

INSPECTION REPORT

St.Mary's R.C. (Voluntary Aided) Primary School
Jarrow

LEA area: South Tyneside

Unique Reference Number: 108722

Inspection Number: 190176

Headteacher: Mr M. J. Gallagher

Reporting inspector: D Sleightholme

Dates of inspection: 04/10/1999 - 08/10/1999

Under OFSTED contract number: 0706921

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
Type of control:	Voluntary Aided
Age range of pupils:	3yrs. - 11 yrs.
Gender of pupils:	Mixed
School address:	Ayr Drive Jarrow Tyne and Wear NE32 4AW
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr W.B. Mann
Date of previous inspection:	26 th to 29 th February 1996

INFORMATION ABOUT THE INSPECTION TEAM

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D Sleightholme, RgI	Mathematics Information Technology Art Music	Attainment and progress Teaching Leadership and management The efficiency of the school Special educational needs
P Burke, Lay Inspector		Attendance Attitudes, behaviour and personal development Support, guidance and pupils' welfare Partnership with parents and the community
E Alborough	English Geography History	Pupils' spiritual, moral, social and cultural development. Equal opportunities
P Smith	Areas of learning for children under five Science Design & Technology	The curriculum and assessment
A Davies	Physical Education	Staffing, accommodation and learning resources

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1 - 9

- Characteristics of the school
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

10 - 26

- Attainment and progress
- Attitudes, behaviour and personal development
- Attendance

Quality of education provided

27 - 57

- Teaching
- The curriculum and assessment
- Pupils' spiritual, moral, social and cultural development
- Support, guidance and pupils' welfare
- Partnership with parents and the community

The management and efficiency of the school

58 - 80

- Leadership and management
- Staffing, accommodation and learning resources
- The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	81 - 96
English, mathematics and science	97 - 127
Other subjects	128 - 164

PART C: INSPECTION DATA

Summary of inspection evidence	165 - 166
Data and indicators	167 - 173

MAIN FINDINGS

What the school does well

- Standards in mathematics are above average at age 7 and they are improving in English, mathematics, science and information technology in the junior years.
- Most pupils make good progress in most subjects by the time they leave the school.
- The teaching is good in about three-fifths of lessons – mostly for the under-fives and the juniors.
- Pupils' attitudes and behaviour are good; this is also true of relationships throughout the school.
- Spiritual, moral and social development are good.

Where the school has weaknesses

- I. The quality of information and the timing of communications with parents are unsatisfactory.
- II. Insufficient attention is given to judging the impact of teaching on standards, pupils' work and the curriculum they receive.
- III. The links between the governors, headteacher and staff are insufficiently promoted in relation to the subjects and aspects of the school.

The school has many more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has satisfactorily addressed most of the weaknesses pointed out in its last inspection in 1996. Pupils make better and more consistent progress in music and it is now taught satisfactorily. There is now a satisfactory system for checking pupils' progress. This helps teachers to decide what pupils are next to learn. Some aspects of management are better, especially financial control and the way the governors have addressed the procedures by which sub-committees operate. However, the present arrangements for checking teaching and for knowing how the work of the school is progressing remain unsatisfactory. Although the involvement of parents and the links with the community have traditionally been good, this inspection has shown them to be satisfactory. The quality and timing of information parents receive has become a weakness. The school has set appropriate targets and it is well placed to make further improvements.

Standards in subjects

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

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

The information shows, for example, that while standards in English and mathematics are in line with the national average, they are well above those in similar schools.

There is clear evidence that standards are now improving in the junior age range particularly in the achievements of pupils in Year 4 and Year 5. Standards in information technology are average in the infants but improving in the juniors. Pupils' competence in all other subjects is about average and in art, design technology and history pupils do well in the juniors. This inspection did not cover religious education. Through the nursery and reception years almost all pupils make good progress. By the age of 5 most achieve what would be expected across a range of their work; their mathematical work is particularly good.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	good	satisfactory	good
Mathematics	good	good	very good
Science		satisfactory	good
Information technology		satisfactory	good
Other subjects	good	satisfactory	good

Teaching is at least satisfactory in 92% lessons. It is good in 59% of lessons; mostly in the early years and juniors. Teaching is very good in 13% of lessons but less than satisfactory in 8% lessons. Although there is some good teaching in almost all year groups, most of the unsatisfactory teaching occurred in a small number of infant lessons where there were weaknesses in pupil management.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good overall. A few instances of unsatisfactory behaviour in Year 1 and Year 2.
Attendance	Good. Above the national average. A small number of pupils are at times late for school.
Ethos*	Good. Most pupils show positive attitudes to learning, they relate well to adults and each other and this helps them to make good progress.
Leadership and management	Satisfactory implementation of the school's aims. Satisfactory operation of sub-committees and financial practices. Some aspects of the role of the governing body insufficiently developed. Headteacher does not check teaching sufficiently; co-ordinators do not check standards sufficiently.
Curriculum	Good overall. Well matched to the needs of the under-fives. All National Curriculum requirements met and satisfactory assessment procedures. Insufficient range of extra-curricular activities.
Pupils with special educational needs	Good curriculum provision throughout the school ensuring pupils with special educational needs make satisfactory and more-often good progress.
Spiritual, moral, social & cultural development	Spiritual, moral and social development are good; cultural development is satisfactory.
Staffing, resources and accommodation	Satisfactory overall. Good level of teaching staff and good accommodation. Satisfactory staff training programme and satisfactory levels of learning resources.
Value for money	Good.

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

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

· **What most parents like about the school**

- IV. The good standards of work and the good progress their children make.
- V. The good teaching.
- VI. The positive attitudes and values promoted by the school.
- VII. The good behaviour.

What some parents are not happy about

- VIII. The amount of notice they receive for
- IX. The timing of the parents' evening to receive
- X. The way complaints are dealt with.
- XI. The limited range of extra-curricular

Inspectors' judgements support the parents' concerns regarding the amount of notice they receive for school events and the limited range of extra-curricular activities. The school has satisfactorily dealt with complaints and the views of some parents on this matter are unjustified. Inspectors support the present concerns of parents, other than those of pupils in Year 2 and Year 6, regarding the timing of the meeting to discuss their children's progress.

KEY ISSUES FOR ACTION

In order to build on the many strengths in this school and improve the provision further the governors, headteacher and staff should:

XII. Improve the monitoring of teaching and standards by:

The headteacher introducing a programme of monitoring visits to classrooms giving, in the first instance, priority to literacy, numeracy and the core subjects.

Co-ordinators visiting other classrooms and sampling pupils' past work to comment on coverage, standards and progress; completing monitoring documentation and reporting findings to the headteacher, governors and staff through more formalised linked procedures.

(paragraphs 61,62,64, 106, 107, 118, 126, 134, 141, 147, 152, 159, 164)

XIII. Strengthen the partnership between the governors headteacher and staff to give a clear lead for the educational direction of the school and to evaluate the progress that is being made by:

Implementing the ideas for monitoring suggested above and extending the present arrangement of linked governors to other subjects and aspects.

Further develop the links with governors so that they are fully involved in the school development planning process.

(paragraphs 62 and 65)

XIV. Improve the quality and timing of information to parents by:

Revising the content of the school prospectus to reflect the curriculum provision for the under-fives and how the school has made use of the opportunity to be more flexible in delivering some National Curriculum subjects.

Reviewing the arrangements for the reporting to parents their child's / children's progress.

Ensuring dates for communicating information to parents are planned to include sufficient notice, and adhered to.

(paragraphs 52 and 53)

· **INTRODUCTION**

· **Characteristics of the school**

1 The school was built in 1962 and is located to the south east of Jarrow town centre. Most of the area surrounding the school is formed from an estate of local authority semi-detached housing. However a small number of pupils come from other nearby estates and some from owner-occupied properties. The level of unemployment in the area is high and at present 31% pupils are eligible for free school meals. Although there is a range of family backgrounds represented within the school some pupils are from households where disadvantage is present.

2 Most pupils are 3 years of age when first admitted to the nursery during the autumn term. The nursery has been converted from a former infant school. When admitted, the attainment of most pupils is below what would normally be expected. At the time of the inspection none of the reception children were aged five.

3 The school is average in size when compared to other primary schools nationally. The school population has remained generally stable. Currently there are 191 pupils on roll with 53 part time pupils in the nursery unit. There are no pupils from ethnic groups.

4 At present, although the school has identified 34 pupils with special educational needs, there are no pupils with statements.

5 The school prospectus makes a commitment to the “spiritual, moral social and intellectual development” of pupils within the framework of values promoted by the church. The school development plan includes targets for 1999/2000 as:

XV. The implementation of the Numeracy Hour.

XVI. Further developments to the Literacy Hour.

XVII. Improving the resources for the early years and for special educational needs.

XVIII. Introducing and developing a home school agreement.

· **Key indicators**

6 Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	13	13	26

· National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	12	13
	Girls	13	13	13
	Total	24	25	26
Percentage at NC Level 2 or above	School	92 (96)	96 (96)	100 (89)
	National	80 (80)	81 (80)	84 (83)

· Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	11	12
	Girls	13	13	13
	Total	25	24	25
Percentage at NC Level 2 or above	School	96 (97)	92 (89)	96 (100)
	National	81(80)	85(83)	86(85)

¹

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	14	17	31

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	7	8
	Girls	12	11	11
	Total	20	18	19
Percentage at NC Level 4 or above	School	65 (46)	58 (64)	61 (71)
	National	65 (63)	59 (61)	69 (68)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	9	11
	Girls	14	13	15
	Total	24	22	26
Percentage at NC Level 4 or above	School	77 (54)	71 (77)	84 (75)
	National	65(63)	65(63)	72(69)

2

Percentages in parentheses refer to the year before the latest reporting year

• **7 Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	7.9
	Absence	National comparative data	5.7
	Unauthorised	School	0.3
	Absence	National comparative data	0.5

• **8 Exclusions**

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

• **9 Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	13
	Satisfactory or better	92
	Less than satisfactory	8

· **PART A: ASPECTS OF THE SCHOOL**

· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

10 The attainment of most children when they are admitted to the nursery is below average. Most pupils, including those with special educational needs, make good progress and by the time they are five in the reception year their attainment is in line with what would be expected across all areas of learning. In the mathematical area of learning many pupils make better progress and transfer to the national curriculum programme for mathematics before they are five. Pupils gain in confidence. They listen well and ask and answer questions freely. Most children speak in sentences confidently and begin to extend their range of vocabulary. They are interested in stories and enjoy books. Pupils sort match and count objects by number and size. They copy patterns, play simple number games, recognise rough, smooth, soft and hard materials and use the mouse with reasonable control when working at a computer.

11 The results of the national tests for pupils age 7 taken over the last three years show performance in reading and writing to be close to the national average. In mathematics it is above the national average. Pupils did very well in the mathematics 1998 statutory tests and results were well above the national average (all pupils attained level 2 and above). The proportion of pupils achieving the higher level (level 3) was in line with that achieved nationally. Although most of these pupils, now in Year 4, achieved level 2 in writing, none of them attained the higher level. Reading standards overall were close to the national average. Although reading performance at level 2 and above was well above the national average the percentage of higher attaining pupils was below the national average. In science in 1998 the percentage of pupils through teacher assessments was above the national average at level 2 but below the national average at level 3. Across the three-year period from 1996 to 1998 the performance of girls exceeded that of boys in writing. By comparison boys' performance exceeded girls in reading. In mathematics there was no significant difference between the performance of boys and girls.

12 When compared with schools of similar characteristics in 1998, reading, writing and mathematics results at Key Stage 1 were well above the average.

13 The results of the national tests for pupils age 11 taken over the last three years show pupils' performance in English, mathematics and science to be close to the national average. National tests results in all three subjects continued to be close to the national average in 1998. However, fewer pupils achieved level 4 in science than was the case nationally and although the percentage of pupils achieving the higher level (level 5) was similar to the national average in mathematics and science, it was below the national average in English. Across the three-year period from 1996 to 1998 the performance of girls exceeded that of boys in all three subjects at Key Stage 2.

14 When compared with schools of similar characteristics in 1998, English and mathematics results at Key Stage 2 are well above average and science results above average.

