

INSPECTION REPORT

**Seely Church of England (Voluntary Aided)
Primary School**

Arnold, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122786

Headteacher: Mrs Susan Read

Reporting inspector: Mr Steve Bywater
18463

Dates of inspection: March 26th to March 30th 2001

Inspection number: 190178

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Burntstump Hill Arnold Nottinghamshire
Postcode:	NG5 8PQ
Telephone number:	01159 632833
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Martin Lassiter
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18463	Steve Bywater	Registered inspector	Mathematics Science Information and communication technology Music Physical education Foundation Stage	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
13448	Dawn Lloyd	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
18618	Jan Gibson	Team inspector	English Art Design and technology Geography History Special educational needs Equal opportunities	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in an attractive rural setting four miles from the edge of the conurbation of Nottingham. There are 108 full time pupils aged between 4 and 11 on roll. The school is under-subscribed and smaller than the average sized primary school. It is smaller than it was at the time of the previous inspection. The school has a very small designated catchment area. The vast majority of pupils attend this school because parents choose it for their children and because of the school's status as a Church of England Voluntary Aided School. The general attainment of pupils on entry to the school is best judged as average but includes the full range of attainment. Eight pupils are known to be entitled to free school meals which equates to approximately eight percent and is below the national average. A similar proportion of pupils had free school meals during the previous inspection. Fifteen percent of pupils are from ethnic minority groups and one pupil speaks English as an additional language. There are 26 pupils on the special educational needs register and seven pupils receive the support from outside agencies, their difficulties are wide ranging. No pupil has a statement of special educational needs.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features, whose strengths far outweigh the weaknesses. Pupils make good progress and standards are rising. In the 2000 national tests, standards in English and science were in line with the national average but below average in mathematics. Overall the teaching is effective and supported by very good leadership of the headteacher. The school provides satisfactory value for money.

What the school does well

- It has effective leadership;
- Teaching is good;
- It promotes good attitudes and very good behaviour and relationships amongst pupils;
- It promotes pupils' spiritual, moral and social development well;
- It provides well for pupils with special educational needs.
- It cares well for pupils' welfare and promotes good attendance.

What could be improved

- Standards in English and mathematics throughout the school and information and communication technology in Key Stage 2;
- The curriculum for children in the Foundation Stage;
- The balance in the curriculum and the proportion of time allocated to some subjects is unsatisfactory;
- The cultural development of pupils, especially through art, music and knowledge of cultures other than their own.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1996 and has made significant improvements and dealt effectively with almost all the issues raised. A new headteacher was appointed and the improvement in leadership and management provided a foundation which underpinned the following improvements: the staff developed effective discipline procedures so that behaviour of pupils in all classes is mostly very good and this enables pupils to take full advantage of the learning opportunities; teaching has improved significantly as the school reviewed teaching methods; teaching continues to be monitored effectively so as to consolidate the strategies and practices. This results in the effective development of pupils' skills, knowledge and understanding. Assessment and curriculum planning are now good and rigorous analysis enables teachers to use the assessments when organising future work. Teachers have also improved their skills to ensure that more focused exploration and investigation take place, particularly in mathematics and science. The only area which has not developed sufficiently is the provision for children in the foundation stage.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	C	D
mathematics	E	D	D	D
science	E	E	C	C

Key

well above average A

above average B

Average C

below average D

well below average E

The table shows that in the 2000 Key Stage 2 national tests for eleven year olds, pupils' standards in English and science were in line with the national average but standards were below the national average in mathematics. In comparison with similar schools, standards in science were average but below average in English and mathematics. Pupils' achievements were better than the bare facts suggest. The proportion of pupils achieving the expected level 4 exceeded the national average but fewer pupils achieved the higher level 5. However, almost a quarter of the Year 6 group of pupils who took the tests in 2000 were on the special educational needs register and their learning difficulties made it highly unlikely that they would achieve the expected level. Due to the problems which had been highlighted in the previous inspection report, the school had a back-log of underachievement to deal with. The proportion of pupils achieving at least the expected level in English for example, has risen from 50 percent in 1998 to 82 percent in 2000. Furthermore, the proportion of pupils achieving the higher level, for example in mathematics, has risen to 18 percent from nil in 1998. This represents a significant improvement since the last inspection.

Most children begin reception with average levels of skill across the range of their work. By the end of their time in the reception class, children's attainment is in line with that expected for their age in all areas of learning. Standards in English and mathematics are currently

below average for both seven year olds and eleven year olds. Standards in science are below national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2. In information and communication technology, standards at the end of Key Stage 1 are in line with national expectations and just below national expectations at the end of Key Stage 2. Seven year olds achieve standards which are in line with national expectations in art, geography and history, but below national expectations in design and technology. By the age of eleven, standards are in line with national expectations in geography and history but below national expectations in art. There is insufficient evidence to enable a judgement about standards for eleven year olds in design and technology or throughout the school in music and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a good attitude towards their work and the school. Pupils enjoy their learning and are keen to discuss their views in class.
Behaviour, in and out of classrooms	Behaviour in lessons and breaktimes is very good. Pupils are sensible, courteous and polite and they respect their teachers and one another.
Personal development and relationships	Relationships are very good. Pupils collaborate very well in the classroom and enjoy working together.
Attendance	Children enjoy coming to school. Attendance is good and buses permitting, most pupils arrive punctually.

