

INSPECTION REPORT

ELLISON PRIMARY SCHOOL

WOLSTANTON

LEA area: Staffordshire

Unique reference number: 124188

Headteacher: Mr A Street

Reporting inspector: Terry Mortimer
18849

Dates of inspection: 10-01-00 to 14-01-00

Inspection number: 190110

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Ellison Street
Wolstanton
Newcastle
Staffordshire

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Appropriate authority: Governing body

Name of chair of governors: Mr G Smith

Date of previous inspection: 21 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Terry Mortimer	Registered inspector	Art Music	What sort of a school is it? How high are standards?
Tom Heavey	Lay inspector		How well does the school work in partnership with parents?
Anne Newman	Team inspector	English History	How good are the curricular and other opportunities offered to pupils?
John Collings	Team inspector	Science Information technology	How well is the school led and managed?
Shirley Duggins	Team inspector	Under-fives Mathematics	Pupils' attitudes, values and personal development
Don Kimber	Team inspector	Special educational needs Design and technology Geography	How well does the school care for its pupils?
John Griffiths	Team inspector	Physical education Religious education Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ellison Primary School is a very large primary school which serves the Wolstanton and Porthill communities. It was first opened in 1894 as separate infant and junior schools and amalgamated in 1985. There are 553 pupils on roll. There are six pupils with formal Statements of Special Educational Need, which is below the national average. A further 71 pupils are on the school's register of special educational needs as pupils needing some form of additional support. This figure is broadly average. There are no pupils who have English as an additional language. Fifty-five pupils are currently entitled to free school meals, which is below the national average for all schools. The attainment of the pupils on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

Overall this is a good school with many very good features. The generally good teaching and satisfactory leadership and management help the pupils achieve high standards in the core subjects of English, mathematics and science, and in very many other aspects of their education. The strengths of the school greatly outweigh its weaknesses. When everything is taken into account the school provides good value for money.

What the school does well

- Throughout the school, the overall quality of education is good and the school provides a good, rich curriculum for its pupils.
- There is good provision for the under-fives and for science at Key Stage 2.
- The school provides good support for pupils with special educational needs.
- Pupils behave very well, are polite and have very positive attitudes to learning.
- Pupils' relationships with each other and with all adults are very good and their personal development is also very good.
- The school has a very good partnership with the parents and cares very well for the pupils, providing very good support and guidance.
- The school ensures very good provision for the pupils' moral and social development, and good provision for their spiritual development.
- It is effective in the implementation of the numeracy and literacy strategies.
- The overall quality of teaching is consistently good. This has a positive effect upon pupils' self confidence and on their overall learning.

What could be improved

- The tasks of management should be delegated further.
- The monitoring and evaluation procedures now in place need to be applied systematically and with greater rigour.
- The assessment procedures need to be consistent to ensure that assessment informs planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The improvements made since the last inspection of October 1996 have been enough to raise the standards achieved by the pupils. Planning has ensured that there is continuity and progression in pupils' learning. Monitoring, although limited in practice, has been introduced to evaluate teaching and learning; the needs of pupils of different abilities are now well catered for, and a policy for teaching and learning styles has been developed and

is now in practice. Curriculum leaders have identified ways of introducing key skills into subject areas. The school has developed satisfactory procedures for setting both financial and developmental budgets and for monitoring them. The school is soundly placed to continue its steady improvement and will welcome a new headteacher upon retirement of the existing headteacher, following many years' devoted service to the school.

STANDARDS

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

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

The 11-year-old pupils achieved well above average in English and science and above average in mathematics in the 1999 national tests. They do better than most pupils in English and mathematics. However, in science they were within the highest five per cent nationally compared with pupils in similar schools. The trend of achievement over time has risen steadily. The school is in line with its targets set, which are sufficiently challenging. Pupils achieve good standards of work in science, particularly investigation between the ages of eight and 11. Standards in all other subjects are comparable with those be found in most schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic and keen to be involved. They give their best at all times, are responsive and have very good attitudes to everything they do.
Behaviour, in and out of classrooms	Pupils' behaviour in class and around the school is consistently very good. They know what is expected of them and they respond very positively. They display very good attitudes to learning. Relationships between everyone in the school are very good.
Personal development and relationships	Personal development is very good overall. The older pupils have planned opportunities to take on responsibilities and many of the pupils are given a chance to show initiative.
Attendance	Attendance is good and pupils love coming to school.

Pupils work hard and all staff expect high standards of behaviour and attainment. As a result the learning environment, including the environment for the development of literacy and numeracy, is effective and promotes learning. This positive ethos is the result of a whole-staff approach, and parents appreciate the values implicit in the ethos.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. It was satisfactory or better in 100 per cent of lessons, of which 40 per cent were good and 14 per cent very good. In one instance teaching was excellent.

The quality of teaching in English and mathematics, although satisfactory overall, is frequently good. The national initiatives in literacy and numeracy have been well implemented and teachers prepare well for these lessons. Basic skills of literacy and numeracy are well taught. All staff understand the targets which have been set for the literacy strategy and are addressing the targets for the numeracy strategy. These aims and values influence the work of all staff and express high expectations of what pupils are expected to achieve.

Pupils with special educational needs are well supported by teaching and support staff in classrooms and the quality of teaching they receive when withdrawn by the special educational needs co-ordinator is of a high standard.

Significant strengths of teaching generally are teachers' subject knowledge, the good management of pupils, the relationships teachers have with their pupils and the generally good questioning skills of teachers. Teaching strengths are clearly seen in the lessons for the under-fives, but especially in Year 6. The weaknesses are the lack of consistency in marking pupils' work, some teachers' expectations of what pupils can achieve in a given time, and the lack of challenge for the most able ('gifted' pupils) in some lessons.

Pupils' learning is better in lessons where they are challenged by the activities and given opportunities to show initiative and creative flair. When they are passive learners or activities are undemanding for their ability, pupils' learning slows.

Homework is satisfactorily used to consolidate and extend what pupils have learned at school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall the quality of the curriculum is good. It is broad, balanced and relevant to the needs of the wide range of pupils' abilities and interests. Good provision and participation in extra-curricular activities help to enrich the curriculum.

Provision for pupils with special educational needs	The provision is good and the well-targeted work leads to satisfactory progress.
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Provision for pupils' personal, including spiritual, moral, social and cultural, development	Overall the provision is good. There is very good provision for pupils' moral and social development. Spiritual development is good and cultural development is satisfactory. Staff are good role models for the pupils, and the school has clear codes of behaviour.
How well the school cares for its pupils	The school has good provision for the welfare of its pupils. It cares for and supports its pupils very well.

Parents are very happy with what the school provides and the standards achieved. There is an annual report to parents on each pupil's progress and there are three formal occasions when parents discuss their children's work with staff. The parents consider that there are good links between themselves and the school, which allow them to make good contributions to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall leadership and management are satisfactory. The headteacher has a good clear vision of the educational direction of the school. There is a good ethos in the school and the good values are represented in the work of the pupils and the staff. The delegation of responsibility is not sufficiently targeted to enable curriculum leaders to fulfil their roles. Monitoring of teaching to make teaching and learning even better is not sufficiently focussed.
How well the governors fulfil their responsibilities	Governors play an important part in the life of the school and carry out their statutory responsibilities effectively. They are well informed and highly supportive, and are developing their role to act as critical friends.
The school's evaluation of its performance	The school makes good use of statistical data and analyses the interim non-statutory tests. They monitor and evaluate the curriculum and its results to set appropriate targets for the future. Progress against the school development plan is regularly reported by the deputy headteacher to the governors.
The strategic use of resources	The school has developed an information technology suite since the last inspection. This has been effective in enhancing the development of computer skills. Overall use of resources is satisfactory.

Staffing, accommodation and learning resources are satisfactory. The number, qualifications and experience of teachers and other classroom staff match the demands of the National Curriculum. All staff contribute effectively to the quality of learning. The accommodation is creatively used to provide the full range of learning experiences. The school makes satisfactory use of resources for learning and carefully plans the time available for teaching, including the use of the computer suite. The school has produced policy documents which are intended to address the issues raised in the last inspection

report. Not all of the procedures have been fully implemented. The management has yet to rationalise the current assessment and monitoring systems to create greater rigour so that monitoring of planning implementation and evaluation is consistent. The coordinators have not been fully empowered to monitor the delivery and outcomes of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents are happy with what the school provides.• Parents feel that the school has good links with them.• Parents are very positive about the work of the school.• The quality of teaching is good.	

The inspection team endorses and supports the positive comments made by the parents. There were no negative comments that were of any significance.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. This is a school in which standards are rising. The results of the 1999 national assessments for pupils aged seven show that attainment in reading and mathematics is above the national average, and attainment in writing is average. The trend over the last three years is for these results to remain broadly the same and that overall attainment is above average both in relation to that in all schools and in schools with pupils from a similar background. The 1999 national assessments for pupils aged 11 show that they achieved results that were well above average in English, very high in science and above average in mathematics. When these results are taken together they show that the pupils achieved well above average standards in 1999. Over the three years 1997 to 1999 standards at Key Stage 2 have risen faster than the national trend. Further examination shows that attainment at the age of 11 is higher than attainment at the age of seven, indicating that pupils make good progress in their learning at Key Stage 2. This is a positive picture that shows a clear rise in standards over time. When these results are set against the school's detailed records of attainment on entry to the school it is clear that pupils achieve higher standards when they leave the school than they had on entry and that learning is good.
2. The attainment of the pupils on entry to the school in the evidence from the baseline assessments carried out by the school indicates that attainment on entry is in line with that expected nationally for children of this age. Evidence from the inspection indicates that standards are rising. Overall, the under-fives make good progress in the reception classes and by the time they are five achieve good standards in all six areas of the Desirable Learning Outcomes. Children with special educational needs make good progress and are well supported. The national initiatives in literacy and numeracy have been well implemented and are improving standards.
3. The achievement of pupils overall is satisfactory and pupils with special educational needs often make good progress. Pupils generally make sound progress in lessons and over time, but the needs of the most able are not consistently met by the provision of sufficiently demanding work in some subjects, such as English and mathematics. Pupils measure accurately and record their findings using charts and tables. Pupils' literacy skills are well used as teachers encourage them to write their own text and to make appropriate use of scientific vocabulary, such as 'irreversible', 'purify' and 'particles'.
4. In English lessons observed and work scrutinised, pupils are achieving standards in line with national expectations, and in Year 6 they are above average. Speaking and listening skills are soundly based throughout the school; attainment in reading is good overall. The quality of pupils' writing is satisfactory in both key stages and pupils are presented with plentiful opportunities to write for a variety of purposes for different audiences.
5. In reception and Key Stage 1, children learn to speak audibly and their vocabulary develops well, with accurate use of verbs and adjectives. By Year 2, proficient readers can talk about the characters in their story books articulately and intelligently. In Key Stage 2 comprehension skills are sound and, by Year 4, pupils