15 Inspection evidence drawn from lessons, the scrutiny of pupils' work and discussions with current pupils from Year 2 and Year 6 shows that most pupils make satisfactory progress in English throughout the school. By the end of Key Stage 1 and Key Stage 2 their attainment is in line with national averages in all aspects of English. Progress is better in mathematics and this inspection confirms it to be good at both key stages. By the end of Key Stage 1 attainment is above the national average and by the end of Key Stage 2 in line with the national average in all aspects of mathematics.

Some Key Stage 2 pupils are regularly attaining higher levels in their mathematical performance. In science most pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Although pupils' attainment in science is in line with the national average at the end of both key stages most do well throughout the school in experimental and investigative science. Inspection evidence suggests that a significant number of pupils currently in Year 4 and Year 5 are on track to attain above average attainment in all three subjects by the end of the key stage. Pupils with special educational needs make satisfactory progress at both key stages in all aspects of English and good progress in all aspects of mathematics. They make satisfactory progress in science at Key Stage 1 and good progress at Key Stage 2.

16 In English, in speaking and listening by the age of 7 most pupils speak clearly and listen and respond well to questions. By the age of 11 they can describe their own feelings and reflect on each other's points of view. They can convey their ideas using more advanced vocabulary. By the age of 7 most pupils read accurately, confidently and with expression. They use a number of approaches to read unfamiliar words and they can predict what is likely to happen next in a story. Most pupils know how to use a contents and index page. By the age of 11, most pupils read fluently and with greater expression. They regularly use reference materials to find information for topics. By the age of 7, most pupils can write in sentences using elementary punctuation. By the age of 11 pupils write letters for different purposes and review books. Writing is mostly legible and joined; spelling is generally accurate. Presentation in writing improves from Key Stage 1 to Key Stage 2 where written work is neatly presented with good use of accurate letter formation.

17 By the age of 7 most pupils can complete mental calculations quickly and accurately. They know the order of number to 100 and can carry out addition and subtraction confidently. Pupils use money to practice shopping experiences and they check the change. Pupils have learnt to set down larger numbers as tens and units. Most can identify a cube, cuboid, sphere and pyramid. Pupils can tell the time, they measure centimetre lines accurately and know how to calculate area by counting squares. By the age of 11 most pupils round numbers to the nearest ten. They add and subtract using thousands, hundreds tens and units. Most know how to add and subtract fractions and they have learnt how to change these to percentages and decimals. Most pupils know their tables up to 12 times, they measure using all elements of the metric system and use the 24-hour clock well. Most pupils have a good grasp of geometry including knowledge of angles, shape and symmetry. They confidently carry out mathematical investigations in probability and accurately calculate the costs of holidays.

18 In science, by the age of 7, most pupils can name body parts accurately and they know about hygiene. In experimental work they make predictions, carry out scientific investigations and record and review their results. By the age of 11 most pupils understand that the brightness of bulbs can be controlled. They know how to conduct a fair test. They use scientific vocabulary well especially that relating to the study of electricity. They precisely measure the power of sound in decibels and recording their results accurately.

19 In information technology by the age of 7 most pupils can control a mouse skilfully when responding to on-screen commands and programme a Roamer to follow a simple route. By the age of 11 most pupils have made good progress and can use toolbars confidently when producing independent writing or art. They know how information technology has key applications to everyday life and through the use of electronic sensors they can retrieve data which they interpret and discuss.

20 At both key stages most pupils, including those with special educational needs, make satisfactory progress in music and physical education. They make satisfactory progress at Key Stage 1 and good progress at Key Stage 2 in art, design technology and the humanities. Progress in music progress is better than when the school was last inspected. For other subjects progress is similar to the last inspection although in art it has improved at Key Stage 2.

21 The improvements in attainment and progress can be traced to several factors. First the overall quality of teaching has improved. Compared to the last inspection this inspection has recorded a 12% improvement in the number of lessons judged to be satisfactory or better. More importantly, in this inspection almost three-fifths of lessons have been judged to be good; an improvement of 19% compared to the last inspection. Teachers' knowledge and understanding of the subjects they are teaching and their planning for lessons and over time is now good throughout the school. These improvements in teaching are making a direct contribution to improving pupils' progress. This is particularly true of the teaching at Key Stage 2 where pupils' progress is now good in most subjects. Secondly, good use has been made of the curriculum guidance the school has received from the national projects for literacy and numeracy and from the Qualifications and Assessment Authority. Teachers have made very good use of the good practice identified within the literacy and numeracy projects and they are applying several of these approaches successfully to the work of other subjects. Thirdly specific former weaknesses in music have been tackled through the successful delivery of an action plan target drawn up after the last inspection. Attainment in music has improved because a broader range of work is attempted and pupils are provided with better resources.

• **Attitudes, behaviour and personal development**

22 At the time of the last inspection pupils were described as showing positive attitudes to learning across most subjects. This inspection has conformed that this continues to be true. Pupils' response is satisfactory or better in over nine-tenths of lessons and in one-fifth of lessons it is very good. Pupils continue to show good attitudes to learning, which in general reflects their response to the teaching they receive. This is most apparent in Key Stage 2 where pupils show a greater interest in their work, concentrate better, and display a greater willingness to improve standards.

23 Most pupils enjoy taking part in the life and routines of a happy school. Pupils consistently co-operate well during lessons; they are helpful and kind to one another especially when carrying out investigative work.

24 With the exception of a small number of lessons at Key Stage 1, behaviour during the inspection was at least satisfactory and more-often good. Relationships between pupils and adults are also good. There is respect for the rules of behaviour, the code of conduct is understood and pupils feel comfortable in obeying school rules. Prefects show responsibility and help teachers to care for younger pupils during wet play times.

25 Personal development is satisfactory, including that of pupils under five. Younger pupils carry out duties such as distributing and clearing away resources enthusiastically. However, opportunities for showing initiative are largely restricted to pupils at Key Stage 2. Pupils do vote to elect house captains recruited from Year 6 and house points are awarded for a variety of achievements including considerate behaviour. The headteacher announces house points results at the weekly assembly and a trophy is awarded each term. Pupils take pride in belonging to a house and this engenders an atmosphere of friendly competitiveness.

• **Attendance**

26 Parents believe that the school achieves good standards of attendance. This inspection has shown that their views are justified. Attendance is consistently good and well managed. Pupils in general arrive punctually and lessons start on time. There is no unauthorised absence. Parents have been given clear guidance on arrangements for reporting absence to school. Communications with them on this aspect are good.

· **QUALITY OF EDUCATION PROVIDED**

· **Teaching**

27 The quality of teaching ranges from very good to unsatisfactory; most of it is good. When the school was last inspected teaching was described as “sound or better in eight out of ten lessons seen” with “good or outstanding features in four out of ten lessons”. This inspection has confirmed that teaching has improved further and supports parents’ views that this is a strength of the school. The proportion of good teaching, now almost three-fifths, mostly for the under-fives and the juniors, is clearly now a significant strength of the school. At the same time the percentage of unsatisfactory teaching has been successfully reduced from 20% to 8%.

28 The quality of teaching of the under-fives ranges is almost always good. There was no unsatisfactory teaching at this key stage. Teachers’ have very good expectations of what pupils are capable of during their first two years at school. This is a key factor in raising attainment from below average on entry to what would be expected nationally by the age of 5 in the reception class. Teachers plan the work of the under-fives well. This is particularly true of the mathematical and creative areas of learning. They teach the early skills of language, literacy and the physical areas of learning enthusiastically and they make good use of parents to support pupils’ activities. Regular praise and encouragement helps most pupils under-five make good progress.

29 The quality of teaching at Key Stage 1 ranges from good to unsatisfactory; most is satisfactory. At this key stage teachers are secure and confident in what they teach and they plan well. This was particularly true of mathematics lessons for both Year 1 and Year 2 where teaching objectives were clearly stated in both the introductory mental work and main tasks that followed. Specific references were made at the planning stage to the role of the teacher in the development of the lesson. Whereas teaching is overall satisfactory, there are a small minority of lessons where shortcomings in the management of pupils are apparent. These are isolated lessons in English, mathematics, science and geography where the behaviour of some pupils in both Year 1 and Year 2 becomes unsatisfactory. This results in teachers spending an undue amount of lesson time in securing pupils’ attention, dealing with excessive noise and sometimes provocation. When these issues come together most pupils make unsatisfactory progress.

30 The quality of teaching at Key Stage 2 ranges from very good to unsatisfactory. Most of the teaching is good; it is overall very good in mathematics and there was only one lesson, in music, where it was unsatisfactory. All of the very good teaching, 13% of all lessons, took place at this key stage. Key Stage 2 teachers are confident and secure in their teaching throughout the curriculum; they plan pupils’ work effectively and match the tasks closely to individual levels of attainment. In most lessons planning includes three main levels of challenge in the tasks prepared for pupils. This approach is at times extended to the preparation of work at an individual level. For example, in an art lesson for Year 5, each pupil’s personal sketchbook had been individually prepared with a photographic image. This had been carefully selected to challenge individual capabilities in sketching skills. This resulted in very good individual progress and helped to promote higher standards in art. Several good and at times very good teaching strategies are used at Key Stage 2 and these contribute to good progress and higher attainment. In a Year 4 information technology lesson pupils benefited from the teacher’s very careful explanation of how to write a formula to programme a roamer. This helped ensure good progress. In English lessons for Year 3 and Year 6 opportunities were incorporated for the teacher to ask probing questions when older pupils discussed an extract drawn from literature and for younger pupils to have sufficient opportunities to write at length following a discussion of an imaginative story. In the unsatisfactory music lesson too much time was lost when pupils were allocated percussion instruments. Pupils were then allowed too much freedom to fidget with instruments resulting in interruptions to the

flow of teaching. At the end of the lesson the response of pupils in the plenary session confirmed that most had made little progress.

• **The curriculum and assessment**

31 At the time of the last inspection two key weaknesses were identified in the provision of the curriculum and assessment. These weaknesses have been successfully overcome. A published scheme of work is now in place for music through successful in-service training, all of the required elements of the programmes of study are now taught. An assessment policy has been developed to bring a consistent and systematic approach to the assessment and recording of pupils' progress.

32 The curriculum for the under-fives is good. It is stimulating, challenging and fully covers the appropriate areas of learning. It meets the needs of young children and they make good progress. By the age of five they make a smooth transition to the National Curriculum.

33 The curriculum planned at Key Stage 1 and Key Stage 2 is broad, relevant and balanced. It includes all subjects of the National Curriculum and provides for religious education and sex education. Statutory requirements are met for all subjects. The school has made good progress in introducing the Literacy and Numeracy strategies.

34 Although there is an appropriately strong focus on literacy and numeracy, a reasonable balance of time remains for science, religious education and foundation subjects. Within each subject there is now a satisfactory balance between the various aspects of learning. An appropriate programme of personal, social and health education, including drugs awareness is provided. Sex education, in accordance with the school policy, is not formally taught. However pupils study human growth and development mainly through the science curriculum. In responding to an issue raised in the last report, better provision is now made in promoting pupils' understanding of adolescence through the science curriculum for Year 6. The school nurse gives additional support. Although there is no formal policy in place for health education it is included in the science and physical education curriculum. A comprehensive drugs education policy is in place and opportunities for drugs' awareness are appropriately planned.

35 All pupils have equality of opportunity and access to the curriculum. The school provides a good curriculum for pupils with special educational needs. Pupils with special educational needs are identified early and have relevant individual education plans that are regularly reviewed and evaluated. Teachers' planning takes account of special educational needs and these pupils are well supported by their own teacher, the special needs co-ordinator, the part time specialist teacher and the support staff. The policy for special educational needs meets statutory requirements.

36 There is a good planning system for the under fives. Although planning is well structured and builds successfully on to prior learning, there is still sufficient flexibility to meet the learning needs of all children. In response to the last inspection the challenges provided for pupils are now more demanding across all areas of learning.

37 Schemes of work are in place for all subjects; this is an improvement since the last inspection. All schemes of work have been successfully reviewed in response to the recent guidance provided by the Qualifications, Curriculum and Assessment Authority. These schemes give good guidance to teachers. Policies have been drawn up all subjects; many however require updating following recent national developments.