TEACHING AND LEARNING

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

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

The quality of teaching is good. All but one lesson observed was at least satisfactory. Fifty two percent of lessons were good or better and 26 percent were very good or excellent. Teaching in the Year 2 class and in the Year 5 and 6 class was particularly impressive. The quality of teaching for the Foundation Stage is satisfactory overall but the delivery of the Foundation Stage curriculum is not as well thought out as it should be. There are too few practical activities to interest and motivate children. Formal lessons in literacy and number are taught well. Throughout the school, relationships between teachers and pupils are very good and teachers know their pupils very well. Strengths in the teaching of literacy, numeracy and other lessons include skilled and challenging questioning, high expectations of pupils' mental arithmetic and effective final sessions. These are used effectively to assess the level of pupils' understanding and ensure that they are further challenged in future lessons. Teachers do not always match the work well to the needs of all pupils and some pupils struggle. Teachers' planning for pupils with special educational needs is mostly good and classroom assistants provide skilled and sensitive support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are satisfactory overall and the school meets all statutory requirements. However, the time allocation and limitations caused by the building affect the provision for pupils in Key Stages 1 and 2. The time allocation for Key Stage 2 is below the average nationally. As a result there is inadequate coverage of a number of subjects including art and music. It is unsatisfactory in the reception class because children have few opportunities to investigate the world around them and to talk about their ideas and experiences.
Provision for pupils with special educational needs	Provision is good. Pupils receive very good support from very committed, experienced and qualified assistants. Teachers match pupils' work carefully to meet their individual needs on most occasions but there are times that the work given is too difficult.
Provision for pupils with English as an additional language	It is not possible to make a judgement. One pupil speaks English as an additional language. The pupil is competent in the English language but was absent during the inspection.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' spiritual, moral and social development is good. Staff provide good role models and effectively promote the principles which govern conduct and behaviour in school. Pupils' cultural development is promoted satisfactorily but their knowledge and understanding of other cultures' art and music are not well developed.
How well the school cares for its pupils	Good. There is a strong commitment to the well being of pupils, which is obvious in the day-to-day work of the staff. There are strengths in the procedures to promote attendance and good behaviour. Assessment procedures are developing well to carefully prepare projected targets for the school and for tracking the progress of individuals.

The school has good relationships with parents. Most parents have a positive view of the school and a few provide valuable help in class. The 'Friends of Seely' work hard to raise funds and contribute to additional resources. The information provided by the school to parents is good, especially through regular newsletters and pupils' reports.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong and effective leadership, and a clear sense of purpose that creates a sense of community among staff, pupils, governors and parents. Some co-ordinators are not as effective as others in developing their subjects.
How well the governors fulfil their responsibilities	Good. The governing body fulfils its statutory responsibilities extremely well and takes an active role in helping to shape the direction of the school through strategic planning. They are fully committed to and supportive of the school.
The school's evaluation of its performance	Monitoring and evaluation of performance is very good. There is a rigorous analysis of standards, frequent checking of the progress towards meeting targets in the school improvement plan and regular observations of teaching.
The strategic use of resources	The school's spending reflects the educational priorities and these are well supported by careful financial planning. Standards have risen. Good use is made of resources and support staff make a substantial contribution to pupils' learning.

The accommodation is cramped and restricts the curriculum. This is especially true in physical education lessons in the hall and for lessons which require large scale work, for example in art, or for independent work where pupils need to move around.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school and they make good progress. The teaching is good and the school expects children to work hard and achieve their best. Parents feel comfortable about approaching the school with questions or a problem. The school is well led and managed. The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> The amount of homework. The range of extra-curricular activities. The closeness of the school in the way it works with parents. The school keeps parents well informed about how their child is getting on.

This table takes account the views of eight parents attending a meeting held with the registered inspector prior to the inspection and those expressed in 53 returned questionnaires. The inspection team agrees with the positive views of parents. Homework is

generally appropriate and is used well to support pupils' work in school. Although the inspectors recognise that there is a limited range of extra-curricular activities, there are visits and visitors which enhance pupils' learning. The inspectors also feel that the school tries to inform parents about pupils' progress and involve them in the life of the school but the response of parents has not always been as enthusiastic as the school would hope. This is understandable in view of the geographical location of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children begin reception with average levels of skill across the range of their work; some higher-attaining children have above average skills. However, the attainment on entry varies from year to year. This is confirmed by the school's initial assessments that are undertaken with these young children. Children make satisfactory progress in the reception class. By the end of the Foundation Stage¹, most children's attainment is in line with that expected for their age in personal and emotional development, communication language and literacy, mathematical development, knowledge and understanding of the world, physical, and creative development.
2. In the 2000 end of Key Stage 1 national tests in reading and writing, standards were in line with the national average. When compared with similar schools, standards were below average in reading and writing. In the mathematics tests and the teacher assessments in science, standards of attainment were below the national average. In comparison with similar schools, standards were also below average. However, only eight pupils were in the Year 2 group who took the tests last year and the results are misleading since one child accounts for 12.5 percent of the group. Only one child did not achieve the expected level 2. Two pupils achieved the higher level 3 in mathematics but none of the higher-attaining pupils reached the higher level that is expected of seven year olds in science. Girls outperformed boys in reading, writing and mathematics in 2000 but there is no clear trend and a very small number of pupils were involved. In the 2000 Key Stage 2 national tests for eleven year olds, pupils' standards in English and science were in line with the national average but standards are below average in mathematics. It was also the case that the proportion of pupils achieving the expected level 4 exceeded the national average but fewer pupils achieved the higher level 5. Although the proportion of pupils achieving the higher levels is increasing year on year, the numbers remain below the national average in mathematics and science and well below the national average in English. No Year 6 pupils achieved lower than level 3 in last year's national tests. This represents a significant achievement for some pupils on the special educational needs register. In comparison with similar schools, standards in science were average but below average in English and mathematics. There is no marked difference in the attainment of boys and girls except in the area of writing in Key Stage 2 where girls outperform boys. The school carefully analyses performance data in order to check for trends. Teachers provide extra support for targeted pupils in order to raise standards.

