extend their understanding. Relationships are very good and the pupils' views are respected. The teachers make good use of praise and respond perceptively to the pupils' efforts in reading and writing. Independent writing is introduced to the younger pupils through a variety of activities and appropriate strategies are used to develop their sight vocabulary for writing. Teachers use a variety of methods to teach reading effectively and all pupils are heard to read on a regular basis, either within the group reading time or as individuals. The reading record books are used productively to link communication between home and school. Spelling and punctuation are taught well and there is good attention to handwriting and presentation. The support given to pupils with special educational needs is very good and has a positive effect on their standards of attainment. Equally effective in most classes is the support given to the higher attainers. These factors directly influence the pupils' rate of progress throughout the school and reflect the good use of assessment information to plan pupils' work. However, in one lesson where teaching was unsatisfactory, the group tasks provided for the higher attaining pupils lacked challenge and there was a constant unnecessary concern over the pupils' behaviour. These factors directly influenced the slowing down of the rate of progress in this class. In the best lessons, expectations are very high and there is an enthusiasm for the subject, which is communicated effectively to the pupils.

79.The policy for the subject is detailed and, together with the framework for the National Literacy Strategy, forms a useful scheme of work which details progressive sequences of learning for the subject. Assessment and recording in the subject are good and the use of the information from recorded assessments is effective. Teachers keep systematic records of the pupils' progress and achievements. At the early stages in the reading programme, there is an agreed set of criteria for knowledge and understanding, phonic skills and sight vocabulary to assist staff in their decisions when guiding pupils to their choice of colour level of book. Detailed records are kept and comments recorded. Periodic assessments are made at the end of colour coded stages in the reading programme. Previous standard assessment task materials are used at the end of the key stage to inform teachers' assessment. Teachers moderate pupils' written work within year groups to establish consistency in the judgement of pupils' attainment and a school collection of work is in preparation. From Year 1, pupils take home spelling lists to learn which are often assessed by tests where each child is rewarded for their individual progress rather than against a class norm.

80.The subject is led by a very committed and knowledgeable co-ordinator. She works very hard and offers effective leadership to the subject, ensuring that literacy has a very high profile in school and that pupils' skills are developed. She has undertaken both monitoring of lessons and sampling of work and has provided feedback on her findings. Resources in the subject are good and each year base has a wide selection of both fiction and non-fiction books. However, the school library is generally only used by pupils to exchange the books they borrow, on a weekly basis. There are too few opportunities for teachers to teach specific library skills or for pupils to use the library for research purposes. The curricular provision is enriched through reading events and a range of visitors to the school, such as storytellers, a minstrel and the English Shakespeare Company. Overall, the school's provision for literacy is very good and it is well placed to maintain the high standards reached by pupils in English.

84. **Mathematics**

81. Analysis of the national end of Key Stage 1 tests for 1999 shows that the percentage of pupils gaining Level 2 and above was above the national average and was average in comparison with similar schools. The percentage of pupils gaining higher levels was well above average when compared with both national and similar schools. The average level attained by pupils in the tests was well above average when compared with schools nationally and above average when compared with schools in similar circumstances. Standards in mathematics have improved since 1996, although they dropped very slightly this year. However, the percentage of pupils attaining high levels has risen substantially, and over a third of pupils attained Level 3 and above this year. The school has set realistic targets for improvement in the national tests and these have been achieved this year.

82. The findings of this inspection indicate that pupils in Year 2 are on course to attain above average standards by the time they leave the school. This reflects an improvement since the school's last OFSTED inspection when standards were judged to be broadly average. However, standards noted during the inspection differ from those achieved in the national tests in 1999, when they were well above average. Later in the school year, pupils are given additional practice and support towards the tests to help them achieve high levels. The school has placed a considerable emphasis on raising standards in mathematics and has been very successful in achieving this aim. Good leadership of the subject by the co-ordinator, as well as a keen interest by governors and good levels of support from parents, have contributed to the improvement in the standards reached. Standards in numeracy are good. By the end of the key stage, most pupils understand the value of tens and units and show good mental strategies in calculating, for example, the sum of 32 and 19. Many are confident in the knowledge of their number bonds up to 20. They can recognise patterns in number, for example, odd and even numbers or patterns of ten. Most pupils have a good knowledge of two and three dimensional shapes, and recognise the sides and vertices. Numeracy is used appropriately in other subjects, for example, when Year 2 pupils measure the length of shadows at different times of the day during their work in science. Most show good methods of presentation; they set out their work clearly and very often show how they worked out the answer. In this way, they consolidate their understanding of new concepts. Most are confident in telling the time to the nearest half an hour and can calculate the flying time of an aeroplane if it takes off at 0900 and lands at 1400. They recognise both digital and analogue times. They have a good mathematical vocabulary that enables them to discuss their work with one another, respond confidently to their teachers and further consolidate their understanding. A key issue at the last inspection was to improve the provision of challenging, open-ended activities to develop pupils' problem solving skills. The school has addressed this issue successfully. Pupils in Reception discover the properties of three dimensional shapes when they test to see which ones roll or slide down a ramp. Older pupils in Year 2 add nine to a series of numbers and quickly find the pattern, which they then use in further calculations. The teaching of the subject meets the requirements of the National Curriculum.