38 Planning for literacy and numeracy is clear, detailed and well structured. Good opportunities are created for literacy and numeracy to permeate the wider curriculum. A Year 1 music consolidated learning in numeracy when pupils sang about a chiming clock. In Year 2 literacy was linked effectively to food technology when pupils recorded the sequence of how they made biscuits. In year 6 pupils accurately converted playground measurements to an appropriate scale to site their playground models. Other curriculum areas are also successfully linked to reinforce learning. Pupils in Year 4 successfully create pictures in the style of Kandinsky using their computer skills. Effective links are made between art and history in Year 5 when pupils study Tudor Life.

39 The curriculum is enriched by visits to places of interest such as museums and farm. In Year 6 pupils benefit from an outdoor activity week which successfully extends their learning in environmental and physical education. Pupils participate in inter-schools competitions such as football, athletics and swimming. Many parents feel that the school could provide a wider range of extra-curricular activities. Inspectors support this concern as the present range has insufficient variety given the potential for this within the school.

40 Assessment procedures for the under-fives are satisfactory. An effective system is in place to measure the attainment of pupils on entry and provides a satisfactory reference point from which progress can be measured over time. The use made of information gained from assessment to plan the next steps for learning is satisfactory.

41 Assessment procedures are satisfactory at Key Stage 1 and Key Stage 2. Teachers make satisfactory use of the assessment gained in lessons to help plan the next stages of learning. Teachers assess pupils' progress regularly using a variety of techniques and keep appropriate records together with relevant samples of work in English, mathematics and science. A school portfolio of pupils' assessed work in English and mathematics has been collected to illustrate agreed standards. Science examples will be added this year. End of key stage assessments meet statutory requirements. Non-statutory tests are administered in Years 3, 4 and 5 to measure pupils' progress. An initial start has been made to analyse assessment information but at present this is not making a significant contribution to raising standards.

· **Pupils' spiritual, moral, social and cultural development**

42 Spiritual, moral and social development are good; cultural development is satisfactory.

43 Good provision is made for pupils' spiritual development. Background music is played at the beginning of assembly each day and this creates an early opportunity for reflection. In a similar way, some of the older pupils eat their lunch in the wildlife garden that promotes an atmosphere of calm and tranquillity and provides pupils with an opportunity to appreciate the variety of nature. There is good use of display in classrooms, some of which is thought provoking and encourages pupils to reflect on their achievements. During a very good shared text Year 6 literacy lesson the teacher created a special atmosphere through a sympathetic and emotional reading. This created a very good response from the pupils who were encouraged to describe their feelings provoked by the reading.

44 The school promotes moral development well. Effective systems are in place to encourage good behaviour. Teachers and other adults provide very good role models for the pupils and remind children in lessons about their responsibilities towards each other. Pupils know school and classroom rules and why these are important. Older pupils act as prefects at break-times and lunchtimes; they do this in a responsible and mature way and play a good part in maintaining a safe and secure environment at these times. In Key Stage 2 geography lessons pupils have the opportunity to find out and discuss world environmental issues and can express their opinions in writing about the effects of these. Pupils

throughout the school develop their sense of moral responsibility through collections for charities.

45 The social development of pupils is good. In their planning teachers provide many opportunities for social interaction. Personal and social development is enhanced for children under five through the provision of structured play and through careful adult guidance during activities that are specifically planned to encourage sharing and co-operation. Nursery and reception classes are organised to encourage role-play. Pupils in both Key Stage 1 and Key Stage 2 are provided with opportunities to work together when carrying out historical and scientific investigations, during a writing workshop and in group activities in literacy. Older pupils visit the Lake District each year; this provides them opportunities to share responsibility, helps develop leadership skills and promote good teamwork. Pupils listen with interest and enthusiasm during weekly assemblies to find out how their house has fared. Pupils celebrate the success of those whose work is shared during Key Stage assemblies. The school does periodically offer extra-curricular activities through these relate mainly to sport. There is no regular opportunity for pupils to participate in after school or lunchtime clubs. The opportunity is therefore lost to add a further valuable social dimension to the life of the school.

46 Provision for pupils' cultural development is satisfactory. Several displays in the classrooms and in the school hall draw the attention of the pupils to multi-cultural issues. In geography, pupils at Key Stage 2 study an African country. Pupils worked with interest in history and geography when making investigations about their own local culture and they showed a keen interest in learning about their local area. Literacy texts include stories from other countries and a variety of texts are available in class libraries to support the development of an understanding of other cultures. The curriculum for art and music incorporates sufficient opportunities for pupils to appreciate a range of cultural experiences.

• **Support, guidance and pupils' welfare**

47 All staff work hard to create a positive, caring and learning environment. Procedures for pupils' support and guidance are satisfactory, enabling pupils to develop in confidence and self esteem. Teachers have justifiably high expectations and provide extra support and guidance when needed especially when children are first admitted to the nursery. Following baseline assessments academic progress is monitored using record of achievement portfolios. This provides a record of progress to assist in reporting to parents. However, pupils' personal development is not well recorded other than in the pupils' annual reports to parents.

48 There are clear and successful procedures for the management of behaviour and pupils know what is expected of them. The 'house' system provides for a friendly competitive spirit, and the appointment of prefects gives older pupils a sense of responsibility towards the school community. There is no evidence of bullying and there have been no exclusions for several years. The school has appropriate child protection procedures, which are managed well by the headteacher.

49 Support for pupils with special educational needs is good overall. Contact with parents on these matters has improved since the last inspection, though revised reporting procedures create a more formal approach.

50 Attendance is well monitored creating a firm foundation for learning.

51 The governing body sub-committee carries out annual health and safety audits. There were no hazards identified during the inspection. However a documented risk assessment has yet to be put into place.

· Partnership with parents and the community

52 A key issue from the previous inspection was “Maintain the good relationships that exist with parents and examine ways of further developing their support in their children’s education”. This issue has not been fully addressed. Analysis of the Parents’ Survey and evidence from the Parents’ Meeting confirms that some parents feel the school is not communicating with them satisfactorily. Some parents are concerned about the handling of complaints and some about the current arrangements for reporting to them on their children’s progress. The school has satisfactorily dealt with complaints and the views of some parents on this matter are unjustified.

53 The quality of information for parents is variable. Although the current school prospectus meets statutory requirements some of the information regarding the present curriculum arrangements could be more clearly stated. There is no reference to the curriculum provision for the under-fives and no mention of the areas of learning. This inspection found that although there are frequent newsletters, mostly containing clear information, there is not always sufficient notice given for events. Parents concerns on this matter are justified. As a result some parents are not always able to make full and effective use of the information and opportunities provided such as in making preparations for a Fancy Dress day. Some parents were concerned about the lack of consultation regarding the introduction of a job share in Year 2 and the arrangements for discussing pupils’ annual reports with class teachers. Inspectors support the present concerns of parents, other than those of pupils in Year 2 and Year 6, regarding the timing of the meeting to discuss their children’s progress.

54 There has been some positive developments in parental involvement in their children’s education. A good initiative allows parents to use ‘numeracy packs’ for the under fives and communicate with teachers through the home school liaison book. The home school agreement, when fully implemented, should continue to strengthen this shared partnership between parents, pupils and the school. Parents have also been made aware of how the literacy hour will impact on their children’s progress.

55 There is much valued, but limited level of parental involvement in helping in classrooms. Few parents have taken advantage of the free training for parents advertised in a recent newsletter and the local press.

56 The Parents’ Fund Association is a strength. Their hard work contributes financially to funding for resources and socially encouraging parents and others in the community to support school events and social activities.

57 The school maintains strong links with the local parish and the receiving secondary school, enabling a smooth transition for pupils. There is also a parent and toddlers group that meets weekly in the nursery premises. Good use is made of centres of educational interest and history and geography lessons include visit to nearby shops to see how they function within the community.

· **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

· **Leadership and management**

58 There are strengths and weaknesses in the leadership and management of the school.

59 When the school was last inspected inspectors praised the “strong school ethos” based on good relationships, high expectations and a concern for pupils’ spiritual and moral development. They did identify weaknesses in the provision for music and suggest that more could be done to strengthen management through more formal systems for planning, financial control and monitoring and evaluating the work of the school. They encouraged the further development of assessment and the ways parents could support their children’s education.

60 Following the last inspection and on the retirement of the last headteacher, the governors appointed a new headteacher to lead the school and help them implement the action plan. With the good support of governors and all staff the school has satisfactorily addressed most of these weaknesses. The shortcomings in music have been tackled well. Pupils now make better progress in music throughout the school and it is now taught satisfactorily. The procedures and use of assessment are now satisfactory and teachers make better use of information they gain through assessment to help decide what pupils are next to learn. Some aspects of management are clearly better. For example governors have strengthened their role through their revised committee structure. They have worked closely with the headteacher to lead the school through a period of budget difficulties and have had to take uncomfortable decisions regarding staffing levels. Through better financial control, closer monitoring of the budget, a determination to succeed and with the support of parents the financial standing of the school is better now than in recent years. At the same time the governors, headteacher and staff have not forgotten their prime prospectus commitment to “spiritual, moral social and intellectual development”. Pupils’ attainment has been successfully maintained close to and often above national averages and much better than schools with similar backgrounds.

61 Although such improvements are a credit to those who have worked hard to achieve them the monitoring and evaluating of teaching and standards and of knowing how the work of the school is progressing remains unsatisfactory. To this extent one of the key issues from the last inspection has not been fully addressed and in the context of school improvement remains a weakness. At the same time some parents who either met inspectors or completed pre-inspection questionnaire clearly have concerns regarding communications between themselves and the school, the handling of complaints, the timing of progress consultations and the range of extra-curricular activities. These concerns, justified or not, are related to the leadership of the school. Most have become new issues to address.

62 Some governors come in to the school each week to provide support either to the headteacher or teachers. The chair and vice chair of governors are regular visitors. They support the headteacher and staff in day to day matters, in the religious character of the school and in the formal links with the LEA with whom they have a good relationship. A representative governor has attended training for literacy and numeracy and a governor has been identified to support special educational needs. However, although a curriculum committee has been established, there are no formal links between each governor and a subject co-ordinators. This restricts progress in forming a shared view of subject development. The headteacher has successfully worked with the governors in addressing most of the key issues from the last inspection. An experienced, conscientious deputy supports him. Although senior staff are identified within the staffing structure of the school the senior management team do not meet regularly. The headteacher and staff have given appropriate attention to the curriculum priorities of the school, including literacy, numeracy and information technology. Rather than revise all schemes of work they have adopted the teaching materials from the literacy and numeracy strategies and the subject guidance

from the Qualifications and Assessment Authority. Co-ordinators are successful in supporting their colleagues in planning the programme of work for their subjects and they have worked hard to improve resources. Their role as monitors of standards and progress is, however, underdeveloped.

63 The ethos of the school is good. There is a clear link through the leadership of the school in promoting positive attitudes, encouraging good relationships and striving for better standards. As a result the aims of the school regarding standards, spiritual and moral development are met well. The prospectus, although meeting statutory requirements, makes no reference to the curriculum for the under-fives.

64 The support and monitoring of teaching and of the curriculum is unsatisfactory. Although the headteacher has made a satisfactory start in supporting and monitoring the newly qualified teacher and analysis of national test data has been carried out, the monitoring and evaluation policy is weak. It lacks the managerial rigour necessary to help form a clear view of whether standards are improving and pupils are making good progress. The current format of monitoring documents limits the professional audit of attainment and progress. Although some monitoring of literacy by the co-ordinator has taken place this worthy effort was restricted by the headteacher's decision not to adopt the guidance for monitoring literacy provided by the project. At present there are no co-ordinator audits of pupils' work leading to professional discussions of what is being achieved.

65 There strengths and weaknesses in school development planning. The strengths include the selection of targets. These are generally appropriate and include literacy and numeracy. However the school development plan remains largely within the ownership of the headteacher and staff with governors involved mainly at the approval stage. The action plan for numeracy is limited. It mainly refers to the timescale for implementation. There is no reference to the use of indicators to judge the impact of this latest strategy. The Co-ordinator's literacy plan was prepared in much more detail for the initial year of the project but has not been updated for this year. Inspectors were not provided with equivalent documentation for the National Grid for Learning initiative through which the school is receiving new computers.