are able to adopt a suitably empathetic approach in considering the views of, for instance, the Aztec people at the time of the Spanish conquest. By the age of 11, at the end of Key Stage 2, pupils can adapt their speaking skills appropriately to suit different situations and they are increasingly ready to take into account the views of others. Reading in both key stages is good overall. By the end of Key Stage 1, above average and average attaining pupils make good progress with their reading skills. The needs of pupils with below average attainment are well identified and they are provided with appropriate extra reading support to help them develop reading strategies that will enable them to master their difficulties. There is growing awareness, especially in Key Stage 2, of the different genres of writing. Pupils are presented with an appropriately wide and challenging range of opportunities for writing; the standards they attain in response to these are broadly satisfactory. By the end of Year 6, the writing of pupils of average and above average ability shows clear evidence of progression in a range of different aspects of their work across the curriculum. Spelling, punctuation, grammar and handwriting all show progress and a more secure mastery; pupils are able to use their vocabulary skills to give colour, effect and variety to their descriptive and discursive writing. Progress in English is satisfactory overall, especially at the end of Key Stage 2. The provision of work appropriately adapted to match pupils' ability levels means that all have the opportunity to experience success and build up confidence. Speaking and listening skills show clear progress as pupils learn to work together collaboratively and to take the initiative to discuss their tasks and the problems with which they are challenged. Reading skills have developed well since the last inspection and the Everybody Reading in Class (ERIC) sessions are characterised by the wide range of literature which pupils like to read. Writing shows progress, especially at the upper end of Key Stage 2, where pupils learn how to organise their thoughts and material to produce logically argued and neatly presented work. Progress is most evident when all pupils, including the most able, are appropriately challenged with work that matches their ability level.

6. Weaknesses identified in the last report were concerned with the very few opportunities provided for pupils to apply their mathematical knowledge. Pupils' abilities to use their mathematical skills and knowledge were inadequately developed; work was not well matched to pupils' attainment; assessment of progress was variable in purpose and quality; and lesson objectives were unclear. Good progress in mathematics has been made in most aspects, but more opportunities for pupils to apply their mathematical knowledge, and more suitable work for the more able pupils to extend their skills and understanding need to be provided. Most pupils enter the reception class with levels of ability in line with the national average for their age. They make satisfactory progress in Key Stage 1 and good consistent progress in Key Stage 2. Pupils with special educational needs make appropriate progress in mathematics according to their individual abilities, but too few opportunities are available for more able pupils to extend, rather than consolidate, their skills and understanding. By the end of Key Stage 1, pupils are beginning to understand place value to 100. They count confidently to 20, but have only a moderate capacity for recall of addition and subtraction facts to ten. By the end of Key Stage 2, pupils use the four operations with increasing confidence. They have a sound understanding of place value and use this knowledge successfully in mental calculations. Older pupils in Key Stage 2 understand factorising and the rounding of numbers to aide calculations.
7. Since the last inspection standards in science have risen at the end of Key Stage 2 from matching expectations to being well above in 1999, with the majority of the

more able pupils being challenged. Pupils make satisfactory progress in Key Stage 1, entering and leaving the key stage with standards appropriate for their age. Standards at Key Stage 1 have remained satisfactory. The attainment of pupils currently in Year 6 attainment is above average. In Year 2, pupils sort materials into whether they are natural, natural and altered, or manufactured. By Year 6, pupils identify through research microbes that are good and those that are harmful, and from investigation relate an increase in temperature to the increased growth of microbes. Pupils make satisfactory progress in relation to their earlier achievement as they use their previous knowledge to develop their scientific skills. They predict outcomes and draw appropriate conclusions based on their previous learning. Pupils begin to set out their work methodically, making good use of their numeracy skills, and those with special educational needs are well supported.

8. Pupils' attainment in information technology is in line with expectations in both key stages. This is a significant improvement since the last inspection, where the work at Key Stage 2 did not meet the appropriate standard. Since the introduction of the Qualification and Curriculum Authority scheme of work pupils are making sound progress throughout the school. By the end of Key Stage 1 pupils use a graphics program to create a freehand drawing of a favourite toy using a range of program tools; for example, 'brush', 'pencil', 'rubber', 'fire' and a range of colours. They use a word processor to enter simple text and change the font and its style. By the end of Key Stage 2, pupils enter data into a spreadsheet and use it to total data and to model the effect of changing some of the data.
9. Overall, at the end of both key stages pupils' attainments in religious education are in line with the requirements of the Staffordshire syllabus. Throughout the school, pupils, including those with special educational needs, are making satisfactory progress. This represents an improvement since the last inspection, when pupils' progress in Key Stage 2 was judged to be less than satisfactory. In a lesson on the meaning of symbols in everyday life, pupils in Year 2 have a satisfactory knowledge of what a wave of the hand, shaking hands and touching another person could mean. Pupils in Year 6 show good application of knowledge and reflective thought when they discuss the merits of being truthful in a difficult situation.
10. Attainment in the non-core subjects of design and technology, geography, art are in line with those usually found in most schools for pupils of this age, at both key stages and so is music, history and physical education at key Stage 1. Pupils make appropriate progress at Key Stage 1. Attainment in music at the age of 11 is above what is normally found in most other schools. Pupils sing well in tune and with enthusiasm, with good expression and clear diction. They compose melodies using a range of techniques including drones and pentatonic scales and they understand elementary form. Composition is a particular strength of the music in the school. Pupils' attainment in physical education and history is also above what is normally found in most other schools. They make good progress in these subjects and satisfactory progress in the remaining non-core subjects. Standards have been improved since the last inspection.
11. The standards achieved by pupils with special educational needs are good in relation to their previous attainment and the targets set for them in their individual education plans. These pupils make good progress. Generally, their attainment is higher in speaking, listening and reading than in writing. Pupils with special educational needs also make good progress in mathematics and science due to the good quality support they are given.

12. The targets set for raising pupils' attainment in English and mathematics have been achieved in 1999. These targets are securely based on pupils' previous attainment and the annual targets set for individual pupils by their teachers each year. Progress towards meeting these targets is reviewed each term.

Pupils' attitudes, values and personal development

13. The attitudes, values and personal development of the pupils are very good and are strengths of the school. This is an improvement on the findings of the previous inspection, where attitudes and behaviour were judged to be often good and never less than sound, and personal development was inconsistently developed.
14. Children who are under five make good progress in developing their personal and social skills. They have settled well to the school routine, listen to adults, and play and work harmoniously. At the parents' meeting with inspectors parents praised the school ethos, which appeared to be reflected in children's respectful attitudes, and that they had never encountered any adverse attitudes in their children regarding school. This was confirmed during the inspection. Throughout the school, pupils' attitudes to their work, to others and to the school are very good. They enjoy coming to school, where a very caring and secure atmosphere promotes positive approaches towards learning. Pupils are eager to answer questions posed to them in lessons and co-operate readily with teachers to look at completed work together at the end of sessions. They do take notice of the thoughts and comments of other pupils in the class as well as listening attentively to their teachers. Pupils are very polite, courteous and generally helpful to each other and other adults. They demonstrate a desire to please and co-operate well.
15. Pupils' behaviour in and around the school is very good. The positive management strategies in the behaviour policy are effective. Pupils understand what is expected of them and try successfully to achieve the high expectations of their teachers. Inappropriate behaviour occurs very rarely, but when it does it is dealt with very effectively and pupils respond positively. Pupils' very good behaviour makes a decided contribution to the standards achieved. There have been no exclusions in the school in recent years. No bullying of any type was observed during the inspection. Pupils are confident and know what to do if threatened in any way. They have devised classroom charters whereby their ideas for an organised, beneficial learning environment are discussed and democratically decided. These and other initiatives such as the school award for the tidiest cloakroom are successful in developing an expressed sense of responsibility.
16. Relationships in the school between the pupils themselves and between pupils and adults are very good. The school is a friendly, caring community where pupils, teachers, classroom assistants, supervisory staff and parents consistently work well together. Pupils relate well to each other and, when given the opportunity in lessons, use their initiative, organise themselves and support each other well in collaborative group activities.
17. Personal development is very good. The school has a suitable range of systems to track and develop this, which is supported by an effective personal, social, and health education programme. Individual pupil reports contain a section for this area and set targets for improvement. Procedures are in place and effectively used to involve pupils in decisions such as charity collections. Staff allocate a range of

responsibilities throughout the school. Among other things, younger pupils return registers to the office and fetch the milk at break time, but in the upper school there is notably a greater opportunity for pupils to develop a sense of responsibility, such as the Ellison Helper scheme. This scheme involves the majority of pupils in Year 6. One of their responsibilities is discipline in the school corridors. They speak to other pupils politely, never forgetting a please or thank you, and response is positive. The helpers have been successful in building an atmosphere of trust and respect. Educational visits, visitors to the school and the good provision of extra-curricular activities; for example, sport activities, offer many opportunities for further personal development to which the pupils respond in a very positive and enthusiastic manner.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good overall. It was satisfactory or better in 100 per cent of lessons, of which 40 per cent were good and 14 per cent very good. In one instance it was excellent. There were no unsatisfactory lessons seen.
19. The quality of teaching in the lessons observed in Key Stage 1 was satisfactory overall and occasionally good. Teaching is good in Key Stage 2, with some good and very good teaching. The teaching of basic literacy and numeracy skills is generally good, especially in Year 6. Lessons are well planned, thoughtful and delivered at a brisk and purposeful pace. Pupils are made aware of lesson objectives and in most lessons the use of a range of skilful teaching strategies and activities sustains concentration and involvement in the lesson. Most teachers challenge pupils rigorously through a shrewd use of questioning, backed up by good subject knowledge. Firmly basing work on the prior attainment of pupils, a clear understanding of what pupils should learn, and the selection of appropriate methods and activities that achieve the learning objectives exemplified the good and very good teaching. Significant strengths of teaching generally are: teachers' subject knowledge; the good management of pupils; the relationships teachers have with their pupils; and the generally good questioning skills of teachers. Teaching strengths are clearly shown in lessons for the under-fives, but especially in Year 6. With the support of the numeracy strategy appropriate emphasis is being placed on mental mathematics. Numeracy skills contribute well to other subjects, in particular the use of graphs to represent data in science and geography. The use of information technology to support mathematics is insufficiently developed.
20. Samples of pupils' work inspected show that marking is done regularly, and often with the pupil present. However, not all teachers have appropriate expectations of what pupils can achieve in a given time or give enough guidance and information to help pupils identify weaknesses in their work and thus raise their standards of attainment by improving upon their performance. Other positive features were that planning was firmly based on pupils' previous experience and good use was made of opportunities for pupils to show what they know, understand and can do. However, there was evidence of a lack of challenge for the most able ('gifted') pupils in some lessons.
21. The teaching of basic literacy and numeracy skills is generally good. In the better quality lessons, learning objectives are shared with the pupils and good quality questioning is used to challenge all pupils in their thinking. All teachers have a good knowledge of the structure of the literacy and numeracy hours, and their planning of lessons is good. They make good use of ongoing assessments to plan future work. Teachers only plan numeracy lessons for the first two days of the week and add to their planning during the week in the light of their evaluations of pupils' progress during the week. A particular strength in many of the literacy lessons seen was the quality of the guided reading and writing sessions and the gains in pupils' learning. Most pupils are used to working independently in groups while the teacher concentrates on the work of a particular group. In many lessons teachers successfully motivate the pupils by communicating their own enthusiasm for stories and poems. However, in a few lessons the teacher having to reprimand some pupils for their behaviour and their high level of noise slows the pace of learning. Work is often sufficiently adapted to meet the needs of lower achieving pupils, but work for the more able sometimes differs little from that planned for other pupils. In

the better quality teaching in numeracy and literacy lessons teachers' confidence, high expectations and enthusiasm directly affect the quality of pupils' learning.