83. The rate of progress of the pupils is satisfactory overall, although it varies considerably from class to class and is wholly dependent upon the quality of teaching. In Reception, the pupils make generally good progress; they develop their early number skills well when they play games in a circle, rolling a ball to one another to maintain the pace of their counting forwards and backwards to 20. Through a game such as this, pupils' interest and concentration are maintained and daily practice ensures that pupils make good progress. In Years 1 and 2, progress is variable and ranges from very good to poor. This variation in progress is also noted in the work that pupils have done in their books over the term. Pupils make very good progress when they are challenged effectively with suitably demanding questions, for example, during a class session in the numeracy hour, when the teacher pretends to try to trick them with difficult questions. They rise to the challenge extremely well and, because the teacher provides suitable questions for pupils of different capabilities, all groups of pupils make very good progress. Daily practice of number bonds to ten and 20 ensures that pupils are firm in their knowledge. Throughout the school, lower attaining pupils and those with special educational needs make good progress. This is due to teachers' clear planning of appropriate work for them and also to the good levels of support they receive from learning support assistants. Higher attaining pupils make good progress in some classes but unsatisfactory progress in others. In two out of the three classes containing Year 2 pupils, the progress of these pupils is at least good but in the third, these pupils make

very limited progress because of the poor challenge in the work presented. In this class, no evidence of work at higher levels was seen.

84. The pupils respond very well to the teaching of mathematics. They are eager to begin lessons and settle very quickly to their work. Almost all pupils listen well to their teachers and concentrate carefully on their work. This is evident throughout the school and contributes greatly to their progress. Even in lessons which have a slow pace, pupils listen politely and try their best. Pupils share equipment very well and show very good relationships with one another when they discuss their work together. The good relationships which exist between pupils and adults in the school mean that pupils are confident when answering questions and explaining how they have reached a particular answer. The pupils are generally well behaved and this means that lessons proceed with few interruptions.

85. The quality of teaching is satisfactory overall but ranged from very good to poor in the lessons observed during the inspection. In four out of the six lessons observed, one was very good, three were good, one was unsatisfactory and one was poor. This has an impact upon the rates of progress between classes of similarly aged pupils. Where the quality of teaching is good and very good, teachers present their lessons enthusiastically, transmitting an excitement and love of mathematics. They show high levels of knowledge and understanding in the way in which they question pupils, pushing them on successfully to extend their knowledge and understanding. In one notable lesson in a Year 1 and 2 class, the teacher carefully structured the mental arithmetic and the class sessions to ensure that pupils in both year groups were challenged effectively. She asked the younger pupils to recite their number bonds to ten and the older and more capable pupils to carry out the same task to 20. A minute timer was used and pupils tried to beat their previous record. This exercise not only consolidated and extended their learning but also encouraged a good team spirit and healthy competition. Many teachers work very effectively with a particular group while the remainder of the class carry out independent work and this has a very good effect upon the progress that these pupils make. In one session, the teacher gathered a group around a magnetic board containing numbers to 100 and, by very challenging questioning, gradually extended the pupils to develop their skills of adding first nine to a given number, to adding 19 and then 29. Good mental strategies were developed and consolidated by this skilful teaching. Where the quality of teaching is weaker, the teacher has not thought carefully enough about what she wants each group of pupils to learn, activities are not matched well enough to the needs of average and higher attaining pupils and the instructions and explanations are confused. The teacher spends too much time organising the pupils, giving out resources and repeating explanations and there is insufficient time for pupils to carry out the practical activities. Across the school, homework is used very effectively to encourage pupils to practise what they have learned in class. Parents' support of homework has a considerable effect upon the progress that their children make. The effective use of learning support assistants also contributes greatly to the progress of pupils. They work with groups of pupils on tasks which have been carefully organised, and they maintain good records of what the pupils learn from the activities and how they respond. These records are used well by most of the class teachers to prepare suitable work to meet the needs of individual pupils.

86. The management of the subject is good. The co-ordinator has organised suitable training in the implementation of the National Numeracy Strategy and this has ensured that many teachers are providing good quality lessons. Clear plans exist to show that the co-ordinator will be monitoring lessons in the near future, but the lack of effective monitoring of teachers' planning, for example, means that some weaknesses have not been identified and remedied successfully. The policy for mathematics is now out-of-date because of the implementation of the National Numeracy Strategy but there are clear plans to update this within the school's rolling programme of curricular review. A very good feature of the subject is the active role played by the numeracy governor. She has observed numeracy lessons and maintains an ongoing active role by visiting weekly to run a mathematics games library for parents and their children. In this way, the high profile of the subject is maintained and parents receive good advice about how to help their children. Further meetings have been held for parents to explain the National Numeracy Strategy and to show how the school's good range of learning resources is used to help in lessons. Because of the implementation of the National Numeracy Strategy, the school's assessment systems have been updated and are in the early stages of implementation.