66 The headteacher works closely with the school clerical assistant to address aspects of day to day school administration satisfactorily. School day to day routines are well established. Arrangements for supervision of pupils through rotas are satisfactorily implemented. However, the current management of the dining arrangements does not help to promote social development. Some aspects of management, such as communication with parents are not as efficiently managed as might be expected.

67 With the exception of completing a risk assessment statutory requirements are met.

· **Staffing, accommodation and learning resources**

68 All the staff are appropriately qualified and provide a good balance of teaching experience. There are sufficient teachers for the current roll to meet the demands of the National Curriculum and the areas of learning for children under five. There are sufficient experienced non-teaching staff to give support to teachers especially in the Early Years. All pupils are taught in single year groups. The school provides effective provision for pupils with special educational needs. Some parents were concerned about the implications for their children's progress of a job share in year 2. This has now been explained to parents and evidence from the inspection shows that pupils' attainment and progress does not suffer through these arrangements.

69 Staff are good role models and work well together for the benefit of pupils in their care. Induction arrangements for the newly qualified teacher including mentoring are in place and meet the

recently introduced regulations. The staff professional development programme is satisfactory. Teachers have been trained in accordance with requirements for literacy, numeracy and information technology. Staff have also received LEA training in physical education linked to the National Junior Sports Programme, Top Play and Top Sport initiatives.

70 Most staff are subject co-ordinators and attend training courses relating to their individual responsibilities. Regular staff meetings take place together with carefully planned professional development days in line with national initiatives and school priorities. Individual staff discussions with the headteacher help to identify priorities for in-service training within the school development plan and professional development programme. Lunchtime supervisors have received professional training to support them in their work.

71 The caretaker and cleaning staff keep the premises clean and well maintained. Staff and pupils benefit from a safe and secure school, which governors and staff have approved as a 'Smoke-Free' environment. The accommodation available allows the curriculum to be taught effectively. The nursery is spacious for its present numbers and is well supervised. The classrooms in the main building are adequate in size with a designated music / television room. There is however, by choice, no central library within the school. The construction of an information technology suite has been approved by the LEA and governors and will provide specialist provision in the near future. The school hall is large and well equipped for gymnastics lessons. The school has a toilet facility for the disabled.

72 The school wildlife garden and pond provide a valuable environmental resource and help to promote learning in science. The nursery outdoor play area has been improved and made more secure since the first inspection. The grass playing fields are clearly marked and well maintained for football, cricket, orienteering and athletic activities. The marking of hard surfaces is worn.

73 The school has addressed the shortage of resources identified in the first inspection. Resources are now good in information technology, design technology and music. They are adequate in physical education and satisfactory in all other subjects, the early years and for pupils with special educational needs.

· **The efficiency of the school**

74 At the time of the last inspection financial control and budget management were described as "at an early stage of development", the purchasing of resources was not linked to educational priorities, the governors had limited involvement in taking financial decisions and the finance committee had not recently met. The key issues directed the governors and headteacher to introducing more formal procedures for financial control.

75 Financial planning is now satisfactory and funds are appropriately directed to meet priorities. The pressures on the school budget continued following the last inspection and the governors and headteacher were faced with addressing the high staffing costs incurred by the school. Through close co-operation between the headteacher, governors and LEA budget officers, financial plans are now more efficiently made. Although it was not the wish of governors to reduce the level of non-teaching staff they nevertheless implemented a difficult decision and made the necessary reduction. Having made a saving in the budget they then could improve the overall balance of experience within the teaching team by appointing a newly qualified teacher. Overall staffing costs are now reducing and becoming more typical of the national average for this size of school. As a result the headteacher has been able to redirect funds to additional resources for learning which in many subjects, such as music, have improved since the last inspection. The pupil teacher ratio is broadly average, the income per pupil average and the number of hours purchased for clerical assistance slightly below average. Spending on

resources for learning is increasing. The funding available to support special educational needs has been appropriately spent. The funds needed to implement school development plan targets are clearly identified and scheduled. Good use is made of external funding such as that for training within the literacy project or for resources within the information technology national initiative.

76 Governors have established a good range of committees to help them discharge their duties. They have identified a linked governor for special educational needs and have been represented regularly at governor training events including those covering literacy and numeracy. Minutes of their regular meetings confirm their interest and support in the development of the school.

77 Satisfactory use is made of teaching and support staff. The teaching and non-teaching staff collaborate well and there is a good team spirit within the staff. Some parents and governors make a valuable contribution in classrooms and to the school visit programme. The two teachers involved in the teaching of pupils in Year 2 through a job share arrangement have established efficient procedures for the planning of work and the transfer of information regarding pupils' progress.

78 The accommodation is used satisfactorily. This is similar to when the school was last inspected. All rooms are regularly used including the surplus classroom for music and television. The current timetabling of literacy and numeracy lessons does result in some under use of the hall during morning sessions. Satisfactory use is made of resources. This helps to raise standards in English, mathematics, science, information technology, art and design technology.

79 Day to day control of finances is good and school administration is satisfactory. The recommendations made in the last report of the auditors have been satisfactorily implemented and the school clerk operates office practices efficiently on a day to day basis. The headteacher, who has a keen interest in information technology, carries out some word processing tasks. Although in doing so he makes a contribution to school administration this is not always the most efficient use of his time.

80 Previous inspectors judged that the school provided sound value for money. Given the below average attainment on entry; the positive attitudes of pupils to learning, their good behaviour, the good progress most of them make by age 11, the high percentage of good teaching resulting in average and often above average attainment, the average costs; the school is now providing good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

81 Children in the nursery are taught in a separate building close to the main school, whilst pupils in reception are taught within the main building. This year only half of the current cohort of pupils transferred from the nursery to reception, the rest transferred to a neighbouring school. The school follows the admission policy and guidance issued by the local authority. Children start in the nursery during the year in which they are three and transfer into the reception year at the beginning of the year in which they are five. Although the nursery can accommodate 78 children on a part-time basis, only 52 part-time children currently attend. A further 26 part-time pupils will be admitted in January 2000 when they become three. Currently there are 18 pupils in reception and at the time of the inspection all were under the age of five. The inspection took place only four weeks into the autumn term and children were still being admitted to nursery.

82 The attainment of children when they are admitted to the nursery is below average. By the time they are five in the reception year, most pupils, including those with special educational needs, have made good progress. The attainment of most pupils is in line with what would be expected in all areas of learning and they make a smooth transition to the National Curriculum. In the mathematical area of learning, however, a significant majority make slightly better progress and transfer to the national curriculum before they are five.

83 Since the last inspection attainment has been raised in the mathematical and knowledge and understanding of the world areas of learning. Children's progress has significantly improved. The good quality of teaching has been maintained since the last inspection, and the teachers and nursery nurses continue to work effectively as a team. The school now provides a good broad and balanced curriculum for the under-fives. This is a significant improvement on the last inspection. Former shortcomings relating to a lack of challenge have now been overcome by planning the work more precisely.

84 The outdoor play area has been improved. Learning resources have improved considerably and continue to improve.

Personal and Social Development

85 The majority of children meet the desirable learning outcomes for personal and social development by the time they are five. In both the nursery and reception years their progress is good. They grow in confidence and independence by engaging in carefully planned opportunities. They listen to stories and to the teacher for increasingly longer periods of time. In the reception class they fully participate in the literacy hour and work well often on their own or in group activities. They respond well to the rules and routines of the classroom and know what is expected of them. Children behave well and are developing a sense of right and wrong. The reception children participate effectively in school assemblies. Nursery children make decisions and accept responsibilities, they relate well to each other, learn to share resources and take turns. Children are happy at school, and respond well to the stimulating and secure environment created for them.

86 Teaching in this area of learning is good. Teachers have high expectations of pupils and they treat them with courtesy and respect. They have effectively assessed the personal and social learning needs of the children and sensitively yet firmly plan opportunities which allow most pupils to make good progress.

· **Language and Literacy**

87 Most children make good progress and by the age of five meet the expected outcomes for language and literacy in reading, writing, speaking and listening. A significant minority enter the nursery with underdeveloped speaking skills and they make very good progress. In the nursery class, children discuss their work in small groups where they listen well. Those of higher attainment ask and answer questions freely. Most children learn to speak in sentences confidently and clearly and express opinions using an increasing range of vocabulary. They listen carefully, follow instructions, enjoy stories and concentrate well. Children readily recall the events of stories in the nursery and in reception identify the beginning and end of stories. Both nursery and reception children are interested in stories and enjoy books and rhymes. Reception children know the meaning of title and begin to know that print carries meaning. Children develop early reading skills well. Most children in the reception class are learning the initial letter sounds which they match appropriately to pictures. Reception pupils make good progress through the structured reading scheme. They employ a mixture of strategies to help them to read new words. Higher attaining pupils read appropriate texts confidently and expressively, with a good level of understanding. They develop appropriate writing skills through the wide ranging opportunities planned for them. By the time children are admitted to the reception class they hold a pencil correctly and can form several letters. Higher attaining pupils can spell simple words fairly accurately and are beginning to write simple sentences.

88 The quality of teaching is almost always good. Teachers are enthusiastic and skilled in their teaching of literature. They have good knowledge of the development of language skills and plan effective opportunities to enable pupils to make good progress.

· **Mathematical area of learning**

89 Most children meet and many exceed the learning outcomes for mathematics. They sort match and count objects and they recognise, name and sort simple shapes. Reception pupils know that a circle is a shape without corners. They recognise patterns which they copy and repeat accurately. They then investigate ways of changing the colour order of the pattern. They enjoy jigsaws and simple number puzzles which they discuss readily. Children in the nursery class make their own simple jigsaws and sort and match objects by size. They sing number songs effectively. This reinforces counting and helps them to understanding the value of number. Children in nursery are beginning to order numbers to 5 whilst reception children order number to 10 and are aware of higher numbers in their everyday lives.

90 The quality of teaching is consistently good. Teachers plan lessons well, systematically building on to what has been previously learnt in a step by step way and this has a positive impact on the very good progress most pupils make.

Knowledge and understanding of the world.

91 Most children attain the desirable learning outcomes in their knowledge and understanding of the world. They recognise the difference between rough, smooth, soft and hard. They sort objects according to texture. They make interesting textured collages suitable for blind people to enjoy. Children in the nursery class closely observe their face in a mirror; they describe their features and draw what they see. They observe carefully the laminating process and describe how their portrait has changed. They bake observing the differences in texture and taste before and after cooking. Through well-planned activities, they begin to understand that they have grown since they were babies. Reception pupils have a developing awareness of the past, present and future in relation to their own lives. Locating features of the nursery progresses to an understanding of simple house plans and early mapping skills in the reception year. Children in both classes enjoy making models and develop appropriate cutting and joining skills. They construct more complicated models. Pupils use the computer and confidently control the mouse with increasing accuracy when moving items or drawing lines on the screen.

92 The quality of teaching is good, and pupils make good progress. A positive contribution to teaching is made by parents who give good support to pupils' learning.

Physical Development

93 Children attain the desirable learning outcomes in their physical development. They move confidently with an increasing awareness of space. They understand the need to move safely. They climb, balance, slide, crawl, run and carefully control wheeled toys in the outdoor play area. However because reception pupils do not have access to this facility they miss the opportunity to further develop skills through the more adventurous activities of outdoor play. They do display satisfactory control when linking movements together. Pupils develop satisfactory skills in using pencils, crayons, painting, gluing and cutting tools.

94 The teaching of physical skills is good and as a result, most pupils make good progress. Nursery staff are swift to intervene in the outdoor play area to ensure safe practice and to ensure the challenges become more demanding. In a session in the hall for reception pupils, the teacher gave praise and encouragement to pupils to help them to succeed.