22. Numeracy and literacy skills are well promoted in other areas of the curriculum. In science and design and technology pupils are frequently asked to measure accurately and to record their findings in graphs and charts. Literacy skills are well promoted in science where pupils are encouraged to develop their own ideas and to write their own text to describe the investigations they have carried out. In some history lessons, opportunities are provided for pupils to research information for themselves and not just to rely on what their teachers tell them.
23. Pupils' abilities to organise their own resources, plan their own work and carry out practical investigations are well provided for in science, but in mathematics there are few opportunities for more open-ended activities in some classes.
24. The teaching of music is particularly good. Teachers' high expectations, good subject knowledge and enthusiasm are clearly communicated to the pupils, who often produce good quality work, especially in composition. In the teaching of physical education, religious education, science, geography, English and history, subject knowledge is particularly good.
25. The quality of teaching of pupils with special educational needs is good. Work is well matched to their learning needs and they are often well supported by educational care officers whose work is valued by both pupils and teachers. The quality of teaching by the coordinator when special educational needs pupils are withdrawn from their class is of a very high standard. In the lessons observed the teaching was very good overall and varied from excellent to good. It is characterised by a very clear understanding of the individual needs of the pupils, thorough planning and monitoring of pupils' progress and good relationships. The support provided to the school and its pupils by the primary support teacher is of very great value. Her specialist expertise, coupled with very detailed planning, record keeping and quality teaching, contributes strongly to the progress of those pupils with whom she works.
26. Teachers' day-to-day assessments are generally used satisfactorily, particularly in English, mathematics and science, although they are not consistently applied. In other subjects such as religious education and history, assessment is less consistently used. The activities pupils are expected to complete are not always sufficiently adapted to challenge the more able. Homework is satisfactorily used to consolidate and extend what pupils have learned at school. In most year groups it consists of reading, spelling and learning tables. Occasionally pupils are asked to find out information or collect objects to bring to school. The amount of homework pupils receive varies from class to class and is dependent on the content of lessons. In Year 6, pupils often receive a more regular programme of homework to be completed over the weekend.
27. Pupils with special educational needs are well supported by teaching and support staff in classrooms and the quality of teaching they receive when withdrawn by the special educational needs co-ordinator is of a high standard.

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

28. The quality and range of learning opportunities are good. The school provides an appropriate statutory curriculum, including the provision of religious education and good provision for the under-fives.
29. The curriculum is generally appropriately broad, balanced, relevant and differentiated. Provision for pupils with special educational needs is good and curriculum coordinators have recently identified ways of incorporating the key skills into planning for their subject areas, in order to address one of the key issues in the last inspection report. There is still no formal policy to ensure that curriculum time is monitored consistently across classes and year groups, although focused planning for literacy and numeracy has helped to ensure that this is now more consistent.
30. The under-fives are provided with a good range of well-structured learning opportunities that effectively relate to the six areas of learning recommended in the Desirable Learning Outcomes. Planning is formal and now makes explicit reference to the Desirable Learning Outcomes. There is planned continuity and progression of learning experiences for the under-fives which addresses the issue raised in the last inspection report.
31. The school has introduced satisfactory strategies for teaching the basic skills in literacy and numeracy. This has helped to address concerns in the last inspection report about the lack of detail in short-term planning because it gives greater assurance that planning provides for continuity and progression across and between the key stages. It has also ensured that speaking and listening skills, using and applying mathematics, and investigative science are now given appropriate curriculum time. However, standards of writing are variable, especially across Key Stage 1, where there is some lack of consistency in expectations. The implementation of the numeracy strategy is satisfactory overall, though standards are more secure in Key Stage 2 than they are in Key Stage 1.
32. The school provides good opportunities for pupils to take part in extra-curricular activities. They respond with enthusiasm to the provision of after-school clubs; for instance, in drama, and they attain high standards in local sporting competitions.
33. The culture of the school and the ethos within it provide a climate for all pupils to experience equality of opportunity and to have full equality of access to the whole range of the school's curricular and extra-curricular activities, which are appropriately matched to their needs.
34. Pupils are provided with good opportunities to develop an understanding of spiritual values and beliefs through school and class assemblies and through well-identified cross-curricular links in lessons. They are encouraged to reflect and comment upon issues that help to lead them towards greater self-knowledge and spiritual enquiry. Pupils are helped to grow in this respect through the warm and caring family atmosphere in the school. Provision for pupils' spiritual development has improved since the last inspection report.
35. Pupils display a strong moral sense of right and wrong which is constantly reinforced by the caring ethos of the school. They treat each other and adults with respect.
36. Older pupils are encouraged to take responsibility for younger children; they develop positive attitudes to each other and to those less fortunate than

themselves. The very good social development of pupils is evident in the amicable way in which they relate to each other at work and at play, and this is a strength of the school.

37. Pupils are given satisfactory opportunities within the curriculum and through the school's extra-curricular activities to appreciate the cultural traditions of their locality and to develop an awareness of their national identity. Their appreciation of other cultures, through subjects like religious education, art and history, is satisfactory, but there is lack of evidence of a planned extension of the multi-cultural dimension in subjects such as music and art.
38. Appropriate curriculum time is allocated to the delivery of a programme of personal and social health education to encourage pupils to develop a strong sense of self-esteem and self-discipline. Sex education is appropriately delivered as determined by the governing body, and drugs awareness is encouraged by a well-planned health education curriculum.
39. The school promotes care for others by encouraging pupils to help the disadvantaged through fundraising for a range of local and national charities and other organisations. Visits by pupils and a range of visitors to the school provide opportunities for pupils to experience and reflect upon different values, attitudes and lifestyles.
40. The school has formed productive and mutually-beneficial links with other educational institutions, including its feeder nursery school and receiving secondary school. Student teachers who come to the school for their initial teacher-training courses receive good support and worthwhile experience in and out of the classroom; the school is highly thought of by its partner institution in the higher education sector.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school's very good provision for the welfare of its pupils and staff identified at the previous inspection remains one of its strengths today, creating an atmosphere of security, harmony and wellbeing throughout the school. Such a warm atmosphere greatly improves access to the curriculum, and provides a solid platform for improving standards. Parents, who declare that it is a welcoming and caring school, reflect this view. Ninety-nine per cent of parents responding to the questionnaire indicated that they would feel comfortable in approaching this school with any questions or problems concerning their children, while parents attending the meeting with inspectors remarked upon how well the school supports children with special educational needs.
42. The effectiveness of the school's welfare strategy stems from one of the clearly-stated aims in its brochure: "the pastoral care of each and every individual child is paramount". A range of clear and detailed policies, subject to regular review, support that aim, and translate it effectively into the daily life of the school.
43. The personal safety and protection of its pupils are two of the school's top priorities, reflected in its detailed procedures for their health and safety, including effective security arrangements, termly risk assessments with local education authority representatives, a procedure for all adults to report and record hazards (on one

occasion recently a visiting parent reported a hazard which was rectified immediately), and regular fire drills with fire safety checks and alarm checks.

44. The children's safety is also assured by the very efficient provision for reporting and treating accidents. Three members of staff have successfully completed the full first aid course and they are responsible for providing a first-aid service at the three busy first-aid stations around the school. The lunchtime supervisory assistants who have all completed the shorter first-aid training support them. All accidents are recorded.
45. The school's health education policy promotes healthy living by providing pupils with information about what is healthy and what is harmful, but, importantly, it allows the children to make the choice, and in doing so promotes their personal development. When the county lifted the meat ban in schools, for example, pupils were consulted as to whether they wished to retain the ban or lift it in this school. The effectiveness of the policy's emphasis on the central role of the family in the development of love and concern is witnessed in the heavy involvement of parents in school life – six of them having received literacy training to help with children's reading.
46. Pupils are all known individually by name, and adults in the school have succeeded in creating a climate of care and protection in which pupils feel confident and secure. Relationships are open and spontaneous, and children of all ages were seen to be completely at ease talking to adults in the school, from the tearful reception child who related how she had brought all her Christmas cards for recycling – even the one she had made herself - to the senior pupil who confidently questioned his teacher's spelling of a word on the chalk-board. Peer relationships too are very good. Children played, chatted and worked happily together, and there was no evidence of bullying or harassment. On the contrary, there was compassion and understanding, for those with special educational needs – based on the good model set by adults in the school. Other pupils denounce any transgressions, as when a helper in Year 6 reported another pupil for making a racist remark in the playground. The school maintains a record of any such incidents, including the action taken at the time. The accent, however, is on good behaviour, and the school's awards and stars system seems particularly effective in promoting the good behaviour and personal discipline that are pre-requisites for effective learning. The bell, for example, that signals the end of play is followed by complete silence, punctuated only by staff awarding "smileys" to those whose conduct is seen to be exemplary. Behaviour between activities within the school itself is of a similarly high quality, demonstrating the effectiveness of the school's behaviour policy in making the school an orderly community where pupils have full access to the curriculum.
47. Pupil's safety and wellbeing are protected through the detailed child protection policy, with which all staff are familiar through their induction procedures. The designated person is the headteacher, and the procedures are those agreed by the area child protection committee.
48. The good quality procedures for monitoring attendance have helped to sustain the good levels of attendance and punctuality achieved by the school over the last few years, with improved access to the curriculum. The active involvement of parents in seeking permission from the school for term-time holidays, and notifying the school of absences, has resulted in unauthorised absences being below the national average.