90. Science

87. Analysis of the national end of Key Stage 1 assessments by teachers shows that the results for 1998 and 1999 were almost identical. Results in science at Level 2, and at Level 3, were in line with the national average. However, standards in science were below average when compared with schools in similar circumstances. The findings of the inspection are that, by the end of Key Stage 1, most pupils attain at a level in line with the national average and this is consistent with the last OFSTED report. The provision made for the subject meets the requirements of the National Curriculum.

88. By the age of seven, pupils know how to predict the outcomes of an experiment, and observe and record what happened. For example, pupils in Year 2 were engaged in an experiment using ice. They predicted which block would melt first and recorded what happened on a grid. They know that plants need nutrients and air to grow, and understand that magnets attract some materials but not others. Pupils understand that sounds are fainter when further away and have conducted experiments about forces, such as pushing and pulling.

89. Most pupils make satisfactory progress. They learn that a battery and a completed circuit are needed to light a bulb and move on to understand that there are positive and negative terminals to a battery. They plant seeds and discover how fast the seedlings grow and what they need for survival. They discover that leaves, if left on the ground, provide nutrients by decomposing. Pupils have conducted experiments about shadows, using the sunlight and marking the earth's movement. They learn to use appropriate terms such as 'oxygen' or 'temperature'. Pupils who have special educational needs are well supported, and make good progress towards their targets.

90. Pupils enjoy science and show positive attitudes to their work. They sustain their enthusiasm well and persevere at their tasks. For example, pupils in Year 2 had difficulty with batteries and bulbs but persevered until they were successful in making the bulb light. This perseverance is consistent with the findings of the last report. They behave well, share ideas and equipment, and wait their turn patiently and without fuss.

91. The quality of teaching is sound overall, with some good teaching. There was no clear judgement made in the last report, but good planning and very good class control were mentioned. Teachers generally demonstrate good knowledge and understanding of science. They usually present work which is matched appropriately to pupils' needs, although, in some cases, they do not give pupils sufficient opportunities to carry out their own investigations. Teachers' planning is satisfactory and relies very much on the nationally recommended guidelines. The methods used to match the planned outcomes are, overall, satisfactory. There was a good example of investigative work in the early years where all pupils were given 'hands on' tasks about which materials resisted water. Control in the classrooms is good and teachers have set up routines and expectations for good behaviour. Time and resources are usually used satisfactorily, for example, in a Year 1 lesson, where the teacher had brought some house plants to show the pupils the root systems. The quality of support for pupils who have special educational needs is good and assistants liaise well with teachers.

92. At present, the schemes of work rely upon the nationally recommended guidelines, and do not have the school's "stamp" on them. The balance of attention to the four attainment targets is uneven and investigative work and physical processes receive less attention. This is borne out by the end of key stage assessments by teachers. There is no monitoring of teachers' planning or lessons by the co-ordinator, to ensure consistency throughout the school. Although it is early in the adoption of the nationally recommended guidelines, there is no planning for how the subject is to develop in the future. There is some analysis of the outcomes of the teacher assessments at the end of the key stage, but it has not resulted in clear targets for the areas that were less successful, namely investigation and physical processes.

93. Although there is a little work produced on computers, and some pupils use science software, there is insufficient use made of information technology to support the subject. Assessment procedures are generally satisfactory and assessment is used to inform planning, but not in a systematic way. Science makes a sound contribution to the development of numeracy, and provides opportunities for pupils to

measure, count and record their findings, sometimes on simple graphs and charts. It also contributes to the development of literacy, by promoting good vocabulary and the opportunity for pupils to write and talk about their findings in experiments.

97. **OTHER SUBJECTS OR COURSES**

97. **Information technology**

94. By the end of Key Stage 1, most pupils reach standards at the level of the national expectation. In the school's previous inspection, attainment was reported as variable, from very competent to below the national expectations. By the end of the key stage, pupils work with computers successfully to communicate ideas in text and pictures. They use the keyboard to write their names and simple rhymes and stories. Many pupils show good skills of controlling the mouse when selecting icons to operate programs. They know how to drag the appropriate pictures on screen into the correct position, as in geography when making an 'aerial' map of a town. When using an art program, pupils demonstrate the use of geometric shapes tools, select colours and use the flood-fill tool to create pictures in the style of Kandinsky. They know how to enter, amend, save and retrieve their work. They show an understanding of how to change the style, colour and size of font headings when, for example, they create their own thesaurus. Pupils use a programmable toy and learn the basic commands needed for it to follow a set of instructions. They enter data into a graphing program and create a pictogram that shows the different forms of transport that they use to travel to school.