Creative Development

95 Children make good progress and by the age of 5 attain the desirable learning outcomes for this area of learning. Through role-play in the home corner they learn about every day situations such as setting the table, cooking, shopping and answering the telephone. They appropriately select and explore a variety of textures when making collage pictures. Children have an appropriate understanding of primary colours and they mix colours effectively. Their colourful pictures show a growing maturity and awareness of detail. Reception pupils observe 'The Snail' by Matisse and effectively paint snail pictures with good form and dappled use of paint. They control the paint and brush well. Children in both classes enjoy singing and remember tunes well. They respond accurately to the rhythm of clapping and reception class children compose and sing confidently in response to the register. In a dance lesson most pupils moved to the music satisfactorily; a minority of pupils interpreted the music imaginatively. Children use mouldable materials such as playdough and develop appropriate skills when using a variety of tools to roll, cut and shape the dough.

96 The quality of teaching is consistently good. Teachers plan lessons well to extend children's imagination and make learning enjoyable. Pupils' artwork is valued and well displayed.

• ENGLISH, MATHEMATICS AND SCIENCE

• English

97 The results of the 1998 National Curriculum tests and teacher assessments for seven-year olds indicate that pupils' attainment in English was in line with the national average for reading and well above the national average in writing. When compared with schools with similar backgrounds, attainment in both reading and writing to age 7 was well above average. Taken over a three-year period attainment in both reading and writing remains close to the national average for all schools. However, whilst most pupils are successful in attaining national standards at age 7, very few pupils exceed these standards. The number of pupils attaining higher levels (level 3) is below the national average in reading and writing.

98 In the 1998 National Curriculum tests for eleven-year olds the percentage of pupils gaining level 4 or above is close to the national average. However the proportion gaining level 5 is below national average. The 1998 test results were well above average when compared with that of pupils from schools with similar backgrounds. Taken over a three-year period the performance of pupils in English remains close to the national average for all schools.

99 The inspection findings confirm that by the end of Key Stage 1 and Key Stage 2 standards are in line with national averages in both reading and writing. Most pupils make satisfactory progress throughout both key stages. In some year groups, such as Year 4, pupils often make good progress as a result of well planned and well taught literacy sessions. In these good lessons learning objectives are clearly defined, shared with the class and frequently referred to so that pupils can reflect upon whether the stated objectives are being met.

100 At the end of both key stages pupils' speaking and listening skills are in line with national expectations. Key Stage 1 pupils listen and respond well to questions during shared text sections of the literacy hour. They listen well to their teacher and to other pupils during class discussions. There were some occasions, however, in both Year 1 and Year 2 when a few pupils became restless and at times disruptive; this distracted the teacher and prevented other pupils from meeting the stated learning outcomes for the lesson. At Key Stage 2, pupils listen and respond effectively; they can describe their feelings when questioned about events in extracts of text and can listen with respect and sympathy to alternate points of view. There was a very good example of pupils in Year 3 offering and listening to the advice of their peers on the development of a plot during a creative writing workshop. Most pupils, including those with special educational needs make satisfactory and at times good progress in speaking and listening. Teachers, in their planning, have identified opportunities to develop speaking and listening skills during their delivery of the literacy strategy and this clearly contributes to the progress pupils make.

101 By the end of Key Stage 1 attainment in reading is in line with national averages. Most pupils read texts accurately, confidently and with expression. They use a range of effective strategies to read unfamiliar words. Pupils are able to discuss and give opinions on characters in stories and can make predictions about what might happen next. Most pupils know how to use non-fiction and reference books, they know how to use a contents and index page. Some more able children can extract information given in charts and tables in reference books. By the end of Key Stage 2, attainment in reading continues to be in line with national averages. By the age of 11, pupils read fluently, with expression and for a variety of purposes. Pupils can talk confidently about favourite authors and preferred reading. They can use reference materials to find data. In Year 5 pupils were making good use of reference materials in a history lesson to find answers to questions about Elizabeth I generated during an earlier class discussion. Their feedback indicated good levels of success in using both books

and a CD-ROM to find information. Pupils throughout the school, including those with special educational needs, make satisfactory progress in reading. Some pupils make good progress. Pupils take books home to share with parents. A homework book is provided to enable parents to comment on and record what has been read; many take up the opportunity to share in the process of teaching their children to read. The older pupils often read independently at home, record their reading and sometimes comment on what they have read. Teachers have developed a system of assessing progress in reading during guided reading activities. There are also systems in place for measuring the progress in reading of those children with special educational needs. The school has a reading scheme, which is used throughout Key Stage 1 and for children with special educational needs, throughout the school. Pupils also read other fiction and non-fiction books which are available from the class libraries.

102 By the age of 7, writing is in line with national average. Pupils can write in sentences and some are beginning to use punctuation consistently and accurately showing evidence of higher than expected levels of attainment. Provision is made on timetables for the teaching of writing outside the literacy hour.

103 Most pupils including those with special educational needs make satisfactory progress in writing and by the age of 11, attainment continues to be in line with national averages. Teachers plan to provide a variety of writing experiences. Pupils write letters and review books; they write in styles of different authors and translate traditional stories into modern day contexts. Following an educational visit to Bede's World pupils used their skills in report writing. In a whole class shared writing session Year 5 pupils were thinking about writing an entry for a diary based on a school fundraising event. Spelling is well taught in Key Stage 1 and Key Stage 2 using the word level work of the literacy strategy. This is often followed up in group work to reinforce recognition of spelling patterns. Pupils know how to use a dictionary confidently and older pupils have access to thesauruses – the school is well equipped with both. Pupils in Key Stage 1 and Key Stage 2 take home spellings as part of their regular homework. Handwriting is taught throughout the school. The use of a published scheme provides a structured and consistent approach. Though work in handwriting books is satisfactory and often good, pupils in Key Stage 1 generally have been less successful in applying this careful approach to handwriting to their every day work. In Key Stage 2 there is much evidence of written work which is neatly presented and with good use of accurate letter formation. Many pupils in Key Stage 2 write with fluent, neat and legible joined writing. Pupils with special educational needs make satisfactory progress in handwriting. At Key Stage 2 progress is sometimes good. Pupils in Year 4 made good progress in play writing skills through well organised teaching. Pupils in Year 5 made good progress in writing diary entries during a well taught lesson where objectives were clearly communicated and expectations were high.

104 The quality of teaching at Key Stage 1 ranges from good to unsatisfactory; most is satisfactory. Teaching at Key Stage 2 ranges from very good to satisfactory; most is good. All teaching is well planned, has clearly defined objectives and identifies opportunities for assessment. Work during literacy sessions closely follows the literacy strategy. This is well understood and effectively delivered by the teachers. Many teachers are skilled in the use of probing questions to encourage pupils to think and reflect on their learning. The pace of teaching is often brisk resulting in good progress. In the one lesson where teaching was unsatisfactory the teacher was unable to effectively control the behaviour of a few unruly children. This resulted in a loss of focus for the lesson resulting in most pupils making unsatisfactory progress. Teachers make good use of display in the classrooms and throughout the school. For example a Year 4 wall display demonstrating story structure provided an aide-memoire to pupils during story writing sessions. Pupils also have opportunities to use 'word walls' that are provided in many classrooms to aid spelling and word recognition. Good use is made of labelling.

105 Pupils' response at Key Stage 1 ranges from good to unsatisfactory; most is satisfactory. At Key Stage 2 pupils' response ranges from very good to satisfactory; most is good. Pupils generally can work well together during group and shared text work; they are not afraid to offer opinions and are

listened to sympathetically by their peers. Pupils can co-operate well during group activities. In some lessons in Key Stage 1 a small minority of pupils occasionally made a poor response to the work set. Their disruption resulted in lost learning opportunities and affected the progress of other children in the class.

106 The school has recently completed the first year of the National Literacy Strategy. It makes full use of the guidance available. All teachers consistently implement the national framework for teaching and all aspects of English are attempted. Statutory requirements are fully met. Assessment systems are in place to measure the day to day progress that pupils make and to track the progress of pupils through the school. Insufficient use is made of data available from standardised tests. The school has a range of quantitative data available to it in the form of baseline assessments, end of key stage data and results of annual English tests. However at present little analysis of this data is carried out. The opportunity is therefore lost to enhance the target setting process through the combined use of this quantitative data alongside teacher assessments when setting targets for school improvement.

107 The co-ordinator, who has held responsibility for English for two years, has made sensible and appropriate decisions in the provision of new resources. The school is now well resourced to teach literacy and is building up a satisfactory supply of big books and other reading materials for younger pupils. The co-ordinator has a good overview of the planning and resourcing, has attended in-service training and has made a good start in supporting colleagues. Some monitoring of the teaching of literacy took place in the previous academic year, though none has taken place recently. This is a weakness in the management of English because valuable opportunities for the evaluation of the English Curriculum are lost. Although the co-ordinator has drawn up a detailed literacy action plan the absence of a thorough monitoring programme limits the managerial overview of English.

108 Although the school does not have a central library a selection of texts relevant to the age and ability of the children is available in each class. Some class libraries are more extensive than others; in most, the books are fairly new, cover a range of topics and are in reasonable or good condition. Good use is made of these resources. The lack of a central library restricts the range and quantity of reference and fiction materials available to the pupils. Some very able Key Stage 1 pupils, for example, miss the opportunity to be exposed to more challenging texts.

• **Mathematics**

109 The results of the National Curriculum tests for seven-year-olds in 1998 show that pupils' attainment was well above both the national average and that of schools of similar backgrounds. All pupils attained level 2 or above, the nationally expected level at age 7. About one-fifth of these pupils, now in Year 4, attained the higher level (level 3), this proportion being close to that achieved nationally. Taking the three years 1996 to 1998 together pupils' performance has been above the national average with no apparent difference in the attainment of girls and boys.

110 In the National Curriculum tests for eleven-year olds pupils' attainment was broadly in line with the national average and well above that of schools of similar backgrounds. The proportion of pupils who attained the higher level (level 5) was close to that achieved nationally. Taking the three years 1996 to 1998 together pupils' performance has been close to the national average. However, at this key stage the trend across three years shows the performance of girls to be better than that of boys.

111 The current inspection findings show the attainment of pupils at the end of Key Stage 1 is above average. By the end of Key Stage 2 attainment is broadly in line with the national average. However some pupils, especially in Years 4 and 5, are attaining well above average standards and are on track to perform well when they are tested under the statutory arrangements in Year 6. The inspection evidence

gained from these year groups suggests that standards are improving at Key Stage 2. The headteacher's initial analysis of the 1999 test programme shows all pupils once again attaining level 2 or above at age 7. At Key Stage 2 it is likely that a 5% improvement will be reported for this subject this year.

112 By the age of 7 most pupils can complete mental calculations quickly and accurately. They can place numbers correctly in order in a range to 100 and they know the term zero. Most pupils use the plus and equals sign accurately and they can carry out addition in a number range to 100; higher attaining pupils are also confident when using subtraction. Pupils can speak numbers clearly and chant the order of number accurately from a pre-selected starting point such as 69 forwards and backwards. Some can see patterns in numbers such as 24,34,54,64 and most can count in 2's and in 10's. Most pupils know the difference between odd and even numbers, although some pupils with special educational needs have difficulty in understanding the difference. Many pupils can identify fractions including eighths and most have begun to carry out simple multiplication. Pupils can use money confidently to solve shopping problems including calculating change from £10. Some higher attaining pupils set down shopping sums using a range of prices to £50. Pupils have been successfully introduced to the concept of tens and units and some high attainers are extending their understanding to include hundreds. In shape, pupils can identify a cube, cuboid, sphere and pyramid. Special educational needs pupils' understanding is limited to knowing how to recognise a cube. Pupils know how to tell the time, they can measure centimetre lines accurately and they have an understanding of area through the counting of squares.