49. The school cares for its pupils very well. The headteacher knows the names of all the pupils, and teachers generally know individual pupils and are able to respond appropriately to their needs. However, the lack of consistent academic monitoring hampers even further the development of their learning.
50. The school has effective practices to identify how well pupils are making progress in the core subjects of English, mathematics and science, especially in Key Stage 2. There is a good analysis towards the end of Key Stage 2 (Year 5) of how well different groups are progressing in these subjects, and how they might improve. There is room for a greater analysis of pupils' progress at the end of Key Stage 1, which is acknowledged by the school. The systems for assessing pupils' performance in information and communications technology and in many non-core (foundation) subjects lack rigour. The school recognises the need to develop greater consistency in monitoring academic progress. There is satisfactory use of assessment information to modify general curriculum plans, and to lead to changes in the support of individual pupils. Such modifications of teaching plans are particularly successful with pupils who have special educational needs, and with younger children in reception.
51. There is an effective baseline assessment in reception, as children are assessed upon entry into school. Assessment continues to be a natural part of teaching and planning in reception. Targets for pupils' learning are identified here, and they continue to be identified for pupils as they pass through the school. In Key Stage 2 the targets set frequently focus upon English and mathematics. This information given to pupils, as well as to parents, helps pupils to make progress and to raise their standards of achievement. There is a marking policy which emphasises routine approaches to marking, and the school aims to extend target setting more widely across the curriculum.
52. The school uses effective assessment procedures to comply with the Code of Practice when identifying pupils with special educational needs. Individual educational plans for these pupils have detailed targets, and they are reviewed on a regular basis. The school involves parents as fully as possible in these reviews, and maintains close and productive links with the appropriate outside agencies which give further support to pupils with special educational needs.
53. The school endeavours to support all pupils by keeping parents informed about their progress in school. It arranges for pupils in Years 3, 4, and 5 to undertake the optional/non-statutory standard assessment tests. This provides a further means of monitoring academic progress. Parents have opportunities to learn about the progress of their children by attending the termly open meetings with their class teacher. They also receive the annual report for their child in the summer term. This, in addition to academic progress, provides information about their personal development, behaviour and levels of attendance through the year. The reports also include clear targets for pupils which are then reviewed the following term by their (new) class teachers.
54. Pupils are very well supported in their personal development by the school. There is the well-established non-competitive merit record procedure. Pupils can be awarded points for good behaviour, positive attitudes, and good work. Acts of kindness, helpfulness, and co-operating with others can also be recorded as they go through the school. From time to time pupils will receive certificates, but the precise details of their personal development will be known only to them and to their

parents. The Year 6 helper scheme is well appreciated by pupils. Pupils in Year 6 undertake the responsibility of their duties, such as watching doors and corridors as younger pupils come back in from play, in a conscientious but not officious manner. Social development as well as good behaviour is thus enhanced.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents views are unchanged since the previous inspection. They are very satisfied with what the school provides and achieves, and consider their partnership with the school to be one of its strengths.
56. The view of the inspectors is that the school has forged good, effective links with parents, based on its provision of good quality information and the good level of parental involvement in the school. Such a good partnership makes a significant contribution to raising standards.
57. The quality of information provided for parents is good. The very readable governors' report and the detailed and informative prospectus both comply with legal requirements, and are supported by a chatty and stimulating twice-termly newsletter, keeping parents fully informed about school events and personalities. In addition to the children's annual reports there are three parents' evenings, Open evenings and curriculum meetings, as well as the personal communication via the reading diaries. Some 93 per cent of parents agree that the school keeps them well informed. Such good levels of information help to raise standards by promoting greater parental involvement in their children's learning.
58. The active involvement of parents in school life has a good impact on standards. In the first place it lightens the teacher's load when parents help with reading, art, computers, or sporting activities. This school has drawn up an availability list from which individual teachers can request help from parent volunteers with the skills to assist in a particular activity. Such a scheme is particularly effective in that it plays to parents' strengths and makes them feel that their contribution is of particular value. The involvement of one group of six parents has had a significant impact on standards, because as volunteer helpers they attended literacy training and the school has now attracted funding to offer them formal employment to assist with the literacy project.
59. Parents have now accepted the home/school agreement. It formalises what is already viewed as a flourishing partnership, and seeks to ensure that parents embrace their agreed responsibilities to promote improved attendance. All parents are members of the parent-teacher association, whose fundraising activities raise about £5000 each year for school equipment. Such a major financial contribution has a significant impact on improving educational standards, and is much appreciated by all in the school.
60. The increasing democratisation of the school envisaged in its "open policy" has resulted in the practice of consulting not only pupils but also their parents and carers in matters relating to school life. Examples include proposed changes to school uniform, the school's performance, genetically-modified foods, and sex education. Such an open attitude on the part of the school encourages further parental involvement in standards, particularly at home, where parents feel that their contribution is valued. Thus they are asked to help with reading at home, they are invited to comment on school reports, and those parents who are unable to help

directly in the classroom are encouraged to work for the school at home; for example, by sewing costumes for a drama presentation. All parents therefore are given the opportunity to play their part in school life and contribute to raising school standards.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. Leadership and management are sound overall. The school is led by a headteacher who has served the school well and has a clear educational vision and direction for the school. The deputy headteacher and the senior management team ably support him. The governing body and headteacher have a clear view of the school's priorities for the immediate future and the governing body has taken appropriate steps to appoint a new headteacher from September on the retirement of the current headteacher. The governing body is awaiting the report of the inspection and the vision of a new headteacher before setting priorities for the longer term. Since the last inspection clear leadership has ensured that all the key issues have been addressed and many improvements made. For example, standards have improved, monitoring has been introduced, the needs of pupils of different abilities are now clearly identified in planning, a wider range of teaching and learning styles have been introduced and key skills for pupils' learning have been identified by subject coordinators. The school promotes high standards and high moral values amongst its pupils. These are summarised in the school's central aim of 'Developing independent learning in a caring environment'. In lessons pupils' attitudes are good, and they take pride in their work and behave well. Overall, teachers' expectations are challenging, with teaching good at Key Stage 2 and sound at Key Stage 1. Coordinators have subject development plans, although not all of these are sufficiently focused on raising standards. While coordinators review planning and see samples of other pupils' work they do not systematically review the effectiveness of the planning, monitor teaching or support staff in moderating and annotating samples of pupils' work to ensure that assessments are accurate. This is a result of insufficient delegation or classroom release time for coordinators to monitor their subjects effectively. The deputy headteacher oversees assessment, staff development and new staff, including newly-qualified teachers. She has no overall classroom responsibility, but does release the coordinator for special educational needs from her classroom to fulfil her role. The deputy headteacher's job description does not reflect the extent of her current responsibilities, and the opportunity for her to monitor other classes while releasing coordinators to monitor their subjects is not systematically used.
62. Since the last inspection the governing body has developed clear terms of reference, rules, procedures and a sub-committee structure. It has a clear understanding of its statutory duties, having undergone a range of training in conjunction with governors from other local primary schools that feed the local secondary school. The governing body has a broad view of the school's strengths and weaknesses, with the deputy headteacher monitoring the school development plan and reporting on its progress at each full meeting. The governors have taken prompt and appropriate action to address the need to appoint a new headteacher from September and have set appropriate priorities for the current year; for example, numeracy and information technology. There are good relationships between headteacher and the governing body. However, the governing body is not sufficiently rigorous, relying too much on the information given by the school and OFSTED, and the views of the new headteacher when appointed, before setting at least broad priorities for the future.

63. Since the last inspection the school has addressed the issue of developing a wider range of teaching styles, and teaching is now at least satisfactory in religious education and information technology, and good overall. While there is some formal monitoring of teaching within teachers' appraisal and individual staff development, there is no systematic programme of evaluation of the effectiveness of teaching to identify clear priorities and raise standards. However, overall appraisal is satisfactory and staff appropriately supported. At Key Stage 2 the school uses statistical data and an analysis of tests to set appropriate targets. However, this is less rigorously done at the end of Key Stage 1. In conjunction with the local education authority the governing body has set appropriate targets for this year, emphasising numeracy and information technology. As a result the school has had four days of in-service training in numeracy, provided by the local education authority, has installed a computer suite and is giving staff training in the use of the computer suite, as well as developing its own expertise in information technology. Progress towards the targets set is monitored by the deputy headteacher and reported to the governing body.
64. Overall staffing, accommodation and learning resources provide a satisfactory basis for the effective delivery of the curriculum.
65. The qualifications, number and experience of teachers and support staff satisfactorily match the needs of the curriculum. All teachers are suitably qualified, and the school uses the county's induction procedures for all new staff. Teachers have all been appraised twice in the last four years, and each appraisal resulted in the setting of individual targets for development. Success in bidding for funds from the class size initiative, and additional literacy support has enabled the school to deploy additional staff to further improve teaching. Proper training arrangements are in place for all staff.
66. The quality of the school's accommodation is satisfactory overall. The school buildings are clean and generally well maintained, in spite of the usual difficulties associated with very old premises. The classrooms vary in size, but none of them are so ill matched to pupil numbers as to be a hindrance to their education. Displays are used to good effect, both to aid learning and to give a warmer feel to the environment, especially at the beginning of the week, when the high-ceilinged classrooms can be very chilly. The inspectors support the view of the parents and the headteacher that the school hall is too small. The governors acknowledge that there is little they can do about it other than to make representations to county headquarters. Good use is made of corridors for spillover activities and for some storage, though the inspectors discussed the health-and-safety aspects of such a practice. External playground facilities are limited to hard-surfaced play areas that are too small, though the children seem to play happily, and without the concerns voiced by their parents.
67. The main recommendations of the last auditor's report have been acted on and the systems for financial administration are efficient and effective. Issues from the last inspection have also been addressed and there are now clear procedures for the financial management of the school. Budgets are clearly identified and the standards fund is clearly linked to the school priorities. All finances are reconciled monthly, and up-to-date balances are available for the headteacher at each meeting of the governing body curriculum and finance committee. Specific grants are used for their appropriate purposes, but there is little systematic evaluation of

whether initiatives have raised standards. The school broadly applies principles of best value on major expenditures. For example, the governing body reduced expenditure on cleaning services through opting out of the local education authority system. The efficient administrative officer monitors closely orders from coordinators to ensure that best-value principles are applied. The school is soundly managed, and has a low unit cost, a good curriculum and good standards. Pupils have very good attitudes, behave very well and have high moral values, and overall teaching is good. The school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. The school has made a satisfactory improvement since the last inspection. In order to build upon this success the governors, headteacher and staff need to:
- i. redefine the roles of senior management with regard to the monitoring of the curriculum, teaching and learning by:
 - reviewing and amending the job descriptions of curriculum coordinators to enable them to develop a systematic programme to monitor and evaluate the teaching and learning in their own subjects;
 - reviewing the role of the deputy headteacher and senior staff to support the headteacher in the monitoring and management of the curriculum;

- ii. raise the standards of assessment in all subjects by:
- completing the planned improvements to assessment procedures in order to more closely match the challenging work to the needs of all pupils, especially the 'gifted pupils';
 - developing the good assessment practice that is found in the under-fives and some classes of upper Key Stage 2 to guide future planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	14	40	45	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)		553
Number of full-time pupils eligible for free school meals		55

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y 6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		77

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	51	39	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	44	45	47
	Girls	38	38	37
	Total	82	83	84
Percentage of pupils at NC level 2 or above	School	91	92	93
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	45	46	48
	Girls	38	38	37
	Total	83	84	85
Percentage of pupils at NC level 2 or above	School	92	93	94
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	47	38	85