95. Pupils make satisfactory progress in information technology. On entry to the school, many pupils have had access to computers, hence they use the computers confidently with little assistance and have a growing understanding of the uses and value of information technology. From an early age, they create pictures on screen, by controlling the mouse to select different colours. They display an understanding of the computer functions, which is reinforced with practice, and apply their knowledge and skills to a range of tasks. Pupils use the correct terminology to describe the computer tools, such as mouse, cursor, monitor and keyboard. The programs used develop skills in control and word processing and reinforce basic concepts in other areas of the curriculum such as mathematics, geography and art. Most of the pupils build steadily on their skills as they move through the school and develop a growing understanding of the uses and value of information technology. Pupils with special educational needs use computers well to support their learning and make sound progress.

96. Pupils enjoy using the computers and describe what they do clearly and confidently. They listen attentively to instructions, watch teachers demonstrate skills carefully and are eager to become involved. They work well together and offer each other support. Pupils have the confidence to learn by making mistakes and soon acquire the knowledge of how to correct them.

97. Overall, the quality of teaching is satisfactory, with some good teaching. Information technology is planned into the timetable and is taught as a distinct subject weekly by all teachers in Key Stage 1. This ensures that all pupils receive at least 30 minutes of direct teaching on a regular basis and that they are introduced to the concepts and skills in a systematic way. Teachers are generally confident in the subject and with the hardware and software available to them. Correct terminology and vocabulary are used to enhance pupils' attainment. Where teaching is best, skilful questioning is used to check pupils' understanding and lead them forward in their knowledge and understanding. Good use is made of the computer equipment, and teaching, in general, takes into account the wider experience of some pupils and uses their knowledge to demonstrate skills to the class. Pupils are given regular opportunities to use the equipment in the classrooms and appropriate intervention and explanations of the tasks support their learning. Management skills are good. Pupils are given opportunities to become familiar with an appropriate range of information technology equipment, such as tape recorders and programmable toys. During the past few years, teachers have attended a number of relevant training courses to update their skills and knowledge.

98. The headteacher is currently responsible for the management of information technology. She has a clear overview of the subject and is well aware of the need to update the policy and the scheme of work.

Assessment is mostly carried out informally by teachers in the course of their teaching. Information technology is becoming an increasingly important aspect of the curriculum and the setting of targets or expectations for year groups and some higher attaining individual pupils has yet to be featured in planning. The school has recently adopted the nationally recommended guidelines for information technology, but they have yet to be fully implemented and evaluated. Resources are just adequate and have been upgraded recently to meet the needs of the curriculum, but the school is planning to build two mini information technology suites and to provide funds to improve the provision in the long term.

102.

Religious education

99. Pupils' attainment by the end of Key Stage 1 meets the expectations of the locally Agreed Syllabus. Pupils are beginning to understand some aspects of religions, such as special places for worship or special people within a faith. They know some Bible stories and relate them to parts of their own experience and learning, such as the miracle of the fishes linked to the harvest of the sea. They have thought about what they would like most in a friend, and there is a display of their work and writing about this topic. In addition, they have looked at the story of Ruth and Naomi as an example of friendship and commitment to one another. They have been learning to express their feelings of happiness or sadness and this is sometimes linked to their 'circle' time. This contributes well to their spiritual development. They have listened to the Hindu story of Rama and Sita and linked that to the festival of Divali. At the same time, pupils have been shown the special lamps used at that festival.

100. Pupils' progress is satisfactory and they are beginning to build upon their own experiences and relate them to the parts of religion they are hearing about. For example, in Year 1, pupils heard a story from Islam and they went on to relate it to being kind and helping people. They were able to place these ideas within the context of the school and learned more about community and helping each other. Pupils who have special educational needs also make satisfactory progress and are able to take a full part easily because the work is at a level suitable for all to join in.

101. Pupils enjoy the stories and listen quietly. They are interested, and very willing to answer questions. They behave well and show positive attitudes towards religious education.

102. The quality of teaching is satisfactory overall. Teachers have a secure enough knowledge of the subject to tell the stories and talk about the festivals and they expect good behaviour and attention. They plan from a commercial scheme and use the methods suggested, which are centred largely around story-telling. Management of pupils is good and teachers use the time satisfactorily. No form of assessment has been developed.

103. The curriculum follows a commercially produced book, which meets the requirements of the locally Agreed Syllabus. Because this scheme is new this term, there has been no attempt to adapt it for the school's use. The co-ordinators are aware that this needs to be done for the future. There is also no development plan for the future of the subject. Statutory requirements are being met, and all pupils have a lesson of religious education each week. These are supplemented, on many occasions, by assemblies that introduce the theme to be followed up in the lessons. For example, the festival of Divali was used for an assembly during the inspection period, and then lessons were centred round the same theme later. There is no form of monitoring, either of lessons or of teachers' planning.