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

3. Pupils' achievements were better than the bare facts suggest. Most importantly, almost a quarter of the Year 6 group of pupils who took the tests in 2000 were on the special educational needs register and their learning difficulties made it highly unlikely that they would achieve the expected level. Secondly, due to the problems which had been highlighted in the previous inspection report and in the following monitoring visits, the school had a back-log of underachievement to deal with. Despite the 'low' scores, the proportion of pupils achieving at least the expected level in mathematics for example, has risen from 44 percent in 1998, to 50 percent on 1999 and then to 72 percent in 2000. Furthermore, the proportion of pupils achieving the higher level has risen from nil in 1998 to 18 percent in 2000. This represents a significant improvement since the last inspection.
4. Current inspection evidence indicates that the improvement continues and although standards are still below national expectations, pupils are doing as well as they can. This is the result of good teaching and careful target setting for pupils of all abilities. Standards when compared with national expectations are low this year in Key Stage 1, and have been so in previous years, for a number of reasons. Firstly, until recently there was inadequate provision during the Foundation Stage and inconsistent teaching and staffing. The school has acted as quickly and efficiently as it could to rectify this situation. It is also important to stress that some of the pupils on the special educational needs register have difficulties which mean it is highly unlikely that they will achieve the expected level. A large number of pupils are very young seven year olds (many are still six years old) and this affects the level of understanding of some pupils. Finally, there are twice as many boys as girls, and normally girls outperform boys at the age of seven.
5. The full range of inspection evidence shows that standards in English are below average for both seven year olds and eleven year olds. This is due to the large proportion of pupils with special educational needs in both year groups and accounts for the difference between test results in 2000, when standards were average. The small numbers of Year 6 pupils makes year on year comparison unreliable. Pupils are developing speaking and listening skills satisfactorily. Year 2 pupils listen with great interest to their teacher's animated story telling, explanations and instructions. The higher attaining pupils respond well to questions and volunteer information using a good vocabulary. In Year 2, a majority of pupils attain satisfactory standards in reading. The reading skills of a significant minority of pupils, including those with special educational needs, are below average but they make a good attempt to 'sound out' the words and look for clues in the sentence. Average and above average pupils read with good expression and use punctuation well to give a sense of meaning, especially when reading their own writing. Below average pupils are developing their skills and achieve satisfactorily. By Year 6, the majority of pupils are fluent and expressive readers. Writing skills are below average by the end of Years 2 and 6. The school's focus on raising standards in writing is beginning to have a positive impact in Year 2. Pupils write for a variety of different purposes, such as interviews, leaflets and letters. Standards of writing for Year 6 pupils are close to average for the average attaining pupils, with a small minority of pupils reaching above average standards. When taking account of the proportion of pupils with special educational needs however, standards are below average overall. Spelling skills are weak for the majority of pupils.
6. Standards in mathematics are below national expectations at the end of both key stages but they are improving. Pupils make good progress in number and algebra, shape, space and measure and in handling data. Improved results can be attributed

to the appropriate emphasis given to using and applying number skills, the encouragement given to pupils to explain their thinking to help develop reasoning. The grouping of pupils by ability is helping to ensure that work is more carefully matched to pupils' needs. The mathematics provision is continuing to improve as the staffing situation is far more stable, teachers use the National Numeracy Strategy to good effect and the school is in a strong position to raise standards further.