113 This good start is extended at Key Stage 2 and by the age of 11 most pupils can quickly use the 5 and over rule to round numbers up and down to the nearest hundred and nearest ten. Pupils set down accurately and add and subtract in thousands, hundreds tens and units. They have been introduced to the concepts of the mean, mode and median when using a range of numbers. Most pupils can add and subtract fractions; they can change fractions to percentages and to decimals. Most pupils can identify the factors of 20 and see the relationship between $\frac{3}{6}$, $\frac{10}{20}$ and $\frac{1}{2}$. Most have begun to understand the term equivalent and they know how to cancel. Pupils understand the "lowest form" of fractions and they can identify the numerator and denominator. Most pupils use their knowledge of tables up to 12 times well to complete table sums mentally. Lower attaining pupils do not have the table knowledge or computation skills to approach this confidently. Knowledge of the measures is well established by age 11. Most pupils measure precisely and they have begun to understand the concept of long distance such as that from the earth to the planets using kilometres. They know how to calculate volume in cubic centimetres and they weigh accurately in grams and kilograms. They use the 24-hour clock to convert world times. Most pupils know the names of the angles such as acute, obtuse and reflex and they can spot right angles confidently. However some lower attaining pupils find this difficult. Pupils demonstrate a mathematical understanding above the average for their age. For example many pupils refer to the properties of a square using advanced mathematical descriptors such as "2D closed shape regular polygon with a rotational order of 4". They know how to calculate the perimeter of a shape and its area in square centimetres. Their confidence in using co-ordinates helps their studies in geography. Work in mathematics has also supported pupils' attainment in information technology such as when handling mathematical data through calculating the quantity of sugar in breakfast cereals. Pupils can carry out investigations such as spinning coins to check for probability, or calculating the cost of a 5-day holiday against set criteria for accommodation, resort and hotel grading. Special educational needs pupils attempt most of this work but at a more limited level.

114 When the school was last inspected most pupils made good gains in their learning at both key stages. This inspection has shown that most pupils, including those with special educational needs, make good progress at both key stages. This good progress is evident across the range of mathematical experiences. In number, pupils' understanding of mathematical concepts is advanced progressively. For example, whereas Key Stage 1 pupils are introduced to elementary fractions, they carry out more complex calculations in fractions and extend their skills to conversion to decimals at Key Stage 2. In a Year 1 lesson pupils made good progress in their understanding of classification of shapes because their

teacher confidently taught them how to recognise shapes, the range of cartoons selected as resources for learning was good, the pupils listened attentively and they concentrated well. In a lesson for Year 4, clear teaching, supported by tasks set at three different levels and the skilful use of information technology control, helped ensure pupils made good progress in their understanding of rotational order. In Year 6 pupils made good progress because the teacher encouraged pupils to apply their previously acquired knowledge of tables and fractions to the process of identifying equivalents. Special educational needs pupils made similar gains although they acquired the concept at a more elementary level by using simpler figures.

115 At the time of the last inspection the teaching was described as good at both key stages. This inspection has shown the quality of teaching at Key Stage 1 to range from good to unsatisfactory; most is however good. The quality of teaching at Key Stage 2 ranges from very good to satisfactory; most is very good. Teachers' confidence in teaching mathematics and their high expectations of what pupils should achieve continue to be strengths in this subject. Together they are one of the key factors behind the above average attainment now typical of many pupils at both key stages and the reason why standards have improved. During the inspection Year 1 pupils studying 3D work in shape were being challenged with activities more typical of older Key Stage 1 pupils. Similarly, knowledge and understanding of factors, typical of most 11 year olds, was well established at an early stage of the academic year. At the time of the last inspection planning was described as "thorough". It continues to be secure and detailed and has been strengthened using the approaches outlined in the National Numeracy Strategy. The clear objectives which are regularly discussed with pupils, such as in a lesson in Year 4, helps pupils understand exactly what they are studying and how it fits in with the work they have already covered. This helps them make sustained progress. A number of effective teaching strategies are adopted and skilfully blended to have a positive effect on promoting high standards. For example, teachers regularly use and promote mathematical terminology, they prepare diagrams and charts clearly, expect high standards of accuracy in measurement and praise pupils for high achievement. Introductory sessions of mental practice promoting numeracy skills are taken at a brisk pace and plenary sessions often continue the learning process leaving pupils with key questions to consider. Resources for individual and group work are carefully prepared to reflect different levels of attainment. However in one isolated lesson at Key Stage 1 the unsatisfactory management of pupils' behaviour limited the rate of learning of most pupils and resulted in unsatisfactory teaching.

116 Pupils' response at Key Stage 1 ranges from satisfactory to unsatisfactory in equal proportions. At Key Stage 2 it ranges from very good to satisfactory. At Key Stage 1 most pupils show positive attitudes to their number work. Year 1 pupils with special educational needs concentrated well when constructing shapes with cubes. Most Year 2 pupils were attentive during introductory mental sessions. However some Year 1 pupils were noisy when carrying out follow up tasks, they occasionally shouted out and provoked each other. Similarly a small minority of Year 2 pupils were at times inattentive, required checking and several became noisy during follow-up work. These shortcomings are not apparent at Key Stage 2 where most pupils approach their mathematics with enthusiasm and commitment. Pupils at this key stage are often fascinated by numbers; they display maturity in selecting the resources they require and are very committed to their learning even when the work is challenging. Several pupils referred to mathematics as one of their favourite subjects when discussing their work with inspectors.

117 The school has fully adopted the principles of the National Numeracy Strategy and teachers make good use of the guidance available to them in structuring lessons. A satisfactory policy agreed by the governors has appropriate aims which reflect the principles of the numeracy strategy. There is a daily structured mathematics lesson for all pupils; all aspects of mathematics are attempted and National Curriculum requirements are fully met. The attention given to investigative mathematics alongside competency in number has a positive effect on promoting high standards. Pupils of all levels of attainment can access appropriate mathematical experiences because all teachers plan activities carefully to meet individual needs. Individual education plans for pupils with special educational needs

include relevant targets for mathematics and higher attaining pupils access more advanced work because teachers' expectations are high and the work is progressively advanced. Detailed and consistent planning from one key stage to another ensures most pupils make good progress. The school assessment system includes satisfactory record keeping and preparation for reporting to parents. Satisfactory use of assessments made in lessons helps teachers to plan the next stage of learning.

118 Although the co-ordinator provides good leadership in relation to standards, the level of monitoring is limited. At present it is restricted to analysing test results. At the time of the inspection no monitoring of the teaching of the numeracy hour had commenced and the numeracy action plan does not identify it as a practice to be undertaken. However, in spite of the shortcomings in action planning, the school is nevertheless meeting the aims of the mathematics development plan target. All staff have benefited from a programme of school-based training following attendance at the LEA programme by the headteacher, co-ordinator, special educational needs teacher and named governor. Resources for learning are satisfactory and sufficient to meet day to day requirements. They are used well.

Science

119 The results of the 1998 teacher assessments for the end of Key Stage 1 show attainment above the national average. The percentage of pupils however attaining the higher level (level 3) was below the national average. In the 1998 Key Stage 2 tests, pupils' attainment was close to the national average and above that of schools from similar backgrounds. Across the three year period 1996 to 1998 pupils' performance remains close the national average, with girls performing slightly better than boys.

120 This inspection confirms that by the end of both Key Stage 1 and Key Stage 2 pupils' attainment is broadly in line with the national average. The pupils who did well when assessed at age 7, now in Year 4, continue to make above average achievement. Indications are that attainment throughout the Key Stage 2 shows an improving trend. At both key stages attainment in the experimental and investigative aspect of science is above the national average.

121 Attainment in the investigative aspect of science is above what is expected for the age group. Pupils know that to keep their hands healthy they need to be kept clean. They can label body parts accurately and are beginning to have a more detailed understanding of the role of limbs. Pupils carry out simple investigations to find out who has the biggest hand grasp or the longest stride. They have a systematic approach to the problem, and make predictions, plan, measure and then record their findings. They discuss conclusions enthusiastically. Similarly, by the age of 11, attainment in the investigative and experimental aspect of science is above national averages. Attainment in the physical process relating to sound and electricity is above what is typical of the age group. Pupils understand that the brightness of bulbs in circuits can be changed, but that care needs to be taken to ensure that the bulb does not burn out. Through well organised experiments they understand how the brightness of bulbs can be controlled. They have a very good understanding of how to conduct a fair test. They know how to introduce some variation into their experiments, but understand that some elements must stay the same. They use correct terminology such as generate, circuits, voltage, insulate and resist. They make good predictions based on secure prior knowledge. When experimenting with varying the volume of sound, pupils measured the power of sound in decibels and recorded their finding accurately.

122 Most pupils in Key Stage 1, make satisfactory progress with better progress made in the investigative science. Scientific skills develop successfully across the key stage. Pupils develop classification skills such as sorting foods fairly accurately into three categories. Unsatisfactory progress was seen in one lesson during the inspection, however, because a significant number of pupils displayed unacceptable behaviour. Progress is good in Key Stage 2. Pupils, including those with special educational needs, build on to earlier learning well across the key stage. This is mainly due to high expectation of teachers who have generated an enthusiasm for the subject. Experimental work develops particularly well in Year 4 where teaching objectives are effectively shared with pupils and involves them in measuring their own progress. Risk assessment becomes a strong element in Year 4 and this is built upon well in Year 6. Measurements become more challenging and precise. Pupils measure distance, temperature and decibels accurately. Methods of recording are appropriate. For instance, Year 4 pupils recorded their understanding of healthy teeth by a written quiz whilst Year 5 pupils recorded close observation of parts of a flower with a clear detailed labelled diagram. Satisfactory progress has been maintained at Key Stage 1 and has improved at Key Stage 2 since the last inspection.

123 The quality of teaching at Key Stage 1 ranges from satisfactory to unsatisfactory in equal proportions. The quality of teaching at Key Stage 2 has improved significantly since the last inspection. It is now good and at times very good. All teachers have a good knowledge and understanding of the demands of the subject. Lessons are well planned and build on well to previous learning in a step by step way. They have high expectations and challenge pupils well. They ask probing questions to extend

thinking. Most lessons proceed at a brisk pace, yet pupils are given sufficient time to reflect and experiment. Resources are wide-ranging and well prepared. Good use was made of the expertise of a dental nurse in Year 3, who enriched the curriculum effectively. In the best teaching, the teacher shared learning objectives with pupils, had very high expectations and pitched the lesson at a demanding level. Very interesting and lively presentation kept pupils very interested. In the unsatisfactory lesson the teacher found difficulty in managing the behaviour of a small minority of disruptive pupils.

124 Pupils' response at Key Stage 1 is variable ranging from satisfactory to unsatisfactory in equal proportions. Whilst the majority of pupils are interested in the subject and are keen to learn, the noise level in both classes is high. Pupils in Year 2 enjoyed the task, worked independently and took turns well. However, in Year 1 a small minority of pupils disrupted the lesson by their unacceptable behaviour resulting in too much lost learning time. Pupils' response at Key Stage 2 is good and at times very good. Pupils display high levels of interest and concentration. They are courteous and respect equipment well. They relate well to teachers and each other. They collaborate well in group situations when solving problems.

125 The science curriculum has recently been revised to include the Qualifications, Curriculum and Assessment Authorities guidance. The curriculum is broad, balanced and relevant and meets statutory requirements. This good scheme of work effectively guides teachers as they plan lessons that cover all the areas of science in a step by a step way. Health education and drugs awareness have been effectively interwoven through the curriculum. Lessons are delivered as a series, building on successfully from what has previously been learnt. An overview of the curriculum from nursery clearly shows good continuity from one stage to another. Liaison has already started on a new initiative planned for the end of the year when a project started in Year 6 will be continued in Year 7. Satisfactory assessment procedures are in place. The use made of assessment to inform the next steps for learning is also satisfactory. A new recording sheet has recently been introduced which identifies the range of ability to ensure their needs are fully met. Whilst high levels of challenge are planned, opportunities are sometimes missed to significantly extend the higher attaining pupils.

126 The co-ordinator is very enthusiastic and has very good knowledge and understanding of the subject and supports colleagues very well. The co-ordinator has demonstrated the teaching of investigative science in each classroom and this has been very effective and has carefully monitored planning to ensure coverage and quality. However opportunities to monitor work in books, or attainment within the classroom have been missed. Full evaluation of the quality of the provision and the impact it has on pupils' progress is currently underdeveloped.

127 Support staff play an effective role in Key Stage 1. The school nurse and the dental nurse make a positive contribution to the health education programme. Resources for the subject are satisfactory and improving. They are in good condition and mainly stored centrally. Accommodation is satisfactory and the wildlife garden enhances scientific provision. Visits to the farm, seaside, mini-beast festival and chemistry workshop further enrich scientific learning.