104. Resources are adequate for the needs of the curriculum and, recently, some big books have been added so that pupils can all see the text and the picture when they sit round the teacher. In the hall, there is a good display about the Sikh religion. Pupils have illustrated aspects of this and have also written short pieces of explanation. In this way, they have supplemented the resources, increased their own knowledge of these artefacts and used their literacy and art skills appropriately.

105. Standards have been maintained since the last report, although the new scheme has recently been introduced and there can be no evaluation of that until at least the end of the first year.

109. Art

106. During the course of the inspection, there were only limited opportunities to observe the teaching of art. Evidence gained from the scrutiny of work, photographs and display has been used as the basis for judgements. Indications are that standards are average for the pupils' ages. The judgement is in line with the findings of the school's previous inspection. By the end of the key stage, pupils mix paints, use crayons, pastels and clay and print with a variety of materials. Many are able to use computer programs to generate pictures. They make sound progress in their ability to try out a range of skills and techniques. For example, their work with clay shows that they use the technique of pinching to make dinosaur models in Year 1, whilst in Year 2, they create clay faces with detailed features that includes the use of sieves to create the hair. Pupils experiment with, and gain greater control of, tools for printmaking and make prints with card, household objects, leaves and vegetables. They progress from weaving with paper to using a variety of simple looms, such as twigs, for weaving with different fabrics. Pupils in Year 2 become confident at mixing paints to create different shades of one colour. They have produced some effective paintings, using a background wash technique, then cutting out silhouettes of buildings and trees to stick on to the wash. Pupils learn about the work of artists and produce paintings, paper patterns and computer generated pictures in the style of Kandinsky. They use different techniques for drawing, from observational drawings to painting on a wax drawing. Their pastel drawings of the Great Fire of London and their pencil sketches of buildings in London are of good quality.

107. The indications are that the progress made by the pupils, including that made by pupils with special educational needs, is satisfactory. They consolidate their previous experiences and learn to use an increasing range of materials and tools. They learn an increasingly broad range of techniques and use different media with confidence. Pupils are also developing an appropriate knowledge and understanding of famous artists and art and craft traditions from Western culture. However, there is little evidence of non-European traditional influences in their art work.

108. Pupils demonstrate positive attitudes to art and clearly enjoy their art lessons. They are interested and concentrate well. Pupils show patience in mixing colours and extend their understanding through discussing the techniques they use while working. They are willing to help others and appreciate the efforts of their friends.

109. The quality of teaching is satisfactory. Teachers plan an appropriate range of opportunities, which include using different materials and methods. Their knowledge of the subject is generally sound and activities clearly build on previous experiences. They prepare a range of resources in advance, so that they make the best use of the time available. Overall, pupils are well managed and constant encouragement is given to guide and support pupils' ideas and confidence. Learning assistants and voluntary helpers give valuable support to groups of pupils and individuals as they engage in art activities. Pupils' work is valued and displayed appropriately around the school. Teachers create relevant links with other subjects, such as geography, history and information technology.

110. Planning for art shows that the curriculum is broad and balanced. The school has identified the need to review both the policy and scheme of work in the light of changes to the curriculum in September 2000. The subject co-ordinator offers sound support to colleagues and, although the teaching of art is not directly monitored, the pupils' work is displayed for public scrutiny. A helpful photographic collection of pupils' work shows a steady progression in their art skills as they move through the school. Learning resources are of good quality and there is an appropriate range of media and tools. The subject makes a sound contribution to pupils' spiritual, moral, social and cultural development.

111. During the inspection, there were very limited opportunities to observe the teaching of design and technology. Evidence gained from discussions with pupils and staff, the scrutiny of work on display, and some photographs has been used as the basis for this report. This evidence indicates that standards are satisfactory for the ages of the pupils. This is in line with the findings of the last OFSTED report. There is evidence to show that the weakness in pupils' design skills in the last report has been addressed. Pupils make simple drawings and modifications in their planning, and work out what materials and tools are required. The quality of the musical instruments they made demonstrates imaginative use of materials, such as rubber bands for the strings of a guitar, or rice inside a tube for a shaker.

112. Progress, including that made by pupils with special educational needs, is satisfactory. Pupils undertake a variety of designing and making activities using different materials and techniques as they move through the school. Their skills are enhanced in suitable steps over time. For example, in the early years at the school, they use construction kits to make simple toys, and progress later, in Year 1, to drawing and making things such as a moving picture with simple levers and slides. They make judgements about their design and how well they think it will work. Year 1 pupils were seen mixing paints successfully to colour Joseph's coat, and then painted the stripes to good effect, from light to bold colours. Some pupils were drawing designs for the whole garment. In Year 2, pupils were seen weaving wool on to frames made from twigs.

113. The evidence from the lesson observation indicates that pupils' response is satisfactory. They behave appropriately, and persevere with the task in hand. They concentrate on the work and enjoy design and technology.