7. Standards in science are below national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2. Inspection findings in science show that practical work is taught effectively across the school. This successfully promotes pupils' scientific enquiry skills, and their knowledge and understanding of all aspects of science. By the end of Key Stage 1 pupils have a good understanding of sources of light and recognise that some light is natural and other light is man made. Pupils in Key Stage 2 have a good knowledge and understanding of most aspects of science. The analysis of pupils' work, and discussion with them, shows that all pupils make good progress in the topics covered. As in Key Stage 1, there is no evidence of pupils having studied the aspect of life and living processes. There is a two-year planning cycle for science and pupils do not study the area of Life and Living Processes for nearly two years. This is a little imbalanced and pupils can forget what they learned previously if the aspect is not 'revisited' more regularly.
8. The majority of pupils, including higher attaining pupils and those with special educational needs, make satisfactory progress throughout the school in information and communication technology. Standards at the end of Key Stage 1 are in line with national expectations and just below national expectations at the end of Key Stage 2. These findings are a very significant improvement on the last inspection and are the result of greater staff confidence and improved teaching, the implementation of a coherent curriculum and provision of good quality equipment to support teaching and learning.
9. Standards at the age of seven are in line with national expectations in art, geography and history, but below national expectations in design and technology. By the age of eleven, standards are in line with national expectations in geography and history but below national expectations in art. There is insufficient evidence to enable a judgement about standards for eleven year olds in design and technology or throughout the school in music and physical education. The curriculum is not sufficiently broad and balanced and this is impacting on the standards pupils' achieve. The time allocated to subjects is in urgent need of review. The lack of confidence of teachers in the teaching of music, art and design and technology and the limitations caused by the building in providing accommodation for dance and gymnastics, is seriously affecting provision in these subjects.
10. The standards achieved by pupils with special educational needs vary according to how well the individual learning needs are met. Most who have difficulty in learning to read and write make satisfactory progress in building on their prior attainment through the additional support they receive. Pupils who have emotional and behavioural difficulties make slow but steady progress with the support of classroom assistants; records show this through the repeat of education plans following reviews. There is some evidence of pupils making sufficient progress to be taken off the special needs register.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school are good whilst their behaviour and personal development is very good. This is a significant improvement since the previous inspection and shows further improvements since the monitoring visits by Her Majesty's Inspectorate in 1998.
12. Staff in the reception class have worked hard to establish for all children the routine of listening to others and taking turns to speak. Sometimes children's learning is interrupted because the teacher spends time dealing with a small number of children (some of whom have special educational needs) who are restless and whose behaviour is unsatisfactory. In the main this occurs when children are working in a large group and on these occasions the pace of learning slows down. There are carefully planned discussions, such as the 'circle time'² activities that are used successfully to promote pupils' speaking and social skills but these could usefully be extended.
13. Adults promote children's personal development competently by ensuring that children settle readily into daily routines, such as registration, and are developing a satisfactory awareness that some actions are right and some are wrong. More could be done however to encourage children to make choices about some of the activities they undertake, such as working in the sand tray or water. Staff encourage children to take responsibility for resources, such as sweeping up any spillage of sand and tidying equipment away at the end of a lesson and most children respond well.
14. The attitudes of pupils to school and to their learning are good in all classes. Their behaviour in and around school is very good. Parents also have positive views about behaviour in school. They consider that this is now a strong feature of school life. They say, and inspectors agree, that their children are courteous, polite and well mannered.
15. In the classroom, the attitude and behaviour of pupils was good or better in 86 percent of observed lessons and very good or better in 46 percent of lessons. The responses of pupils in both key stages were consistently impressive. These standards have a positive impact on pupils' learning since teachers can concentrate on teaching rather than controlling pupils. Similar standards of behaviour were observed in the playground, in the dining hall and around school.
16. There are no exclusions from the school at present although there have been a large number over the past year or so. The previous inspection identified behaviour as a serious cause of concern and some pupils being at risk from aggressive behaviour of others. The school appropriately dealt firmly with poor behaviour when it occurred and ensured pupils know right from wrong. Parents appreciated the strong line taken and pupils' behaviour is now very good.
17. Pupils with special educational needs have a positive attitude to their work, especially when supported by the very effective non-teaching staff. Most are keen to learn, try hard with their work and enjoy succeeding. Most behave sensibly. They respond well to the considerable encouragement they receive, and this enhances their self-esteem.
18. Pupils enjoy coming to school and excitedly share their views in class. Teachers plan numerous group activities which were often a delight to observe. For example, in a

² During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

Year 2 science lesson, pupils were discussing the results of an experiment to check if sound becomes fainter the further away from a source you are. Their resulting suggestions such as “it depends how good your hearing is” and “the direction that the wind is blowing makes a difference” shows how well pupils were deep in thought about their work.

19. Relationships between pupils and one another, and pupils and adults, are very good and sometimes excellent. For example, in a Year 6 science lesson, pupils work together well to conduct their experiments in varying the sounds produced using a limited range of equipment. They willingly organised their roles, were totally attentive, collaborated well and thoroughly enjoyed working together. Pupils of all ethnic groups play sensibly together in the playground and there was no evidence of any unsociable behaviour, racism or bullying. All pupils are consistently polite and well mannered towards visitors. They hold doors open for all adults and are keen to approach visitors in school and in the playground to ask if their class would be visited during the day. The quality of these relationships has a positive impact on pupils’ learning.
20. The opportunities for pupils to take responsibility in school are very good. For example, two pupils from across Years 3, 4, 5 and 6 are part of the school council. They have a real voice and meet with the headteacher or other staff to discuss ways in which to improve the everyday life in school. They assume roles of chairing the meeting and taking minutes and conduct their business in a mature and sensible way. At a meeting during the inspection week, pupils fluently discussed amongst other items, issues related to providing indoor games for use on wet playtimes and argued the ‘pros’ and ‘cons’ of collectable cards from a popular cartoon series being allowed in school. Pupils make generous donations to a number of charities including, Red Nose Day and Poppy Appeal. They also donate harvest festival gifts to their community and to help children in other countries. All these activities have a very positive impact on pupils’ personal development.
21. Parents agree that children enjoy coming to school, as is shown by the level of their attendance, which is better than that normally found in schools of this size and type. Pupils are seldom absent from school without good reason. The small number of unauthorised absences are mainly related to punctuality, because if a child misses the school bus, there may be no other means of getting to school that day. When this happens, staff contact parents individually to stress the importance of making sure that children attend school regularly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching is good overall. All but one lesson observed were at least satisfactory. Fifty two percent of lessons were good or better and 26 percent were very good or excellent. Teaching in the Year 2 class and in the Year 5 and 6 class was particularly impressive. Compared with the previous inspection report, there has been a very significant improvement in the quality of teaching. This is due to improved practice in the teaching of literacy, numeracy and information and communication technology resulting from in-service training and the national initiatives. It results also from regular and effective monitoring of teaching by the headteacher, deputy headteacher and the local authority adviser. Some teachers who were present in the last inspection are no longer at the school.
23. The quality of teaching for the Foundation Stage is satisfactory overall but there are some good features in some of the lessons. The staff work together as a team but

their delivery of the Foundation Stage curriculum is not as well thought out as it should be. There are difficulties in providing young children with the practical activities that they need to learn in a class which also has pupils from Year 1. The problems manifest themselves in the methods adults use to gain children's interest and motivate them to learn and in the organisation of the classroom environment which lacks interesting items for children to handle and talk about. Formal lessons such as letter formation, letter sounds, the reading scheme, and number work however, are taught effectively and as a result many children use these skills well. Books are not displayed well enough to enable pupils to choose easily and independently and children do not have sufficient opportunities to participate in structured role play. Staff praise and reward the achievements of children and this fosters their confidence and learning. They manage children's behaviour well. The teaching of knowledge and understanding is not quite so successful. Children do not have sufficient opportunities within well-chosen first-hand experiences to develop skills of scientific investigation. Pupils need more experiences to observe and experiment to enable them to offer their own explanations, whether right or wrong, and to have a deeper understanding of the world around them. Sometimes staff guide children too much in their activities and concentrate too much on the Year 1 lesson objective.