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	36	42
	Girls	35	29	37
	Total	69	65	79
Percentage of pupils at NC level 4 or above	School	81	76	93
	National	70	68	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	30	36
	Girls	28	30	29
	Total	53	60	65
Percentage of pupils at NC level 4 or above	School	62	71	76
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	6
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	543
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	23
Number of pupils per qualified teacher	25:1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	212

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	766,559
Total expenditure	759,288
Expenditure per pupil	1344
Balance brought forward from previous year	-1390
Balance carried forward to next year	5881

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	575
Number of questionnaires returned	275

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	2	1	0
My child is making good progress in School.	60	38	1	1	1
Behaviour in the school is good.	52	41	3	1	2
My child gets the right amount of work to do at home.	36	54	6	1	3
The teaching is good.	63	35	1	0	1
I am kept well informed about how my child is getting on.	50	43	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	77	22	1	0	0
The school expects my child to work hard and achieve his or her best.	69	30	0	0	1
The school works closely with parents.	52	46	1	0	1
The school is well led and managed.	78	21	1	0	1
The school is helping my child become mature and responsible.	66	31	2	0	1
The school provides an interesting range of activities outside lessons.	41	39	7	0	12

Other issues raised by parents

No other issues were raised by the parents.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. The previous inspection found that provision for the under-fives was sound, with children achieving satisfactory and sometimes better standards. The quality of teaching was sound with many good features, and children gained from activities that were often well planned, enabling them to make good progress. The under-fives department has improved on this and is now a strength of the school. Much thought and planning have resulted in effective use of the area available for the reception classes; one room with suitable floor covering is used for painting, clay work, water and sand, one for language, literacy and numeracy experiences and the other for knowledge and understanding and creative activities. All rooms have a computer. Good planning between all members of the reception team effectively links suitable learning steps for individual children to achieve the skills laid down in the six areas recommended by the Desirable Learning Outcomes¹. There is a suitable balance between structured play, formal learning sessions and free-choice activities.
70. At the time of the inspection 67 per cent of children in reception were under five. Those joining the school have had some form of pre-school experience, mainly in local nurseries. Evidence from the tests teachers carry out on children when they first come to school, (baseline assessments) carried out by the school indicates that attainment on entry is in line with that expected nationally for children of this age. Overall, the under-fives make good progress in the reception classes and by the time they are five achieve good standards in all six areas of the Desirable Learning Outcomes. Children with special educational needs make good progress and are well supported.
71. Teacher assessments on a daily basis are effectively carried out, usually by careful observation and interaction. The clear objectives for planning of suitable work and experiences to challenge the children are well supported by the results. Photographs record experiences and events through the year. Reading records record book coverage and are sometimes used to identify strengths and weaknesses that are useful in planning supportive work. They are a good link between school and parents. Portfolios of moderated work samples provide a focus on standards and effectively support teacher assessments. Teachers know the children very well, consider their individual needs and discuss what the pupils know, understand and can do as a team to effectively take learning forward.

PERSONAL AND SOCIAL DEVELOPMENT

72. By the age of five, children make good progress and their attainment in personal and social development is above the expectations of the Desirable Learning

¹ QCA (QUALIFICATIONS AND CURRICULUM AUTHORITY) FORMERLY SCAA (SCHOOL CURRICULUM AND ASSESSMENT AUTHORITY) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. these outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

Outcomes for children this age. They respond well to an ethos that promotes good behaviour and care for each other. Very positive relationships have developed between children and adults that effectively promote a secure environment where routines are established. Children behave very well and concentrate for long periods. They are eager to learn and make good progress. Children willingly participate in whole-class oral sessions and are careful to take their turn and listen when a classmate is talking about an interesting event that took place at the weekend. Instructions and safety rules are followed appropriately; for example, when going to and from the hall for assembly or during physical activities. Teachers' questions are answered clearly and children show a good understanding of the difference between right and wrong. Children enjoy participating in the activities on offer and tidy away their materials efficiently as they finish. They can select their own activities and work at suitable tasks independently, when given the opportunity. The quality of teaching is good, and teachers and support assistants work well together and provide very good role models for the children. They create stimulating learning experiences for the children to become excited by learning.

LANGUAGE AND LITERACY

73. By the age of five, children make good progress and their attainment in language and literacy is above the expected level. Most children have well-developed skills in speaking and listening. They talk about their experiences with self-assurance, listen to stories and enjoy participating in repetitive sentences. Children enjoy books and handle them carefully. They know that words and pictures carry meaning and, according to individual ability, recognise key words from their reading scheme. Pictures and events they convey are discussed with eloquent interest and appropriate response. Children are quickly developing an understanding of the functions of writing. They recognise their names and can write them independently. They work through the various stages, such as teacher as scribe, and copy. Good progress is made towards free writing of words and simple sentences with a sound foundation of letter formation. Sufficient opportunities are provided for role-play linked to the current topic. Children showed good aptitudes for taking on the various characters, which during the time of the inspection were Goldilocks and the Three Bears. The literacy hour has been successfully introduced for the children still under five in the reception class. The teaching of language and literacy is good and staff work very hard and successfully to develop and widen the children's vocabulary. They also effectively introduce them to the joy of using books and to the skills of writing.

MATHEMATICS

74. By the age of five most children develop mathematical skills and understanding above those expected for children of this age. All opportunities are used effectively during the day to consolidate and extend children's mathematical language and understanding. This was most pointed at registration time, where children can tell how many are left in the class if one child is away. Teaching is good in this area of learning. Staff enable children to have a good understanding of number, shapes and measures through carefully-planned activities. They intervene successfully when the children are working to challenge them appropriately to extend their learning, enabling them to make good progress. The numeracy strategy's key objectives for reception children are being successfully introduced. They make good progress according to their individual abilities. Children count confidently to 20 and have a sound understanding of the concept of numbers to five. Mathematical

skills are successfully promoted through a variety of activities, such as sand and water play. The majority of children understand “large”, “medium” and “small” in relation to a range of resources such as teddy bears, toy watering cans and other containers. Children illustrate good pencil control and correct formation when writing numbers. They sing number rhymes and songs, thus consolidating their use and understanding of number.

KNOWLEDGE AND UNDERSTANDING

75. By the age of five, children’s attainment in knowledge and understanding of the world is above national expectations. Good foundations have been laid in this area through successful topical experiences. Children make good progress. The current topic involves the story of the three bears. Children have brought their teddies into school and through them talk about their families, past and present events in their lives, where teddy lives in their house and why. They choose and manipulate well different equipment to build houses and furniture, illustrating their understanding of what things are necessary in a home. Children are very aware of the necessity of food, water and a clean home for the class gerbil to live happily. Good use is made of computers to effectively develop their information technology skills and support learning. Teaching in this aspect of the curriculum is good and stimulating. Knowledge and ideas are presented in an imaginative and challenging manner in order for the children to make good progress.

PHYSICAL DEVELOPMENT

76. By the age of five, children’s physical development is good for their age group. Opportunities for children to take part in planned outdoor activities with large apparatus are usually in the spring and summer, when they use the playground. However, each class has two periods a week in the hall to develop their physical skills. Children enjoy these opportunities and take part in the activities enthusiastically. They listen to instructions, respond well, being aware of space and of others. Children use simple tools and equipment confidently. They use scissors appropriately, cut out pictures and sentences for a sequencing activity and use glue with care. Children manipulate dough with very good dexterity to make teddy bears of differing sizes with all their features and successfully model alphabet letters.
77. Teaching is good. Staff are enthusiastic and lessons are well planned and prepared, with clear learning objectives stated. Staff join in the activities skilfully to consolidate and challenge children so as to improve their progress.

CREATIVE DEVELOPMENT

78. By the age of five, children’s creative development is above that expected for their age. There is an appropriate balance between free creative work and more structured sessions. Children confidently use paints and different materials for collage. They have good brush control and are developing a good sense of colour. Children draw good representations to support their writing work. Teaching is good and the early years’ staff provide a wide variety of imaginative activities to stimulate and to challenge children. The quality and range of resources are adequate, especially for creative play. Children have suitable opportunities to develop their imagination and to express their ideas and feelings.

ENGLISH

79. In the standard assessment tests for which comparative data are available, attainment in the 1999 tests by the end of Key Stage 1 was above the national average in reading and in line with the national average in writing. In Key Stage 2, attainment was well above the national average in 1999. In comparison with similar schools pupils in Key Stage 1 achieved results above average in reading and broadly in line in writing. At Key Stage 2 pupils achieved well above average in English in comparison with similar schools. The trend in these results over the four years 1996 to 1999 has fluctuated slightly at Key Stage 1, with peaks in 1997 and 1999. There has been more of a steady improvement in Key Stage 2, illustrating the highest result in 1999. In lessons observed and work scrutinised, pupils are achieving standards in line with national expectations, and in Year 6 these standards are above average.
80. Speaking and listening skills are soundly based throughout the school; attainment in reading is good overall. The quality of pupils' writing is satisfactory in both key stages; pupils are presented with plenty of opportunities to write for a variety of purposes for different audiences.
81. Pupils are able to develop their speaking and listening skills in lessons across the curriculum through discussion activities and presentations. In reception and Key Stage 1, children learn to speak audibly and their vocabulary develops well, with the accurate use of verbs and adjectives. They can apply their knowledge to offer simple explanations and to discuss stories; by Year 2, proficient readers can talk about the characters in their storybooks articulately and intelligently. In Key Stage 2, pupils can make increasingly imaginative and informed contributions to class and group discussions and they are able to ask interesting questions when their curiosity is aroused by the subject matter. Comprehension skills are sound and, by Year 4, pupils are able to adopt a suitably empathetic approach in considering the views of, for instance, the Aztec people at the time of the Spanish conquest. Listening skills are sound overall in both key stages; pupils are generally able to listen carefully to each other and to adults. By the end of Key Stage 2, pupils can adapt their speaking skills appropriately to suit different situations and they are increasingly ready to take into account the views of others.
82. Standards of reading in both key stages are good overall. By the end of Key Stage 1, above average and average attaining pupils make good progress with their reading skills, extending their vocabulary and acquiring a firmer grip on the clues which help them to move on to more complex texts. Their reading is generally accurate, fluent and expressive, showing good comprehension and the beginning of an appreciation of character and its influence on the development of plot. The needs of below average attaining pupils are well identified and these pupils are provided with appropriate extra reading support to help them develop reading strategies that will enable them to master their difficulties. At the end of Key Stage 2, the majority of pupils are competent readers; most above average and average-attaining pupils read independently, using a greater range of reading strategies and showing growing proficiency in discussing style, characterisation and the development of plot. They have more-informed views about the genre of books which they prefer to read and are developing tastes for particular authors and subject matter. Below average attaining pupils generally have secure reading strategies by Year 6, though often their reading is hesitant and lacks appropriate expression. Parents are encouraged to become involved with their child's reading progress and are able to share comments and views with teachers in pupils' reading record books. Most pupils understand how to access books in a library and are able

to explain accurately the uses of indexes and glossaries. Most pupils use the dictionary and thesaurus successfully to improve the quality of their writing and extend their vocabulary. There is growing awareness, especially in Key Stage 2, of the different genres of writing, and pupils are clear about the differences between works of fiction and non-fiction.