114. The indications are that teaching is satisfactory and that the relationships between teachers and pupils are good. There is a suitable range of materials provided such as fabric, card, construction kits, and some work with food. Pupils are given opportunities to design and make different artefacts such as a wheeled vehicle, and some use a computer program to aid their design. In the lesson observed, pupils were given a range of appropriate activities. The teacher's management of the pupils was good, her knowledge of the subject secure and her expectations were such that pupils were provided with challenging work. The teacher's use of forked twigs as 'looms' for weaving was particularly imaginative.

115. The last report indicated that better planning for the subject, with advice about activities in the lessons was needed. To some extent, the adoption of nationally recommended guidelines has addressed this, but there is still insufficient planning for the development of pupils' skills as they move through the school. Opportunities for assessment, both day-to-day and overall in the subject are unsatisfactory. There is no clear plan for the development of the subject, and monitoring of teachers' planning and lessons is not taking place. A start has been made to address some of these deficiencies, such as the setting up of assessment sheets, but none of them is fully in practice.

120. Three lessons in geography were observed during the inspection and additional evidence was taken from scrutiny of pupils' work and teachers' planning and discussions with pupils and the co-ordinator. On the basis of this evidence, pupils' attainment is broadly average for their age and they make satisfactory progress. This is in line with the findings of the school's previous OFSTED inspection. Pupils with special educational needs also make satisfactory progress because they usually receive work which is prepared to match their needs and they are given good levels of support from teachers and learning support assistants. Pupils' understanding of geography has been developed successfully in recent months by the introduction of a system whereby teddy bears, representing the four school houses, are taken by pupils on holiday. They visit different localities, including countries abroad and have their "passports" stamped and pupils complete a written report of their teddy bears' adventures. Pupils send postcards to their teachers and these, along with holiday photographs, the pupils' reports and a range of maps and souvenirs are kept in a central display in the entrance and assembly halls. In this way, both pupils' and parents' attention is maintained and pupils take great delight in showing on a world map where the teddies have visited. During their time at the school, pupils develop their knowledge of different places, starting in Year 1, when they learn about the area surrounding their school, begin to understand about how places can be represented on plans and start to consider how places abroad have different characteristics. They learn how different countries produce different foods, when they unpack the teacher's shopping basket and identify where the different foods have come from, on a world map. They know that they live in the United Kingdom and are beginning to understand how food is transported from different countries by different methods. In Year 2, pupils compare their own town with London and identify similarities and differences by looking at maps, plans, photographs and books. They use a computer program to extend their understanding about plans and maps.

1. Pupils show good levels of interest in geography and are keen to offer their ideas and views in class lessons. Because of the good relationships which exist between pupils, they are confident in answering their teachers' questions and show good levels of respect as they listen carefully to one another's viewpoints. Behaviour is usually very good; only when the teacher does not provide a clear explanation of the task, do pupils sometimes become restless and lose their concentration.

2. The quality of teaching is satisfactory overall, with some good teaching. Teachers generally have a sound knowledge of the subject and use this well to ask questions which develop pupils' understanding. Suitable strategies engage pupils' interest, for example, when they draw a bird's eye view of some household objects to develop their understanding of how plans and maps are constructed. The subject is organised on a topic basis and is often integrated with history. This is successful in extending pupils' knowledge and understanding but does not ensure the systematic progression of skills. For example, pupils in Year 1 were learning about a world map, and those in Year 2 were learning how to construct a simple plan. Nationally recommended materials are being used to supplement the overall curricular plan but these have not been evaluated carefully enough by the co-ordinator to ensure that teachers pay sufficient attention to developing geographical skills. The leadership of the subject is weak. No firm plans exist for the subject's development and there is no monitoring system to provide the co-ordinator with a clear view of provision and standards in the subject. Learning resources for geography are good, with a wide range of books which are well-deployed in each class to stimulate pupils' interest. Maps are well organised and are displayed prominently around the school. The subject makes a good contribution towards pupils' cultural development when they study other countries and customs. Information technology plays an important part in extending pupils' early understanding of direction, when they program a robot to move forwards and back. They use a computer program to plan a map of a town, placing various buildings, such as factories, a police station and a church, in suitable places.

123. In history, pupils attain average standards for their ages. This judgement is in line with the findings of the school's last inspection. By the age of seven, pupils display an awareness of chronology, as is shown by their understanding of how features of everyday life, such as household artefacts and wheeled transport, have changed over time. They demonstrate knowledge of people, events and aspects of life from beyond living memory including Guy Fawkes and the Gunpowder Plot and the Great Fire of London. Some higher attaining pupils use a range of information books to find out facts about famous explorers, such as Sir Walter Raleigh and Captain Cook, and record the main events in their lives. They find answers to questions about how Sir Francis Drake became famous and begin to recognise that there are reasons why he acted as he did. A well planned visit to Hedingham Castle to participate in events from the Middle Ages enabled pupils to gain greater insight into life in those days.