24. Throughout the school, the ethos in the classroom is very positive and promotes learning. Relationships between teachers and pupils are very good and teachers know their pupils very well. Teachers speak to pupils with respect and are in turn spoken to in a similar manner. Teachers have high expectations of achievement, behaviour and in most cases, presentation, though the work of pupils in Year 2 could be neater. This contributes to the development of pupils' self-esteem, confidence in their abilities and self-discipline. Teachers use praise and encouragement regularly and give constructive feedback about their work. Combined with teachers' effective classroom management, this means classrooms are pleasant working environments. Pupils are consistently encouraged to take responsibility for their own learning. Teachers manage pupils well, often firmly but unobtrusively. This is done with little disruption, especially important in this difficult building.
25. Teachers are secure in their knowledge of how to teach literacy and numeracy lessons. Most pupils make good progress because the basic skills and techniques in literacy and numeracy are taught explicitly, systematically and thoroughly. In the impressive lesson on estimation at the end of Key Stage 2, the teacher enthusiastically built on pupils' previous learning and developed their lessons according to the pupils' individual needs. In literacy lessons the teachers skilled and challenging questioning aids pupils' understanding. Pupils in Year 2 were spellbound by their teacher's humorous and imaginative story telling involving the use of finger puppets and stimulating vocabulary. In numeracy lessons most teachers have high expectations of pupils' mental arithmetic and encourage pupils to explain how they arrive at their answers and to use appropriate mathematical vocabulary. This develops pupils' confidence in mathematics and increases their own awareness of their learning. Occasionally, teachers mismatch the work for some pupils. For example, in one class the reading level of the text used in part of the lesson was too difficult for the lower attaining pupils. In the lower junior class, the learning is not always appropriate in developing writing skills and this leads to slowing of progress. In their group work involving writing, most pupils struggled because they could not understand the ideas in the sentences they were given to punctuate. Time at the end of sessions in both literacy and numeracy lessons is used effectively to assess the level of pupils' understanding and ensure that they are further challenged in future lessons.

26. Planning is generally good and lessons have clear objectives which are matched to pupils' needs and interests. The best planning clearly identifies the extension activities for higher attaining pupils as well as the way that pupils with special educational needs and lower attainers will be supported. All teachers share the objectives with pupils and when the subject focus is clear, effective teaching takes place. In most lessons teachers have secure subject knowledge and this enables teachers to build on pupils' learning as they progress through the lesson. However, in art and design and music, teachers' are not as secure in their subject knowledge. In the only unsatisfactory lesson, pupils were confused about what they had to do and struggled for ideas due to the teacher's misinterpretation of the programme of work. Work in art and design is too directed in the junior classes, leaving pupils little scope for creativity and imagination. The pupils' potential is not being achieved by the limited opportunities and low level of intellectual and creative challenge provided in art lessons. The lack of subject knowledge in music is overcome to a large extent by the employment of a specialist teacher. However, this is for only half an hour per class per week and teachers need to provide more musical experiences.
27. Better teaching is characterised by the ability of the teacher to review the lesson and move pupils on in their thinking. Teachers carefully choose high quality experiences to motivate and engage pupils in their learning. Pupils have opportunities to solve problems, carry out investigations and experimental work and use and apply their skills. There is usually a good balance between information and enquiry and this results in lessons which are purposeful and move at a good pace.
28. Evidence from the scrutiny of pupils' work shows that teachers' marking is very good in Year 5 and 6 and at least satisfactory and sometimes good in the other classes. Not only is it encouraging to the pupil but the teacher adds constructive remarks to help them to improve their work.
29. The amount and types of homework vary from class to class. All of the homework seen during the inspection week was appropriate and supported pupils' learning. Three quarters of the parents who returned their questionnaires commented favourably about the work that pupils do at home, whereas a quarter of the parents were dissatisfied. It is not known whether this is because they feel there is too little or too much homework.
30. Teachers' planning for pupils with special educational needs is mostly good and this ensures access to the full curriculum. Account is taken of their specific needs in drawing up their individual education plans and these are translated into appropriate tasks for the most part. Planning for English does not always meet pupils' individual needs well at Key Stage 2 when support staff are not present. Although targets are clear in plans, they are not implemented through manageable steps in some lessons. Classroom assistants provide skilled and sensitive support for pupils with special educational needs, who respond very well to the individual or group teaching, applying themselves well and enjoying warm relationships with their helpers.

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

31. The previous report identified the fact that the full under fives curriculum was not provided although children were given a sound introduction to the National Curriculum. The school began to deal with the issue of providing planning systems but many other issues including staffing difficulties and national initiatives slowed the process. It is

now very important that the school devise and implement planning for children's work based upon the new curriculum for children of this age. A draft policy is now provided but it does not give sufficient information about the areas of learning or the school's approach to teaching them.