83. Teachers' planning for literacy ensures that pupils are presented with an appropriately wide and challenging range of opportunities for writing; the standards they attain in response to these is broadly satisfactory. In reception, pupils' letter formation is sound and their copy-writing skills are satisfactory. In Key Stage 1, above average pupils make progress with letter shapes and attain sound standards in the use of basic punctuation in their writing. By Year 2, they are able to write in a variety of styles to suit different purposes, such as letters, reports and short-story writing. However, a scrutiny of the work of average and below average pupils in Years 1 and 2 shows that their use of cursive script is insecure and inconsistent; their presentation of their work is sometimes untidy. Standards of spelling are variable. By the end of Year 4, there is still evidence of difficulties in these areas among average and below average attaining pupils, though standards among above average attaining pupils have improved significantly. By the end of Year 6, the writing of pupils of average and above average ability shows clear evidence of progression in a range of different aspects of their work across the curriculum. There is good use of historical topics and problems to stimulate interest, and pupils are able to record their scientific experiments in the appropriate style of writing. Spelling, punctuation, grammar and handwriting all show progress and a more secure mastery; pupils are able to use their vocabulary skills to give colour, effect and variety to their descriptive and discursive writing. They have greater confidence in the use of literary devices such as metaphors and alliteration to extend and develop their writing styles. Less able pupils make a sound effort, but the quality of their work is less consistent and there are continuing difficulties with spelling, punctuation, handwriting and presentation.
84. There were no specific concerns about English identified in the last inspection report, though both the school and the inspection team identified writing as an area requiring further development. The literacy coordinator's planning to implement the literacy strategy shows foresight, though she does not have sufficient time out of the classroom to monitor and evaluate the delivery of the literacy curriculum across the school. She has clearly identified the need to bring about an improvement in pupils' standards of writing, and in particular, to ensure greater consistency in the development of handwriting across the school so that pupils' presentation skills are improved. The school's results in the 1999 standard assessment tests in Key Stage 2 show that there was a larger proportion of pupils achieving Level 5 in English, thus meeting the targets set by the school.
85. Progress is satisfactory overall, especially at the end of Key Stage 2. The provision of work appropriately adapted to match pupils' ability levels means that all have the opportunity to experience success and build up confidence. Speaking and listening skills show clear progress as pupils learn to work together collaboratively and to take the initiative to discuss their tasks and the problems with which they are challenged. Reading skills have developed well since the last inspection, and the ERIC sessions are characterised by the wide range of literature which pupils like to read. Writing shows progress, especially at the upper end of Key Stage 2, where pupils learn how to organise their thoughts and material to produce logically argued

and neatly presented work. Progress is most evident when all pupils, including the most able, are appropriately challenged with work that matches their ability level.

86. Pupils with special educational needs who are experiencing difficulties with their learning are provided with suitably adapted work which builds up their confidence to develop the skills needed to tackle areas they find difficult. Teachers and support staff know the pupils well, and their special educational needs are well defined and targeted so that they work productively to arrive at the outcomes identified in teachers' plans. However, there are no consistent procedures in place to ensure that gifted pupils are routinely challenged with extension work in all year groups and all areas of the curriculum.
87. Pupils respond to their literacy lessons very well. They are generally eager to take part in discussions; they are prepared to concentrate and persevere to overcome difficulties, especially when work is well matched to their abilities and is appropriately challenging with clear objectives. Relationships between pupils and teachers are positive and mutually respectful; pupils collaborate well together and increasingly support each other's learning as they mature.
88. Teaching is good overall, especially in Key Stage 2. Lessons are well planned, thoughtful and delivered at a brisk and purposeful pace. Pupils are made aware of lesson objectives and in most lessons the use of a range of skilful teaching strategies and activities sustains concentration and involvement in the lesson. Most teachers challenge pupils rigorously through a shrewd use of questioning, backed up by good subject knowledge. Teachers ensure that pupils' learning is reinforced through good lesson planning. Samples of pupils' work inspected show that marking is done regularly, and often with the pupil present, but not all teachers give enough guidance and information to help pupils identify weaknesses in their work and thus raise their standards of attainment by improving upon their performance.
89. The quality and quantity of resources are sound. Appropriate material has been purchased to deliver the literacy strategy, and all the major genres of written English are represented, with a good balance between works of fiction and non-fiction. The use of information and communication technology is, at present, underdeveloped as a vehicle for promoting greater knowledge and understanding of language and literature. Computers are mainly used for word processing, which helps pupils improve their presentational skills, but there is insufficient emphasis on developing drafting and re-drafting skills to raise the quality of writing.
90. The literacy coordinator has produced detailed guidelines and plans to support her colleagues in the delivery of the curriculum. Teachers across the school have worked hard to ensure the success of the introduction of the literacy strategy. They have gained in confidence in devising successful methods of addressing the different demands of the initiative and have been helped in this by the training offered and advice given by the coordinator. However, the coordinator does not yet have the opportunity to observe the quality of teaching in the classroom, though she does monitor teachers' planning and standards of work in pupils' books. This makes it more difficult for her to identify any problems of inconsistency of provision or approach within and between year groups. The lack of time and opportunity to develop appropriately formal procedures to collaborate with colleagues in order to moderate written work makes it more difficult for teachers to; accurately identify National Curriculum levels of attainment; inform curriculum planning and to guide pupils towards the next step forward in their learning.

MATHEMATICS

91. The pupils' levels of attainment in mathematics, as indicated by the National Curriculum tests in 1999, are above the national average for both key stages. The trend in these results over the four years 1996 to 1999 has fluctuated slightly at Key Stage 1, with peaks in 1997 and 1999. There has been more of a steady improvement in Key Stage 2, illustrating the highest result in 1999. In comparison with those of pupils in other schools of a similar type, the pupils' levels of attainment in mathematics, as indicated by the 1999 national tests, were above average for both Key Stage 1 and Key Stage 2.
92. Inspection evidence shows that the level of attainment achieved by pupils at the end of Key Stages 1 and 2 is in line with the national average. In lessons observed and work scrutinised, pupils are achieving standards in line with national expectations, and in Year 6 these standards are above average. The impact of the National Numeracy Strategy on raising standards is in its infancy. The school introduced it last term and has additional teacher training organised for the week after the inspection.
93. Weaknesses in the last report were concerned with very few opportunities provided for pupils to apply their mathematical knowledge. Therefore pupils' abilities to use their mathematical skills and knowledge were inadequately developed; work was not well matched to pupils' attainment; assessment of progress was inconsistent and variable in purpose and quality, and lesson objectives were unclear. Good progress has been made in most aspects, but opportunities for pupils to apply their mathematical knowledge, and suitable work for the more-able pupils to extend their skills and understanding are inconsistent.
94. Most pupils enter the reception class with levels of ability above those expected for children of their age. They make satisfactory progress in Key Stage 1 and good, consistent progress in Key Stage 2. Pupils with special educational needs make appropriate progress in mathematics according to their individual abilities, but too few opportunities are available for more-able pupils to extend, rather than consolidate, their skills and understanding.
95. By the end of Key Stage 1, pupils are beginning to understand place value to 100. They count confidently to 20, but have only a moderate capacity for the recall of addition and subtraction facts to ten. Following work on odd and even numbers, pupils can identify them in numbers to 20, with those of higher ability identifying even numbers to 100. Pupils can identify double numbers in a number sentence, add them, and add the remaining numbers. They understand the concept of a half and can find the half of an even number to 20. Pupils recognise pairs of numbers that make ten and add on one or two. The majority of pupils confidently use their knowledge of the value of coins to total small amounts and calculate change from a given amount. Most pupils can name and recognise the basic properties of triangles, squares, circles and rectangles. They use standard measures of length and measure with an appropriate degree of accuracy. Block graphs are used to record data and pupils can give the directions "left", "right", "up" and "down".
96. By the end of Key Stage 2, pupils use the four operations with increasing confidence. They have a sound understanding of place value and use this knowledge successfully in mental calculations. Younger pupils in Key Stage 2

understand “clockwise”, “anticlockwise”, and the four points of the compass. The more-able pupils know eight points of the compass. Pupils apply this knowledge successfully to solve problems relating to directions. The ability of pupils to partition numbers is effective in aiding addition. They are very secure in adding tens and have sound knowledge of number bonds. Older pupils in Key Stage 2 understand factorising and rounding of numbers to aid calculations. Pupils know the terminology of fractions and are able to manipulate fractions quite well from mixed numbers to improper fractions. They know that prime numbers do not have factors. Pupils are conversant with frequency tables and can interpret information given by block and scatter graphs.

97. Pupils make satisfactory progress through Key Stage 1. Pupils are developing an appropriate understanding of mathematics through a variety of activities including counting, ordering, sequencing numbers, grouping and matching. During one lesson, Year 1 pupils successfully identified the repeat unit pattern when finding even numbers on a hundred square. In some cases work is not sufficiently challenging for the more able. Progress through Key Stage 2 is good. A wide range of mathematical activities is covered effectively. There is insufficient use of investigations to develop understanding and motivate pupils.
98. Pupils’ attitudes, interest and behaviour are very good. Throughout the school, pupils respond with growing confidence to the challenging questions which teachers set. They are willing to enter into discussion about their work even when they are unsure. They concentrate well and remain at their tasks, working hard for the whole lesson. They take pride in their work, with neat presentations and appropriate labelling. Pupils co-operate well with each other and wish to please their teachers. Others’ explanations are listened to with interest.
99. The quality of teaching mathematics during the lessons observed was satisfactory and occasionally good in Key Stage 1. In Key Stage 2 it was mainly good, and occasionally very good or satisfactory. The good and very good teaching was exemplified by a clear understanding of what pupils should learn, and the selection of appropriate methods and activities for them to do so, allowing for the prior attainment of the pupils. With the support of the numeracy strategy appropriate emphasis is being placed on mental mathematics. Numeracy skills contribute well to other subjects and in particular the use of graphs to represent data in science and geography. The use of information technology to support mathematics is insufficiently developed.
100. Day-to-day assessment of pupils’ work is generally effective in influencing planning to help the next stage in pupils’ learning . Assessment procedures for the long-term monitoring of pupils’ progress are in place and effective.
101. Methods of monitoring and evaluation the teaching, learning and curriculum coverage are largely informal, but are insufficient to ensure good continuity and progression within the subject. The role of the co-ordinator is underdeveloped and is based largely on the management of resources. The school successfully introduced the National Numeracy Strategy last term as its scheme of work on which to base planning for each year group. This is supported by a commercial scheme used throughout the school. Resources are sufficient and easily accessible.