• **OTHER SUBJECTS OR COURSES**

• **Information technology**

128 By the end of Key Stage 1 pupils' attainment is in line with national expectations. By the age of 7 most pupils know what a mouse is and they can use it competently to follow the prompts they observe on a monitor. Most pupils can programme an electronic roamer using elementary commands. Some have learnt the sequence of commands by heart. Most pupils can anticipate the roamer hitting an obstacle placed in its path.

129 By the end of Key Stage 2 pupils' attainment is in line with national expectations. Some pupils are attaining above the levels expected. Pupils make good progress at this key stage and by the age of 11 most can locate the on-screen toolbar, select the icons they require, use a drop down menu confidently and carry out elementary word processing of their writing. This work contributes well to pupils' literacy skills. In controlling the roamer, pupils have made sufficient progress to plot the roamer route for a square or rectangle. Higher attaining pupils are competent at writing the formula using open and closed brackets. In work linked to science pupils have learnt what a sensor is. They can connect these to a computer to record data and produce trend graphs. Pupils can interpret a line graph produced by the sensor. They know the term probe. They can operate the mouse to selecting from option menus choosing the sensor they wish to use. Pupils have a good grasp of understanding of what makes a fair test. Some higher attaining pupils are becoming skilled in seeking information from data, interpreting findings and controlling events. Pupils understand how information technology can be used for medical and domestic heating applications.

130 Most pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Pupils with special educational needs make similar rates of progress to other pupils at each key stage. This is similar to when the school was last inspected. Key Stage 1 pupils have sufficient opportunities to practise the information technology skills they have been taught. They make satisfactory gains in using the keyboard commands and in control technology. At Key Stage 2 pupils make quicker progress. They know the terms save and print and they can use the on-screen calculator. When word processing they talk freely of the font style they are selecting when confidently using the toolbar. Most pupils have made sufficient progress to be able to confidently scan, enter, highlight and amend text. They make good progress in setting up information technology to support investigations such as in science. This good progress is confirmed in follow up sessions when they interrogate and assess the data produced.

131 When the school was last inspected the teaching was described as good. This inspection has shown that the quality of teaching at Key Stage 1 is satisfactory. The quality of teaching at Key Stage 2 ranges from very good to good; most is good. Teachers are enthusiastic and confident in using computers and they teach information technology skills from a secure understanding of the processes involved. Teachers also understand how information technology can have benefits across the curriculum and plan effective links with several subjects such as English, mathematics, science and art. Lesson planning and preparation is satisfactory at Key Stage 1 and good at Key Stage 2. In a lesson for pupils in Year 6 the computer was switched on and sensors prepared ready to be used. During the inspection there was good teaching of programming and using a roamer at both key stages with good continuity in the work from Key Stage 1 to Key Stage 2. Teachers expect pupils to do well. In Year 5 pupils are expected to use the information technology skills they have acquired to become independent in their use of word-processing tools. In Year 6 pupils were expected to apply their understanding of sensors and use the computer to produce valid test results. Good use is made of the time available in lessons of other subjects to continue practising the skills of information technology. In an art lesson for Year 4 pupils used a wide range of materials and all pupils were expected to have completed some of the art tasks using the computer. Some teachers are keeping records of the skills pupils are acquiring

and using assessment information from lessons to help plan the following information technology tasks.

132 Previous inspectors commented on the pupils' positive attitudes to information technology. This continues to be true and at Key Stage 1 pupils' response is satisfactory; at Key Stage 2 it is mostly very good. Most pupils enjoy the opportunity to use computers particularly now that the hardware provision has opened up new opportunities for them to extend their learning. Younger pupils are enthralled by the roamer navigating a circuit to avoid obstacles. Older pupils respond well in discussions of how information technology has applications to everyday life. Pupils are particularly proud of their achievements in art which are displayed throughout the school. Pupils are becoming much more independent in their learning, they often work well together in pairs showing care and respect for the equipment they use.

133 The curriculum provision for information technology is good at both key stages and all National Curriculum requirements are met. Pupils, including those of higher attainment and with special educational needs, are provided with programmes reflecting a good balance between the teaching of skills, the control of equipment and the application of information technology to everyday life. Teachers make opportunities for specific teaching of skills. Although this is satisfactorily timetabled there are ambitious plans for the construction of a computer suite with revised teaching arrangements.

134 An experienced teacher is responsible as co-ordinator and provides satisfactory leadership. Two other teachers have some specialist training and provide good support. The weaknesses in monitoring in core subjects are also true of information technology. The school has taken advantage of the opportunities available with the National Grid for Learning and has ambitious plans for future development including Internet access. Parents have provided good support through fund raising to help improve the provision to its current level. The good well used resources have made a positive contribution to promoting better teaching of information technology skills and raising standards.

· Art

135 By the age of 7 most pupils have made satisfactory progress. They have experimented with colour mixing producing a range of shades within different colour groups. Pupils can work in a range of materials including paint, pastels and charcoal. Most can identify features on a painting by Lowry. They note the figures, buildings and some of the colours. Higher attaining pupils can discriminate between brighter and more subdued colours.

136 By the age of 11 most pupils have made good progress. This is an improvement since the last inspection. Most pupils can produce first draft drawings of a poster to support a health education topic on caring for teeth. Higher attaining pupils provide more detail in their planning of the work and achieve better standards of proportion. They have produced Greek ceramic patterns in work linked to a history topic. Pupils have studied the styles of artists from different periods such as Mondrian, whose work they have reflected in their own charcoal line drawings. Year 5 pupils have explored portraits through paintings of each other to completing a symmetrical facial image given one half as a photograph. These pupils made very good progress because their individual sketch books were prepared in advance with pictures selected to challenge each individual pupil's level of understanding. When the work commenced most pupils could determine whether it was appropriate to use a soft or hard pencil. Pencil techniques have been well taught and standards of sketching are above what would be expected for the pupils' age. Pupils use computers to assist their work in art. They confidently use the mouse, the palette and other toolbar commands to work with art software. Pupils of higher attainment use more sophisticated blends of colours and are more critical of each other's work.

137 Pupils with special educational needs make similar rates of progress at each key stage.

Although they often choose a more elementary range of colours, such as when using information technology, their work reflects all aspects of the art curriculum using a full range of materials.

138 The quality of teaching at Key Stage 1 is satisfactory. The quality of teaching at Key Stage 2 ranges from very good to satisfactory in equal proportions. This is a slight improvement since the last inspection. Teachers' confidence in the work that they are asking pupils to do is satisfactory at Key Stage 1 and at times very good at Key Stage 2. In a Year 5 lesson covering portraiture the teacher was very confident in demonstrating artistic skills and encouraged pupils to achieve high standards in their work. Encouraging pupils to raise the quality of art is particularly evident in Key Stage 2 where teachers generally have high expectations of the standards they expect pupils to achieve. The direction and lead given to pupils by their teachers at Key Stage 2 is the most significant factor in raising standards at this key stage. Teachers regularly discuss the quality of the work the pupils are producing; they demonstrate techniques effectively and praise high achievement. For example the teaching of pencil techniques significantly enhances standards. The work is well planned with sufficient time for pupils to produce the detailed high quality work expected by their teachers. Some teachers are using the information gained from assessing pupils in art lessons to help plan the next stage of teaching art skills.

139 Pupils' response at Key Stage 1 is satisfactory. At Key Stage 2 it ranges from very good to satisfactory in equal proportions. Most pupils enjoy their art lessons; they behave well, work together responsibly and are interested in each other's work. Older Year 5 pupils enjoy the opportunity to work in their sketch books and those in Year 4 are very enthusiastic when working together in small groups using information technology art software. Pupils are encouraged to take responsibility for selecting the art materials they require and they do this confidently.

140 The art curriculum is broad and balanced and satisfactorily meets the statutory requirements of the National Curriculum. Pupils have one main art lesson each week covering knowledge and understanding of the art and the teaching of skills. Additional art experiences are provided through the topics linked to other subjects. The good planning ensures there is good continuity in the progression of skills from one key stage to another. The current policy, to be reviewed in January 2000, provides a satisfactory framework for the work within the overall aims of the school and it provides guidance on display.

141 Whereas the co-ordinator checks planning throughout the school, provides guidance to colleagues and ensures there are sufficient materials, there is no monitoring of standards at present. The accommodation includes sufficient facilities for the class-based lessons. Resources materials, which are satisfactory in quantity, are at present stored in a range of locations throughout the school. However these have been selected to ensure that materials such as A1 and A3 sheets of paper can be stored appropriately.

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· **Design technology**

142 Only 3 lessons were observed during the inspection. Judgements are supported by interviews, scrutiny of work, schemes of work and planning. Most pupils at all levels of attainment make satisfactory progress at Key Stage 1. Most pupils including those with special educational needs make good progress at Key Stage 2.

143 By the age of 7 most pupils develop the skills they require to design, make and evaluate their products. Pupils explore the properties and uses of a wide range of materials, employ a variety of techniques and use a wide range of tools. Pupils design and make fabric flowers and then progress to making simple soft toys. They design and make models from reclaimed materials and then progress to

structures that move using levers, or axles such as a wheelbarrow. They make healthy biscuits and design and make biscuit boxes, considering features such as allergy warnings, sell-by date and price. They design and make posters to support learning about healthy living and progress to designing and making attractive party menus which have to stand unsupported. They evaluate their products carefully and consider ways that they can be improved.

144 By the age of 11 most pupils use a variety of techniques in order to solve problems. A strong feature is the focus on the development of specific skills such as measuring, sawing and joining. This helps to ensure good and safe practice. Pupils increase their awareness of risk assessment throughout the key stage. Activities become increasingly more challenging and mathematical and scientific skills are effectively applied to support learning. Pupils in Year 5 use their knowledge of electrical circuits to design and make an intruder alarm. Pupils in Year 4 drew on their mathematical understanding of triangles to reinforce the joints of wooden structures when making a windmill. For example, one pupil overcame the difficulty of joining a spiral to a conical structure by experimenting with a variety of materials and techniques until the desired effect was achieved.

145 The quality of teaching is satisfactory at Key Stage 1. At Key Stage 2 it ranges from good to very good in equal proportions. All teachers plan their lessons well, building effectively on to what has previously been learnt. In the best lesson the teacher showed how wood could be joined to make a structure. The clear teaching of skills was very effective.

146 Pupils' response is satisfactory at Key Stage 1; they are interested and enthusiastic. They evaluate their work confidently, and co-operate well with each other. The above average noise level disturbs concentration at times. Pupils' response is very good at Key Stage 2 where they are very focused on the activities. They are very interested, attentive and show good levels of perseverance and initiative. In group situations, pupils co-operate well, readily supporting each other. They value and respect the achievements of others.

147 The co-ordinator, who has a very good knowledge and understanding of the demands of the subject, supports colleagues well, monitors planning and observes the products pupils make. Since the last inspection a good scheme of work has been drawn up and the co-ordinator has developed a satisfactory overview of the subject. The monitoring of standards is at present under-developed. Assessment procedures are in place and satisfactory use is made of information to plan the next steps of learning. Systematic records are kept. Effective links are made with other subjects. Effective use is made of the expertise of the co-ordinator to teach another class, Year 3, on a regular basis. Classroom assistants, the chair of governors and parents give good support to pupils in the classroom. Since the last inspection resources have improved are now good and used well. The recent purchase of a refrigerator supports the food technology programme well. Tools are of good quality and sufficient consumable materials are provided. Accommodation is satisfactory. Pupils sensibly re-organise furniture to create additional space for practical activities.

Geography and history

148 A limited amount of history and geography teaching was seen during the inspection. Geography was seen being taught at both key stages and history at Key Stage 2. Judgements are based on lessons seen and on an examination of the schools' documentation and pupils' work. Overall pupils make satisfactory progress in both subjects in both key stages and there is evidence of some good progress in both subjects in Key Stage 2. This is similar to when the school was last inspected.