32. The evidence from this inspection shows that the curriculum teachers provide for children in the reception class still does not meet children's needs sufficiently. The work in the classroom and the classroom environment reflect this. Firstly, the work is sometimes too difficult for children's stage of development. Secondly teachers give children insufficient practical activities to investigate the world around them and to talk about their ideas and experiences. Thirdly, the organisation of the classroom, displays, and sometimes the work does not stimulate children's learning sufficiently or extend the concentration, behaviour and learning of some children enough. As a result children sometimes do not progress as well as they could, for instance in their personal and social development and in their knowledge and understanding of the world.
33. Overall, the quality and range of learning opportunities for pupils aged between six and eleven years support their progress satisfactorily; this is an improvement on the findings of the previous inspection. Within this broad picture, there are some differences in the quality of experiences offered to different groups of pupils. For seven to eleven year olds the time for learning is below the recommended minimum by around fifty minutes; this equates to at least one lesson per week. The curriculum has several areas of strength but some areas where learning opportunities are more limited. All subjects are covered but with varying amounts of time and emphasis.
34. Despite the many staff changes the English curriculum is well established with an appropriate focus on raising standards in writing. The mathematics curriculum is planned to provide good breadth and balance across the school. There is some imbalance in the two-year planning cycle for science as pupils may not study the area of Life and Living Processes for nearly two years. There are now good opportunities for pupils to experience the full information and communication technology (ICT) curriculum but the use of ICT to support learning in other subjects is an early stage of development. National guidance has been adopted for all other subjects. There are restricted learning opportunities in design and technology in Year 2 and in art in Key Stage 2. Consequently pupils are unable to achieve high enough standards by Year 6. The limited time given to music and physical education has an adverse effect on standards and progress. On some occasions, the work planned for pupils with special educational needs does not meet their learning needs.
35. In the junior classes, learning opportunities and full access to the English curriculum are restricted at times for below average pupils and those with special educational needs. This occurs when teaching resources are not well matched to their learning needs and where the curriculum is not modified appropriately. Pupils with special educational needs are included in all aspects of the curriculum in the infant classes and in a majority of lessons in the junior classes. Careful consideration is given to their specific needs through carefully planned learning opportunities and well matched resources. Boys and girls are offered the same educational experiences and it is significant that both boys and girls respond with equal enthusiasm in most lessons. Results of tests indicate that girls perform better than boys in English and mathematics at both key stages, in line with national trends. The school is aware of the need to raise boys' achievement, particularly in writing, and targets have been set by analysing data. The good range of different forms of writing in the upper junior class supports the school's action.

36. Aspects of general health education, such as healthy eating, are provided satisfactorily within the science curriculum and sex education is provided for the older pupils. Appropriate emphasis is given to drug education through a comprehensive programme involving the police service.
37. The school's curriculum is extended satisfactorily through a range of extra-curricular activities at different times of the day and through visits. Sporting, musical and drama activities are held throughout the week. These are accessible to both girls and boys and a good number take part. Learning opportunities are also extended through a number of visits related to the work in school, for example in geography and history, and through a residential visit for older pupils involving outdoor and adventurous activities. The school has satisfactory links with the local and wider communities despite being quite isolated. The local vicar takes an active part in the spiritual life of the school through assemblies. Pupils attend services at their local church each term to celebrate events in the Christian calendar, to which parents and members of the local community are invited. Older pupils have interviewed shoppers in the local community as part of their work in geography. While no home visits are made, parents of reception children are invited to visit the school. Links with the local secondary school, to which the majority of pupils transfer at eleven, are satisfactory.
38. Provision for pupils' spiritual, moral and social development is good. Pupils are helped to develop spiritual awareness in assemblies and, on some occasions, through storytelling in English. Christian values are strongly promoted through stories in the Bible and stories about the life of Jesus. Acts of collective worship offer good opportunities for stillness and reflection on a range of themes. Pupils volunteer to say prayers, often making their own.
39. The school is successful in meeting its aim to promote moral awareness so that pupils become responsible for their own actions. Moral and social values are promoted consistently through assemblies and lessons, and underpin the daily life of the school. Adults provide models of sensitive and caring behaviour which are readily followed by most pupils. Each week there is an achievement assembly to celebrate good work and behaviour, thoughtfulness and kindness. The school places much emphasis on personal development and there are many instances in lessons where the teachers actively encourage the sharing of ideas, helping each other and co-operating. Pupils have developed their own moral and social code, which is displayed in all classrooms. The school successfully promotes a family atmosphere through opportunities for pupils to mix socially across the different year groups, as at lunchtimes. Older pupils help take care of younger pupils on wet playtime days. Citizenship is developed when pupils collect for 'Children in Need' and the Indian Earthquake appeal, and when the School Council addresses and responds to issues raised by pupils.
40. Provision for pupils' cultural development is satisfactory. Pupils have many opportunities to experience their own cultural heritage through a number of visits to places of interest. The importance of addressing cultural diversity in modern Britain is recognised through the use of some multicultural resources in the infant classes. The literacy hour is successfully introducing pupils to a wide range of writing, not only from British writers but also from overseas. The school has recently spent a day celebrating the Chinese New Year and different aspects of Chinese culture such as dance, music, cooking and writing. Overall, there are too few opportunities however for pupils to listen to, compose and perform music. Teachers do not provide sufficient opportunities for pupils to discover more about how other cultures contribute to the world in which they live, for example through art, music and dance.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school successfully meets its aim 'to create a caring, Christian environment' and the quality of care has improved significantly since the last inspection.
42. The school's provision for the welfare, health and safety of pupils is good. Staff know the children well and create a secure, caring environment for them.
43. Health and safety is taken seriously. A detailed policy has been based on a local authority model and adapted to the school's specific circumstances. Regular audits are carried out and any identified hazards are quickly remedied. There are suitable arrangements for routine medical care and first aid, and staff are careful to record any incidents and to let parents know what action has been taken. Although risk assessments have not yet been completed for all areas of the curriculum, staff are vigilant and ensure that safe practices are followed in lessons. When children go out of school on trips a thorough risk assessment is carried out and parents are kept informed of what their children will be doing.
44. Sex education is taught mainly through the science curriculum and drugs awareness is taught explicitly in 17 one hour sessions, with help from external specialist staff in presenting these issues to the older children. Pupils are encouraged to adopt a healthy lifestyle through their lessons and during the residential activity week that takes place for years 5 and 6. A formal policy for teaching PHSE is still being prepared, but the caring ethos of the school, together with the very good relationships that exist between staff and children, ensure that much effective personal and social education already takes place.
45. In response to a key issue in the last inspection, staff have devised an appropriate behaviour policy containing the school's basic aims and suggested strategies for achieving them, with emphasis on the positive encouragement of good behaviour and enlisting the support of parents. Because the separate Code of Conduct, which makes the school's expectations clear, was drawn up in negotiation with the pupils, they understand it and observe its simple rules. The headteacher and one of the governors regularly monitor children's behaviour and check to see that staff are following the behaviour policy consistently. They report an increasingly good picture, which bears out parents' views that, overall, behaviour has improved in the school. A useful, detailed policy on bullying helps staff to identify problems and gives good guidance on ways of handling incidents. Assemblies and circle time help children to recognise the true nature of bullying and what to do if they have any concerns. Parents agree that instances of bullying are rare and are effectively dealt with by staff. Procedures for monitoring attendance are thorough and include a telephone check on the first day of any unexplained absence, to ensure that children are safe.
46. In this small school, daily staff briefings ensure that concerns, whether academic or pastoral, are raised immediately, so that effective action can be taken. Arrangements for child protection are good. Staff are aware of their responsibilities and the ethos of the school gives children confidence to approach any adult with problems or worries of any kind.
47. Individual Records of Achievement are compiled throughout pupils' time in school, so that at the end of Year 6 they have a valuable collection of their best pieces of work and personal successes. In addition, National Curriculum targets are set and shared