SCIENCE

102. Pupils enter Key Stage 1 achieving standards in science broadly in line with those expected for their age. In 1999 nationally-recorded teacher assessments for pupils at the end of Key Stage 1 showed that pupils made sound progress and achieved standards in line with national expectations. From the work seen pupils currently in Key Stage 1 are also meeting national expectations. In 1999 Key Stage 2, pupils made very good progress and by the end of the key stage were well above the national average nationally. Sixty-two percent of pupils reached Level 5. From the work seen of pupils' currently in Year 6 attainment is above that expected.
103. Since the last inspection standards have risen at the end of Key Stage 2 from matching expectations to being well above in 1999, with the majority of more-able pupils being challenged. Standards at Key Stage 1 have remained satisfactory.
104. In Year 2, pupils sort materials into whether they are natural, natural and altered, or manufactured. They sort animals found in the school Victorian garden and school pond, name parts of a flower and identify pushing and pulling actions in order to make things move.
105. By Year 6, pupils identify through research microbes that are good and those that are harmful and through investigation relate an increase in temperature to the increased growth of microbes. They identify methods of separation such as sieving, decanting, filtering, evaporation and identify where these are used. They investigate the variables that influence the rate at which jelly dissolves, evaluate their conclusions against predictions and use scientific vocabulary such as "dissolve", "evaporation" and "condensation" correctly to describe their findings.
106. Sound progress at Key Stage 1 is demonstrated, with pupils in Year 1 recording simple characteristics of objects, such as rocks that are hard, round or dull, and pupils in Year 2 sorting a range of materials by a single criterion. Good progress at Key Stage 2 is shown through extending simple description in Year 2 to being able to identify a simple fair test when investigating friction in Year 3. By Year 6, pupils devise their own fair tests, are aware of a range of variables and draw conclusions from a range of class tests about the most effective method to dissolve jelly.
107. Science is not identified on the individual education plans of pupils with special educational needs. However, these pupils are well supported to ensure that they have full access to the curriculum and, for example, pupils with special educational needs who, while finding recording difficult think scientifically, are given opportunities to work in higher attaining groups.
108. At Key Stage 1 literacy is supported through recording of pupils' work, labelling and discussing they way they sorted materials. Numeracy is developed through, for example, creating a graph of the pupils' favourite foods. At Key Stage 2 literacy is supported through pupils' independent recording of their investigations, research and discussion of results. Numeracy is developed through, for example, the measurement of mass in Year 6 when comparing the strength of pillars with different profiles and the measurement of the force of friction in newtons in Year 4. Science makes a limited contribution to information technology.

109. Pupils' attitudes to science are good. This enables teachers to use practical work and investigation to support learning, and, through clear, well-presented written work to identify what pupils know, understand and can do.
110. Overall, teaching is good. At Key Stage 1, based on the evidence of two sound lessons and a review of pupils' work, teaching is judged to be satisfactory. The best elements of the lessons were that they were clearly based on the Qualification and Curriculum Authority scheme of work, teachers had good questioning skills and the aims of the lessons were clear. Areas for development are to ensure that there is sufficient pace to engage all pupils, use support staff more effectively and ensure that the interpretation of the scheme of work is appropriate and well matched to the age of the pupils. At Key Stage 2 teaching is good overall, with two satisfactory lessons, one good lesson and one very good lesson seen. The scrutiny of work shows that teachers challenge pupils and make good use of investigation. The most successful features of lessons seen were teachers' good knowledge and understanding that ensured that work was well matched to the age and ability of pupils, challenging their thinking. Other positive features were that planning was firmly based on pupils' previous experience and good use was made of opportunities for pupils to show what they know, understand and can do. Aspects for development are to ensure that: all pupils, including gifted or talented pupils, are appropriately challenged: recording observations should be of real objects, not copying diagrams; and there is sufficient pace for all pupils to be fully involved.
111. The subject is well led by a knowledgeable coordinator. The school has recently adopted the Qualification and Curriculum Authority scheme of work and, while assessment procedures are recording pupils' attainment, these are not yet being used sufficiently to inform future planning. The coordinator monitors planning intentions and reviews pupils' work, but there is insufficient monitoring of the outcomes of planning, teaching and the accuracy of assessment. Resources are satisfactory. They are used well and good use is made of residential courses to support the curriculum.

ART

112. It was only possible to observe one art lesson in each key stage. This is not enough to make a secure judgement on teaching. However judgements on attainment, which are in line with that expected for pupils of age seven and 11, and learning are made through the observation of work, discussions with pupils and displays.
113. At Key Stage 1, pupils have satisfactory opportunities to explore a range of colouring media, although they are not encouraged to mix paint to create their own colours. They have looked at and mimicked the work of famous artists including Van Gogh. By the time they reach the end of Key Stage 2, they have increased this list to include Kandinsky, Picasso and others. They use clay to illustrate their topic on ancient Greece, making small pots and seals, and decorate these and other materials to represent the art of the time. The coordinator monitors planning intentions and reviews pupils' work, but there is insufficient monitoring of the outcomes of planning, teaching and the accuracy of assessment. There are satisfactory resources that are well used.

DESIGN AND TECHNOLOGY

114. In the last inspection standards for design and technology were judged to be satisfactory. Only one lesson was observed during this inspection. Evidence of pupils' abilities in designing and making skills is demonstrated in their displays of work and in photographs of previous work. This shows that standards achieved are still in line with those expected in schools of a similar type.
115. In the last inspection too few lessons were observed to allow judgements to be made about the quality of teaching and of learning. Again no judgement can be made about the quality of teaching. From examining the displays of work, and from talking with pupils in Year 6, it can be seen that pupils develop sound learning and have positive attitudes to their work in design and technology. Work including birthday cards in Year 1, fairground models in Year 4, Victorian samplers (Year 5), and Greek face masks and clay pots (Year 6) indicates the care and enthusiasm of the pupils. This work, along with teachers' plans, also indicates the widening experience pupils have of using various materials, of extending their designing and planning skills, and of making products. A popular topic with pupils in Year 5 is the 'crashed car' project. This involves continuous evaluation of designs and the use of different materials. However, there are not sufficient opportunities for pupils to work with construction kits in order to provide more experience involving mechanisms. Furthermore, pupils do not use their information and communications technology skills enough to help them in design and technology.
116. Strong curricular links are made with art, and this helps to further promote some design skills. Pupils' levels of achievement are aided by the co-operative planning in year-group teams, and the training courses attended by support and other staff to link design and technology and art, to working with pupils with special educational needs. However, there is insufficient opportunity for the monitoring of teaching. There is also a lack of a detailed curriculum planning through the school (scheme of work) which provides a pattern for the regular assessment of pupils.

GEOGRAPHY

117. Only lessons in Key Stage 2 were observed during the inspection. From these lessons, and from looking at pupils' work, it is evident that the standards of attainment are in line with those expected in schools of a similar type. This reflects the level of achievement noted in the last report in 1996.
118. Pupils in Year 3 know about maps and can identify many countries on a map of Europe. Some know capital cities such as Dublin, London, Paris and Rome, and can make good use of an atlas. Most can use grid references to locate different parts of Stoke in their work on local industry. Some explain the loss of jobs in the potteries, with factories closing down or some workers being replaced by others. Pupils in Year 5, studying weather, show that they have a good knowledge of conventional symbols used on weather maps. They can also suggest why the weather-station instruments are in a wooden slatted box – 'to protect from rain', 'from people', and 'from wind'. Pupils in Year 6, in the introduction to their study of Chembakoli, an Indian village, are able to draw upon their knowledge of India developed in other subject areas such as religious education, and art. Thus they note the key cultures of Hinduism and Islam (Muslims), the Hindu celebration of Diwali, and the Mahendi decoration patterns.
119. The quality of teaching in Key Stage 2 is good overall, and often very good. Particular strengths include the good knowledge and understanding of the topics being taught, and the detailed teaching plans for lessons. These are then followed up by a good pace to the lesson, and by skilful management of pupils, such as a quiet word in the ear of individual pupils to help them sustain their concentration. A group of pupils in Year 3, many with special educational needs, responded well as they worked well in pairs on finding their way around maps of Stoke on Trent. The enthusiasm and interest of pupils in Year 5, again including some lower attaining pupils, were evident as they responded to a lively teaching approach to weather symbols. Pupils in Year 6 enjoyed the rich and attractive classroom environment reflecting the cross-curricular India topic. Colourful posters and saris, interesting photographs and artefacts (many brought in by pupils from home), Indian music to help set the scene – these all contributed to providing a stimulating learning environment. At the end of one lesson a pupil who usually needs a lot of support and encouragement was heard to remark, 'I enjoyed that lesson, Miss'. Thus pupils generally learn well, have positive attitudes to their lessons, and make sound progress in their learning.
120. The school recognises the need to develop a more coherent scheme of work, or long-term plan, and to provide greater opportunities for the monitoring of teaching. There is also the need to develop a more rigorous and systematic assessment and recording of pupils' achievements, which in turn can be used to guide planning. Effective use is made of some of the recently-published curriculum guidelines from the Qualifications and Curriculum Authority to support existing curriculum plans. Pupils' achievements also benefit from the strong cross-curricular links with other subjects, especially history, and from the good quality co-operative planning in year groups. There is some good use made of information technology, such as the spreadsheets for the Year 5 weather study data, but overall such use of information and communications technology is unsatisfactory. Good use is made of local area studies and of other visits to enrich learning. There is a satisfactory range of resources, but some are now dated and they are barely satisfactory to continue to sustain sound progress.