1. Pupils' progress is satisfactory. This is shown in their developing sense of chronology, and in their use of historical skills and knowledge about the past. Pupils in Year 1 find out about the changes in their own life and identify differences in the food that people would have eaten in the past with the food eaten today. As pupils move through the school, their knowledge and understanding of historical information increase in depth and breadth. They become aware of some of the ways that people can find out about the past, including the use of artefacts and elderly people as sources of evidence. Pupils with special educational needs make satisfactory progress relative to their previous attainment.

2. Pupils respond well to their work in this subject and listen with attention to the historical stories being told. They are interested in finding out about the past and demonstrate a willingness to respond to questions. They concentrate well and work hard to complete tasks. Their well-developed literacy skills enable older pupils to pursue a line of enquiry and to communicate their knowledge and understanding in a variety of ways, including structured narratives.

3. In the few lessons seen during the inspection, teaching was at least satisfactory, with some aspects that were good. Planning is careful and teachers' knowledge and understanding of the subject are sufficient to ensure that all pupils make satisfactory progress. Teachers make appropriate use of questioning to encourage pupils to use correct historical terms. In the lessons observed, teachers achieved a sound balance between giving information and involving the pupils in meaningful activities. The arrangement whereby the history co-ordinator is released to work with a group of higher attaining pupils in Year 2 is effective and has a positive impact on the progress that these pupils make.

4. The co-ordinator, although new to the post, is knowledgeable and has an enthusiasm for the subject but there are no firm arrangements for monitoring the subject on a formal basis. She is however, very keen to develop the subject and has already carried out an audit on what needs to be done in order to prepare for future changes. The policy is due to be reviewed in the light of the changes to the curriculum in September 2000. The school's present scheme of work is now linked appropriately to the nationally recommended guidelines. There is good integration with other subjects, such as science and geography, within the planning. Assessment procedures include a list of the areas of study and elements of history taught, against which teachers check for coverage. The subject is appropriately resourced in terms of books and videos, but the school has few artefacts. However, these are well supplemented by teachers' own personal belongings and those that come from the pupils. The co-ordinator is in the process of preparing individual collections of material to provide support for each unit taught. Visits to Hedingham Castle and to the Haven Museum at Langdon Hills Nature Reserve enhance the curriculum and enrich the pupils' experiences. The subject overall makes a good contribution to the pupils' social and cultural development.

Music

5. During the inspection, four music lessons were observed and pupils were heard singing in assembly. In the school's last OFSTED inspection, progress in music was judged to be satisfactory, but this is no longer the case. The lack of a suitably well organised scheme of work and the weak subject knowledge of teachers have meant that pupils, including those with special educational needs, are making

unsatisfactory progress in music and that standards are below average for their age. Pupils know a range of songs by heart and sing these in assembly, showing reasonable control of pitch, though little attention to breathing or dynamics. In their music lessons, they show a basic knowledge of how to play simple percussion instruments, but the inadequate expertise of teachers means that sometimes they are not taught the correct way to play them. In a lesson in the hall, Year 2 pupils made voice sounds to represent the Great Fire of London, but the composition element of this lesson was directed too much by the teacher. Pupils had few opportunities to make up their own compositions and there was no evidence of their practising or improving their work. Most pupils in another Year 2 class can maintain a steady beat, keeping time with the teacher's rhythm, and a few can repeat a simple rhythm pattern. Although a range of music is played in assemblies, there is little evidence to show that pupils can listen to and evaluate pieces of music successfully, make simple comparisons or recognise repetition or changes of mood.

6. Pupils' response to music is satisfactory overall and, in some assemblies, their singing shows enthusiasm and enjoyment. In lessons, they play the percussion instruments carefully and are all keen to participate. Occasionally, in class lessons in the hall, there is some evidence of restlessness and inappropriate behaviour, but this is generally due to weak planning and organisation.

7. The quality of teaching is unsatisfactory overall. Of the four lessons observed, half were unsatisfactory. Weaknesses in teaching relate directly to teachers' poor subject knowledge and the lack of a well-organised scheme of work to provide them with clear advice. Many teachers are unaware of just how much young children can achieve in music, and are not providing them with enough challenging, stimulating activities to allow them to develop their skills and knowledge successfully. Insufficient attention is paid to the element of listening to and appraising different kinds of music and often the performing and composing aspects of lessons are over directed by the teacher.

8. The co-ordinator is new to the post but is aware of the pressing need to introduce a clear scheme of work to provide guidance for colleagues and to ensure that pupils develop their knowledge, understanding and skills in a systematic fashion. She is about to attend a course to extend her understanding of her role as a co-ordinator. At present, however, there are no systems in place which allow her to have a clear view of standards or progress in the school. There is a recorder club for Year 2 pupils which is held at lunchtime, and the high number of pupils who attend gives an indication of pupils' general enthusiasm for the subject. These pupils receive a firm grounding in the basics of playing the recorder and recognising musical notation, which proves useful when they move to the junior school and have the opportunity to learn a more complex instrument. Levels of resources are good; there is a suitable range of well-organised percussion instruments and recorded music, including music from a variety of cultures. Assessment systems are weak, and annual assessments of progress do not say clearly what pupils know, understand or can do.