with parents and children. This helps pupils to understand the progress they are making and what they need to do to improve, as well as giving parents ideas of ways in which they can help their children to learn.

48. Teachers and support staff are accessible and most responsive to pupils' needs. Information collected through the assessment of pupils' work in English and mathematics is put to good use.
49. Children's attainment is assessed both at the start and end of the reception year. The results are used to group children and to assess the progress they make each term against the stepping stones and Early Learning Goals. The use of assessment information for planning is less effective as the foundation curriculum is not fully established.
50. The school's procedures for assessing pupils' attainment and progress, and monitoring their performance in English and mathematics are good. Assessment information from the reception class helps the teacher put pupils in similar attainment groups at Key Stage 1. The results of the national tests taken at the end of Key Stage 1 are used to put pupils in similar attainment groups at Key Stage 2. The results of annual tests and termly teacher assessments of pieces of writing at Key Stage 2 are used to track the progress of individual pupils and to group or re-group them, according to their needs. An effective way to assess pupils' reading during teaching sessions has yet to be developed. Individual targets, which are related to pupils' levels of attainment in English and mathematics, are set and re-visited by teachers twice yearly. This practice helps pupils become increasingly aware of their own learning as they progress through the school. The school's monitoring procedures include work sampling and classroom observations. The national tests for eleven year olds show writing as a weaker area, particularly for boys and for higher attaining pupils, and this is identified as a priority for development. However, it is to the school's credit that the proportion of eleven year olds achieving the nationally expected level 4 in writing exceeded the national average in 2000. The writing workshop has been instrumental in this success. Targets for the whole school, for groups and for individuals are set. The school has produced some very useful analysis of the composition of different yearly intakes that includes, for example, gender balance, summer birthdays and pupils with special educational needs. All information is used to set realistic targets for both individual pupils and groups in each year. Individual files are maintained on each pupil giving details of academic achievement and personal development.
51. Parents are consulted very early in the process through which pupils are identified as having special educational needs and kept well informed of their children's progress. Individual education plans are reviewed termly and most are used effectively. In some lessons, teachers do not identify carefully enough the things that pupils need to learn next. Individual education plans are not readily accessible during lessons and for classroom support assistants.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school tries hard to work in partnership with parents by providing a good range of information for them and encouraging them to play a part in their children's education, but their response is sometimes disappointing. Most parents are happy with what the school provides, but their own involvement in school life is limited. This aspect of school life is much improved since the last inspection.