HISTORY

121. Attainment in history is in line with national expectations in Key Stage 1 and good in Key Stage 2. At Key Stage 1, pupils show a good development of chronological skills and are aware of the concept of the “past”, which is reinforced through work on timelines. There is a growing understanding of the concept of change over time through pupils’ work on favourite meals and changing tastes between childhood and adulthood and also through their work on old toys in Year 2. Most pupils are confident in expressing their views and show a sound development of speaking skills. Pupils develop a range of literacy skills through the tasks they are given in history and are able to categorise and sequence a selection of pictorial evidence in the story of Guy Fawkes. Skills of recall and reasoning are sound.
122. Pupils in Key Stage 2 build on the knowledge, understanding and historical skills acquired in Key Stage 1. In Years 3 and 4, they learn to apply their knowledge to historical problems with an increasing degree of historical imagination and empathy. Lesson observations and a scrutiny of pupils’ work show that they have sound background knowledge and can recall, locate and select information. Their work on the Roman Empire shows that they have a promising cross-curricular awareness, applying their numeracy skills to interpret a source of evidence on the Roman army. By Years 5 and 6, pupils are acquiring the confidence to develop their interpretative and investigative skills to consider the relative importance of change, cause and consequence in their study of life in Victorian Britain and of the conventions of the ancient Greek theatre. Speaking and listening skills are sound among the majority of pupils; in Year 4, they show awareness of the differences in perception of an event on the part of the Aztecs on one side and the Spanish conquistadors on the other and they can discuss the possible motives of the two sides. They are able to draw reasonable inferences from a TV programme on the conquest and extract relevant information from it. Written tasks include a variety of extended writing, reports and diary work and these show that many pupils are able to detect bias in sources. Overall, standards of written work are sound, though writing skills are less secure than oral work.
123. Progress in history is sound in Key Stage 1 and good in Key Stage 2. Pupils make appropriate progress in the essential historical skills and competencies, which is reinforced by the emphasis on the development of cross-curricular skills in writing, speaking and listening and the adoption of an investigative approach to problem-solving. These factors have a positive effect on pupils’ progress in history. Thoughtfully-adapted work enables pupils with special educational needs to make sound progress in their learning.
124. Pupils are interested in and enthusiastic about their work in history. They are generally attentive, and keen to ask and answer questions and to make relevant contributions to discussions. Pupils concentrate and persevere with tasks, especially when the content area grips their imagination. They work best when clear aims and objectives are set so that they are aware of what they need to do to raise their standards of attainment. Visits to local sites and institutions of historical interest help them to apply their experiences to their school work in a positive manner.
125. The quality of teaching in history is never less than satisfactory and it is often good. Teachers have good subject knowledge and use a variety of teaching strategies to sustain pupils’ interest and concentration. Clear lesson aims, brisk pace and appropriate challenge stimulate and encourage pupils to make their best effort.

Targeting the development of cross-curricular links and skills draws pupils' learning together, enabling them to make progress in the handling of historical evidence and in recording their findings. Positive and informative marking of work, especially at the upper end of Key Stage 2, reinforces this approach.

126. There is a satisfactory range of resources available to deliver the history curriculum, with a variety of books, artefacts and other historical source material. Wall displays are attractive and colourful, suitably linked to the history curriculum, and add a further dimension to pupils' historical knowledge.
127. The National Curriculum Programmes of Study and the key elements in history are appropriately addressed and delivered through the scheme of work. This is planned to ensure progression in learning and the development of the relevant historical skills. Concepts and skills developed in Key Stage 1 are consolidated in Key Stage 2 and there is progression from the familiar and local to the more distant in time and place. The curriculum coordinator gives advice and support to her colleagues to ensure that the history curriculum is properly delivered across the school. However, there is little opportunity to monitor and evaluate the quality of teaching in the subject or to ensure that there is consistency of approach and delivery across the school. At present, assessment in history is not sufficiently structured to inform the planning of future work by targeting areas requiring reinforcement.

INFORMATION TECHNOLOGY

128. From the work seen pupils' attainment in information technology is in line with expectations in both key stages. This is a significant improvement since the time of last inspection, where the work at Key Stage 2 did not meet the appropriate standard. Since the introduction of the Qualification and Curriculum Authority scheme of work pupils are making sound progress throughout the school.
129. By the end of Key Stage 1 pupils use a graphics program to create a freehand drawing of a favourite toy, using a range of program tools; for example, 'brush', 'pencil', 'rubber', 'fire' and a range of colours. They use a word processor to enter simple text and change the font and its style. By the end of Key Stage 2, pupils enter data into a spreadsheet and use it to total data and to model the effect of changing some of the data.
130. Year 2 demonstrates progress through Key Stage 1 through the input of only single words, the use of pictograms and the creation of single-line drawings in Year 1, and the use of full sentences, different fonts and a range of graphics tools to create 'pictures'. Progress through Key Stage 2 is shown through the simple inclusion of clip art in text in Year 3 and the use of a wide range of graphics to present the front page of a newspaper with a very clear emphasis on presentation for a particular audience by Year 6.
131. Pupils with special educational needs do not have individual education plans that set specific targets for information technology. However, pupils with special educational needs do use information technology to support their learning and overall they make good progress.
132. Information technology makes a contribution to literacy through the drafting and redrafting of work in Year 4 and to numeracy through the use of spreadsheets to explore arithmetical modelling in Year 6. Art is supported through the use of

graphics, geography uses spread sheets in Year 5 to record weather data and science uses datalogging.

133. Pupils' attitudes to information technology are good. This combined with good behaviour enables teachers to maintain pupils' interest and concentration and as a consequence enhances the rate of learning.
134. Overall teaching is good. As only one lesson was seen at Key Stage 1 it is not possible to make an overall judgement of teaching at this key stage. At Key Stage 2 three lessons were seen, one of which was satisfactory and the others were good. The features of the most successful lessons were teachers' good knowledge and understanding, enabling them to challenge pupils through good questioning, and relating information technology lessons to the literacy and numeracy currently taught with a good use of resources. However, there is not always sufficient challenge for the full range of ability, preparing screens in advance to ensure that pupils make best use of their time, and making use of information technology to support other subjects more systematically.
135. The school introduced the Qualification and Curriculum Authority scheme of work in September and this has had a significant impact on raising standards and teachers' expectations of pupils. It is also ensuring that all Programmes of Study are addressed. However, while assessment procedures are in place they are not sufficiently detailed or developed to inform planning of work to help challenge the pupils. Information technology does support literacy, numeracy and other subjects to some extent. However, there is lack of application of the skills learnt in information technology to support other learning. The subject is soundly led and staff training has had an impact on standards. Resources are good with a computer suite, allowing one computer between two pupils, 'turtles', datalogging equipment and a computer in each classroom. However, during the inspection only limited use was made of the computer in the classroom, which hinders pupils' progress.

MUSIC

136. A small team teaches music, all of whom are competent musicians. They draw from a scheme of work written by the music coordinator, which usefully explores the different strands of music through the school's main curriculum topics. Consequently all aspects of the National Curriculum for music are well covered in a progressive and systematic way throughout the school. Standards of attainment at Key Stage 1 are as expected for pupils of similar age and at Key Stage 2 they are above such standards.
137. By the end of Key Stage 1, pupils sing well in tune and with enthusiasm. They have a varied repertoire of songs, play simple rhythms using unpitched percussion, and listen to a variety of recorded music.
138. By the end of Key Stage 2, the pupils' singing has developed confidence, and they sing with good expression and clear diction. They compose melodies using a range of techniques including drones and pentatonic scales and they understand elementary form. Most record their melodies using staff notation, and perform them in small groups, using tuned percussion and keyboards. Composition is a particular strength of the music in the school.

139. Pupils may choose from a very good range of extra-curricular activities, including choir, recorder lessons, and specialist tuition from visiting teachers on violin, cello, woodwind and brass. Pupils have very good opportunities to perform their specialist skills and class music in concerts throughout the year, at school, within the partnership of schools and in the wider community.

PHYSICAL EDUCATION

140. Pupils, including those with special educational needs, make satisfactory progress in both key stages and standards at Key Stage 1 are similar to those found in similar schools and at Key Stage 2 pupils are achieving standards above similar pupils. Year 1 pupils in a movement lesson are able to use space effectively and are showing satisfactory control of their movements. In Key Stage 2 this control is further developed in games lessons. In a Year 4 lesson most pupils could handle, pass and catch a rugby ball satisfactorily. Pupils in Year 5, developing their skills to bounce a basketball in a controlled way, were able to work in pairs very well. Later in the lesson they practised these skills using either hand quite well. In a Year 6 dance lesson pupils showed good creative and well-balanced movements when working in small groups to express moods stimulated by music. By the end of the lesson they were able to show very controlled movements in a sequence. The skills developed in the subject contribute to the schools' success in a wide variety of sports, winning many trophies at school and individual level. These include cricket, netball, football, and cross-country running.
141. Pupils with special educational needs are well supported in physical education lessons and they integrate with other pupils well.
142. Overall, in physical education lessons pupils' behaviour is good. They listen to the teacher keenly when in the hall or classroom and obey instructions without delay. However, when outside in games lessons their listening skills are less concentrated, which leads to the need for teacher intervention. Their attitudes to the subject are good and they are anxious to show what they can do. They work well individually and in groups. They show a caring attitude towards one another and are mindful of health and safety. In a Year 6 dance lesson the class watched with interest as groups demonstrated what they had devised and spontaneously applauded their efforts at the end.
143. In the lessons seen the quality of teaching was satisfactory. Teachers have a secure knowledge of the subject and they are diligent in emphasising safety factors. Lessons are planned thoroughly and resources are used appropriately. Tasks and skills progressively challenge pupils' development. Teachers work pupils hard, motivating them to improve. Teachers give good practical demonstrations of the skills they wish pupils to practise.
144. Some of the issues raised in the last inspection report have been dealt with effectively, such as planning and having sufficient time for the subject. Coordinators organise and lead the subject well, but as yet they have not introduced a satisfactory assessment procedures and the subject are insufficiently monitored to ensure a coherent programme with progressive development across the key stages.

RELIGIOUS EDUCATION

145. Overall, at the end of both key stages pupils' attainments in religious education are in line with the requirements of the Staffordshire syllabus. Throughout the school,

pupils', including those with special educational needs, are making satisfactory progress. This represents an improvement since the last inspection, when pupils' progress in Key Stage 2 was judged to be less than satisfactory.

146. In a lesson on the meaning of symbols in everyday life pupils in Year 2 had a satisfactory knowledge of what a wave of the hand, shaking hands and touching another person could mean. Later in the same lesson they began to learn the number and function of the beads on a rosary. Key Stage 1 pupils also write about the Christmas story, including the visit of the three kings. On another occasion they had written about the story of Rama and Sita.
147. In Key Stage 2, pupils in Year 3 have explored relationships, starting with the self and the family. They show satisfactory knowledge of the importance of light in religious festivals in Christianity and other faiths such as Judaism and Muslim. In addition they show sound knowledge of the significance of lights at important events in our lives such as birthdays and Christenings. In a lesson on creation, pupils in Year 3 show good reflective thought before expressing their understanding of the word "beautiful". Older pupils have less written work, but, through the well-planned discussions in classes, pupils in Year 6 show good application of knowledge and reflective thought when they discuss the merits of being truthful in a difficult situation. All pupils discussed things quite well and they could state why they expressed a particular feeling or opinion. Another group of older pupils were beginning to show sound knowledge of the social needs of a family when it joined a new community.
148. The quality of teaching is satisfactory. Teachers have a sound knowledge of the subject, which is a considerable improvement since the last inspection. In the previous report lessons were over-reliant on worksheets that demanded short factual answers and provided too little time for discussion. These issues have been successfully addressed and lessons now include more discussion, which is progressively developed as the pupils move through the school. The standard of discussion, particularly in Key Stage 2 is now good and contributes to pupils' sound understanding of the subject area. However, increased discussion time has led to a problem in recording pupils' knowledge and understanding. The coordinator for the subject is currently trialling an assessment system for discussions as outlined in the new Staffordshire syllabus before introducing it throughout the school.