149 By the age of 7 most pupils have a sound knowledge of homes and families. This is developed through a study of their own lives, the local area and the lives of people in previous times. Pupils have

acquired a good knowledge of their local area during a class discussion about shops, buildings and amenities. Many understand how the immediate school environment has changed over time. By the age of 11 most pupils in history can use a range of resources to find out answers to key questions on schools in Ancient Greece. Pupils have studied characters from Tudor times in order to make a presentation about Queen Elizabeth I. They make skilful use of a range of texts and CD-ROM material when researching their answers. Pupils' written reports of a visit to Bede's World show a clear understanding of life in the time of Bede. In geography pupils study newspaper extracts to look at weather patterns over a period of one week leading to predictions of future weather patterns. Pupils can give sound reasons for making these predictions. Pupils' study of a contrasting locality is enhanced by an annual visit to a field study centre in the Lake District. Classroom displays confirm pupils' ability to make key comparisons between the features of their locality with another.

150 The quality of teaching ranges from good to unsatisfactory. In a good history lesson for pupils in Year 5 the teacher used questioning effectively to provoke thought about the accuracy of historical evidence. In preparation for follow up tasks the pupils were given very clear guidance regarding the presentation of their work. In the one unsatisfactory lesson, although the teacher had a clear idea of what was to be covered and communicated this satisfactorily to the pupils, some became increasingly difficult to manage. Teachers plan well for both history and geography and clear learning objectives are identified for lessons in both subjects. Teachers throughout the school make effective use of classroom displays to celebrate pupils' work. There is some specialist teaching of history in Key Stage 2. The co-ordinator teaches the Invaders and Settlers to pupils in Year 4. The class teacher in Year 6 has a broad knowledge of the local area and has visited other classes in the school to talk about changes in the immediate and local environment over the past thirty years.

151 Pupils' response ranges from good to unsatisfactory. They generally show an interest in both subjects. In the Year 1 geography lesson most pupils listened with interest and made good contributions to a whole class activity on classifying types of buildings. Many showed a good knowledge of the local area. A small number of pupils were poorly behaved. This affected the progress made by other pupils during the related group work. Pupils in the Year 5 history lesson listened carefully to responses and added further information to enhance that provided by their classmates. Pupils in Year 6 showed a keen interest in a history lesson that was supported by photographs of the local area earlier this century.

152 The curriculum in geography and history covers an appropriate range of experiences and statutory requirements are met. Satisfactory policies are in place to support the teaching in both subjects. The co-ordinator, who has a background in history, manages resources efficiently. There are sufficient resources to support all the topics and study units taught in Key Stage 2. Those supporting history are used particularly well. Reference materials for history are supported by computer programmes and video material. Overall the range of resources is better than when the school was last inspected. Although planning is checked the monitoring of standards has not yet commenced.

• **Music**

153 When the school was last inspected the overall provision in music was unsatisfactory and it became a key issue for action. The school has satisfactorily addressed the weaknesses and most pupils now make satisfactory progress at both key stages.

154 By the age of 7 most pupils can clap to a beat with good consistency. They can express their ideas about music. They can sing a selection of songs from memory such as those appropriate for school assembly. By the age of 11 most pupils can clap accurately, recognise the beat and are aware of the tempo. They can recognise a steady beat and they relate it to their own pulse. Most pupils have learnt to chant a rhyme quickly and accurately. Pupils know what a demonstration tape is and some have a good understanding of the concept of an orchestra. Some can compare and contrast the melodies

they hear. Most can hum a well-known tune from memory and some can identify instruments when they hear them played together on a pre-recorded sequence. Higher attaining pupils can discuss percussion instruments and they know the term dynamics. Most pupils can hum a television signature tune from memory; they recognise 2/4 time, clap with precision and form an opinion of the mood and image portrayed by the music they hear. Pupils throughout the school sing satisfactorily in assembly. They have acquired a repertoire of songs they have learned by heart.

155 At the time of the last inspection pupils' learning was described as variable. Progress is now satisfactory at both key stages. This is also true of pupils with special educational needs. During this inspection pupils could both consolidate musical skills they had previously acquired and advance their musical understanding. In a Year 3 lesson most pupils made good progress from clapping to a regular beat to taking decisions on other ways of performing rhythms. Pupils' literacy skills were enhanced when they added to their musical performance the chanting of a rhyme. Pupils make satisfactory progress in their ability to become more critical of what they hear and expressing their preferences for styles of music. This was demonstrated in a Year 5 lesson when pupils discriminated between different types of music. Most pupils have made sufficient progress in listening to music that they can accurately select the most appropriate melody for a range of television programme themes.

156 The quality of teaching has improved since the last inspection when it was previously described as "variable". Teaching is now satisfactory at Key Stage 1. At Key Stage 2 it ranges from good to unsatisfactory; most is however good. Whereas in the past teachers' musical understanding was found to be a weakness, they are now more confident. Much of this results from willingness of teachers to apply rigorously the ideas and framework for music provided within a commercial scheme supported by improved resources. Both have had a beneficial impact on standards resulting in better progress in music throughout the school. The use of the scheme has resulted in better planning of work that is appropriately matched to pupils' levels of attainment. Improved teacher confidence was evident in a lesson for Year 3 where pupils were expected to work at a good pace and where musical terminology was regularly used. In almost all lessons the management of pupils is good. In one isolated lesson for pupils in Year 6, weaknesses in planning the allocation of percussion instruments resulted in a disorganised lesson with time lost. Pupils' limited response to questions asked by the teacher during the plenary session confirmed few had made any progress.

157 Pupils' response at Key Stage 1 is satisfactory. At Key Stage 2 it ranges from very good to unsatisfactory; mostly it is good. Most pupils enjoy music, they are interested in the lessons and they are attentive. Many pupils are willing to perform for others either individually or in groups. Most show care and respect for the instruments. They co-operate with each other when singing and playing and they listen attentively when required to form an opinion on what they hear. In one isolated lesson there were shortcomings in pupils' behaviour when instruments were given out.

158 The school now provides a broad and balanced music programme that meets statutory requirements. This is largely due to the better framework for music provided by the purchased scheme. Pupils of all levels of attainment can access this provision. During the autumn term a school choir practises in advance of Christmas celebrations. Some pupils learn to play guitar at school. The selection of music for listening and singing experiences helps promote spiritual development. Cultural development is promoted through the music chosen for lessons.

159 The co-ordinator has given a satisfactory lead to the improvements in the subject since the last inspection. Monitoring of standards continues to be an omission and there has been no formal evaluation of what has been achieved. However there is a helpful written policy and the prospectus includes specific aims for music. Professional development has been limited although one member of staff has attended a DfEE music course. At the time of the last inspection both the provision and storage of resources were a weakness. Both aspects have been tackled well. With the help of parents'

fund raising initiatives there is now a good collection of tuned and untuned percussion instruments and keyboards. The surplus classroom has been identified as a suitable base for music. It now includes improved storage of percussion instruments.

Physical education

160 Most pupils, including those with special educational needs make satisfactory progress at Key Stage 1 and good progress at Key Stage 2.

161 By the age of 7 pupils can create a range of dance movements in response to music. Most can bounce, throw and catch a ball with control and confidence. By the age of 9 most pupils have developed a range of physical skills. They demonstrate improving control in performing basic jumps. They transfer gymnastic skills into small apparatus work and perform short sequences. Pupils have acquired a satisfactory range of cricket skills. They can control and stop a rolling ball, throw accurately and catch successfully. Higher attaining pupils can bowl overarm and hit a ball confidently. Pupils have learned to refine basic running and hurdling skills in athletics lessons. In swimming nearly half of the present Year 6 pupils can achieve 25 metres at the beginning of the academic year. Pupils' physical education competence is improving through the linking of movements to develop gymnastics and dance sequences. Similarly many show good progress during games activities with clear improvement in technique and control.

162 The quality of teaching in Key Stage 1 is satisfactory. At Key Stage 2 teaching is always at least satisfactory and at times it is good. Teachers have a secure knowledge and understanding of a range of activities. Their planning is detailed. As a result each lesson has a clear structure and appropriate content. Through the teaching of gymnastics, dance and games opportunities are effectively taken to develop literacy and numeracy skills. Time and resources are used well. Most lessons begin with a warm up, introduction and provide opportunities to develop gymnastic or movement skills. Good use is made of demonstration and explanation and effective use is made of question and answer techniques. Information technology is now being used to help track pupils' athletics performance. Teachers display a good awareness of safety issues. They manage pupils effectively and maintain good standards of discipline.

163 Most pupils are enthusiastic and enjoy their practical physical activities. They co-operate and work well in pairs and in small groups and make satisfactory progress through practice and repetition. Pupils enjoy the challenge of physical education activities and are keen to improve their performance.

164 A broad programme with sufficient time is provided at both key stages and statutory requirements are met. It includes a good balance between games, gymnastics and dance. There is a satisfactory policy and commercial scheme of work, which gives clear guidance to teachers in planning their lessons. At Key Stage 2 activities also include athletics, orienteering and swimming. Pupils also experience a residential visit to the Lake District where outdoor and adventurous activities are undertaken. Pupils' personal, moral and social development is encouraged throughout the subject. With the exception of record keeping of performance the monitoring of standards is under-developed. All staff have benefited from the training provided within the Top Sport and Top Play initiatives and received additional resources. Overall the resources are adequate. The school hall, although at times underused, is well equipped with fixed wall apparatus, gymnastic apparatus and agility mats. The grass playing fields are well maintained. The marking is worn on the two hard play surfaces. The school's contribution to sporting extra curricular activities is satisfactory. These include football, tag rugby, netball, cricket, tennis, athletics and swimming.

· **PART C: INSPECTION DATA**

· **SUMMARY OF INSPECTION EVIDENCE**

165 The inspection of St Mary's RC Primary School was undertaken by a team of 5 inspectors who, over a period of 4 days, completed a total of 14 inspector days in school. They spent over 55 hours in observing lessons, talking to pupils and evaluating their work.

166 Before and during the inspection:

246 questionnaires were issued to parents: 42 were returned representing a 17% response;

a meeting was held for parents of pupils at the school: 33 parents attended;

62 lessons or parts of lessons were observed;

samples of pupils' current and past work were examined;

18% of pupils were heard reading;

discussions were held with pupils about their school and their work;

discussions were held with the subject co-ordinators and non-teaching staff;

teachers' planning was examined;

curriculum documents were scrutinised;

budget figures were analysed.

DATA AND INDICATORS

167 Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	191.0	0	34	59
Nursery Unit	26.50	0	0	0

168 Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	8.20
Number of pupils per qualified teacher	23.54

169 Education support staff (YR – Y6)

Total number of education support staff	1
Total aggregate hours worked each week	33.0

170 Qualified teachers (Nursery unit)

Total number of qualified teachers (full-time equivalent)	1.00
Number of pupils per qualified teacher	26.5

171 Education support staff (Nursery unit)

Total number of education support staff	2
Total aggregate hours worked each week	66.0

Average class size:	27.6
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172 Financial data

Financial year:

1999/2000

	£
Total Income	295519
Total Expenditure	285052
Expenditure per pupil	1446.96
Balance brought forward from previous year	-3392
Balance carried forward to next year	7075

Number of questionnaires sent out: 246
Number of questionnaires returned: 42

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	7.1	59.5	11.9	16.7	2.4
I would find it easy to approach the school with questions or problems to do with my child(ren)	28.6	40.5	11.9	19.0	0.0
The school handles complaints from parents well	7.1	35.7	23.8	21.4	9.5
The school gives me a clear understanding of what is taught	21.4	38.1	31.0	9.5	0.0
The school keeps me well informed about my child(ren)'s progress	9.5	42.9	2.4	38.1	4.8
The school enables my child(ren) to achieve a good standard of work	23.8	59.5	9.5	7.1	0.0
The school encourages children to get involved in more than just their daily lessons	7.1	50.0	23.8	16.7	2.4
I am satisfied with the work that my child(ren) is/are expected to do at home	11.9	61.9	14.3	11.9	0.0
The school's values and attitudes have a positive effect on my child(ren)	31.0	42.9	19.0	7.1	0.0
The school achieves high standards of good behaviour	21.4	45.2	19.0	9.5	2.4
My child(ren) like(s) school	47.6	40.5	0.0	11.9	0.0

Other issues raised by parents

Some parents of Year 2 pupils are concerned at the implications for pupils' progress of the job share arrangement which was introduced at the beginning of the Autumn Term 1999. Inspection evidence shows that pupils' attainment and progress does not suffer through this arrangement.