Physical education

9. During the inspection, gymnastics and dance took place. The evidence indicates that pupils reach satisfactory standards for their ages. The findings of the last report indicated that standards were above the national expectations. Pupils continue to be aware of their space in gymnastics and dance and understand the importance of not endangering others as they move about. Pupils respond to musical stimuli and devise and improve their own movements, for example, Year 2 pupils were seen interpreting music suggesting fire, which was allied to their work in history about the Great Fire of London. Pupils, in general, are able to evaluate their own and others' performances and to suggest ways to improve them.

10. All pupils, including those with special educational needs, make satisfactory progress. As they progress through the school, pupils show an increasing ability to devise short, simple sequences in both dance and gymnastics. Pupils in both years were seen developing their skills of balance. They progressed from balances on large areas of their bodies, such as their backs, to small areas such as toes and fingertips.

11. Pupils' response to physical education is good. They move in and out of the hall quietly and in an orderly way. Behaviour is good and pupils respond instantly to teachers' requests. All pupils are well aware of safety rules, especially those regarding the moving of apparatus, such as the gymnastic mats. They are enthusiastic in their movements and interpretation of music. All pupils understand the need for warm-up and cooling down activities and many can talk knowledgeably about how their heart rates increase and slow down.

12. The quality of teaching overall is satisfactory, with some good teaching. Teachers have set up good routines for safety and for behaviour. They have devised their own methods for gaining pupils' attention and have conveyed the need for a quick response where safety is concerned. Lessons are well structured with a warm-up and developmental activities. Good use is made of pupils to demonstrate teaching points and to exemplify good work. Teachers are able to help pupils make sound progress by discussing ways of improving sequences of balance and movements.

13. Planning for physical education is based upon a commercial scheme and provides a sound basis for the subject. However, it has not yet been adapted to fit the direct needs of this school and there is no clear planning to show how skills will develop as pupils move through the school. Assessment procedures are unsatisfactory and there is no plan for the development of the subject, although the policy will be reviewed in due course. The broad outlines for the programmes of work are satisfactory and cover dance, gymnastics and games.

14. Learning resources are good; there is a good quantity of each of the required pieces of apparatus, such as large, medium and small balls, quoits and hoops. The hall is used for physical education and there is sufficient space for the activities planned.

PART C: INSPECTION DATA

137. SUMMARY OF INSPECTION EVIDENCE

15. The inspection was carried out by a team of four inspectors who spent a total of 14 inspector days in the school. Time spent observing teaching, scrutinising the work of pupils and checking their attainment by working with them during the inspection - 6 hours and 30 minutes at Pre Key Stage 1, and 27 hours and 10 minutes at Key Stage. In addition, a further 39 hours and 15 minutes were spent on the inspection activities listed below.

- Fifty lessons or parts of lessons were observed as were a number of registration periods, assemblies, playtimes, lunchtimes and extracurricular activities;
- discussions were held with all teaching staff and some non-teaching staff;
- many pupils were heard to read and were questioned about their mathematical knowledge and understanding;
- three samples of pupils' work across the full range of ability in all year groups were inspected in addition to work examined during lessons;
- all available school documentation was analysed;
- attendance records, pupils' records kept by the school and teachers' planning documents were examined;
- the budget figures were inspected;
- discussions were held with pupils, parents and governors;
 - a parents' meeting was held and the views of the 21 parents at this meeting and those of the 49 parents who responded to a questionnaire were taken into account.

139. DATA AND INDICATORS

139. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	198	2	21	2

139. Teachers and classes

139. Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):	9.2
Number of pupils per qualified teacher:	21.52

139. Education support staff (YR – Y2)

Total number of education support staff:	6
Total aggregate hours worked each week:	125

Average class size: 25

139. **Financial data**

Financial year: 1998/99

£

Total Income 379,045

Total Expenditure 380,754

Expenditure per pupil 1641.18

Balance brought forward from previous year 30,187

Balance carried forward to next year 28,478

139. **PARENTAL SURVEY**

Number of questionnaires sent out: 220
 Number of questionnaires returned: 49

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	51	45	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	45	49	0	4	2
The school handles complaints from parents well	17	38	30	6	2
The school gives me a clear understanding of what is taught	28	64	6	2	0
The school keeps me well informed about my child(ren)'s progress	43	51	4	2	0
The school enables my child(ren) to achieve a good standard of work	43	45	6	0	0
The school encourages children to get involved in more than just their daily lessons	34	45	17	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	40	40	13	4	0
The school's values and attitudes have a positive effect on my child(ren)	49	45	6	0	0
The school achieves high standards of good behaviour	38	53	6	0	0
My child(ren) like(s) school	53	40	6	0	0

139. **Other issues raised by parents**

Annual progress reports do not provide enough information about what pupils know, understand or can do.

Parents are very pleased with provision for the youngest children.

There are concerns about progress in the mixed year group classes.