53. The majority of parents who returned the pre-inspection questionnaire or attended the meeting are very supportive of the school and appreciate its efforts, in particular, the improvements in behaviour and communication since the last inspection. They agree that the school takes good care of pupils, that relationships are good, and that staff are approachable and responsive to parental concerns. The school is now popular, and parents have increasing confidence in its achievements. Some parents are unhappy with the amount of homework set and with the information they receive about pupils' progress, they do not feel that the school works closely with them or provides a good range of extra-curricular activities. The inspection team agrees with the positive comments made by parents and finds the criticisms largely unjustified. A clear policy sets down an appropriate pattern of homework and this is communicated to parents through newsletters and pupils' homework diaries. Comprehensive information about pupils' progress is provided through consultation meetings and school reports, and staff and governors encourage parents to become involved in all aspects of school life. The extra-curricular provision is satisfactory. It matches what is normally found in similar schools.
54. The quality and range of information provided for parents is good. The prospectus and weekly newsletters are written in a simple, friendly style and contain useful information about practical matters and about the curriculum. There are numerous opportunities throughout the year for parents to speak personally to staff about pupils' progress and to learn about what is being taught, for example the school has arranged a special meeting for parents to learn about the teaching of literacy and plans to explain numeracy in the same way. Meetings are held to explain what the national tests are about and new parents are invited to informal coffee mornings, where their questions can be answered in a relaxed atmosphere. School reports are detailed and informative. They give parents a clear idea of what children know, understand and can do and set targets for improvement in the core subjects. Twice a year parents are told what targets have been set for their children in English and mathematics, and teachers take time to explain how they can help their children to learn.
55. Most parents give some support to their children's learning by listening to them read and signing homework diaries to show that this has been done, but there is little evidence of more extensive involvement. Although the documents that are sent home encourage parents to visit school and take part in activities, both inside and outside the classroom, the response of a significant proportion has been disappointing. Only half the parents come to consultation meetings, even though the school contacts them individually and offers alternative appointment times. By contrast, events involving children, such as concerts, are always very well attended. A small, but active Friends of Seely Association arranges fund-raising and social events, which are well supported by parents. A small number of regular helpers in school, who work in the classroom on practical activities as well as helping with maths, reading and information and communication technology, give valuable support to the teachers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership of the headteacher is of high quality. She provides clear, and focused leadership and has a sensitive awareness and thorough understanding of the school and the well being of all pupils. She is supported well by a talented deputy headteacher and their partnership is very effective and contributes to the overall leadership of the school. The headteacher has a strong sense of common purpose

which is shared by a dedicated staff, and depth of vision to guide and lead the school in a very positive way. Staff, governors, parents and pupils have the utmost respect for a headteacher who has been instrumental in 'turning around' a school which was failing to provide an acceptable education for pupils when last inspected. Leadership and management have improved significantly since then and everyone connected with the school is determined to provide the highest quality of education and to raise standards. There is a commitment to equal opportunity and providing everyone with the skills and capabilities for a full and worthwhile life.

57. The school is a pleasant, well-ordered and happy community, and an industrious learning environment. The school is very successful in achieving its aims of creating a community where self-respect, self-esteem and the importance of valuing others are evident at all times and have a significant impact on pupils' learning. The headteacher and staff communicate this very effectively through school policies and their day-to-day involvement with each other, pupils, parents and governors.
58. The teachers have several roles as co-ordinators and the leadership of English, mathematics and science is particularly effective with well-defined action plans and manageable targets. The implementations of the plans for literacy and numeracy are thorough and successfully managed. The coordination of some subject areas is not as strong and the files and action plans for some subjects are less impressive. This is partly the result of staffing difficulties which have adversely affected some developments over the past two years, but it is also due to some co-ordinators lacking the confidence and determination to manage the development of the subjects. The school has recognised the importance of clear and well-established systems to evaluate the overall standards being achieved and the quality of education provided. Rigorous monitoring by the headteacher, deputy headteacher and a local education authority adviser clearly identifies the strengths and areas for development. In most subjects this has led to the high quality of teaching and high standards. Where areas for development, such as in the Foundation Stage are identified, the school takes action to try and improve them. For example, the school has contacted the local education authority for advice and support and this is now a main priority on the school development plan for 2001.
59. There have been many problems in providing a suitable education for children in the reception class, not least because until January of this year a succession of temporary teachers of varying abilities covered the class due to the permanent teacher's absence. The newly appointed permanent teacher is now in a position to develop the management of the Foundation Stage. For this to happen the staff will need to work together as a team and spend a considerable amount of time to plan and implement a new curriculum for children of this age.
60. This school has an effective governing body which has developed its role extremely well since the previous inspection. They are very supportive and kept well-informed by the headteacher. Many governors have a very good understanding of the ways which schools work from their previous experiences and others attend training to develop and enhance their skills. They are involved appropriately in formulating the school development plan and offer their ideas to take the school forward. Governors fully meet their statutory obligations and monitor the school's standards through a very detailed analysis of national test results and they ask searching questions to fulfil their role as 'critical friend'.
61. Some of the procedures for pupils with special educational needs were criticised at the last inspection. These are now improved and the requirements of the code of

practice are met in full. The headteacher and governors ensure that sufficient resources and staff are involved in the education of these pupils. The co-ordinator manages this area well but there are insufficient procedures in place to ensure that the work planned for pupils meets their specific needs identified in the individual education plans. The governor for special educational needs is well informed through regular meetings with the co-ordinator for pupils with special educational needs. The number and quality of support staff enable pupils with special educational needs to be well supported. All support staff are well trained, which helps to ensure that they are well informed about the nature and range of disability. There is a satisfactory range of resources to support pupils with special educational needs. As all teaching and learning spaces are on one level, the accommodation enables the needs of these pupils to be met.

62. There has been a good improvement in staff development since the last inspection. The allocation of training courses is now much more closely linked to personal development and whole school priorities. The other teachers and a good staffroom ethos support newly appointed teachers satisfactorily. However, due to staffing difficulties this has not always been as helpful as the school would have hoped. Appropriate job descriptions are in place which are generic but do give sufficient detail about individuals' responsibilities. Support assistants are valued members of staff and a number have taken opportunities to further their own training. The caretaker works efficiently and takes a pride in standards of cleanliness in the school. The school secretary makes an important contribution to the smooth running of the school.
63. The school's accommodation is satisfactory overall although the lack of a reasonable sized hall means that pupils' experiences in physical education, particularly in gymnastics and dance are seriously curtailed. The library is inaccessible for the infants and housed in the computer room. The school is eagerly looking forward to a new building project in the very near future. A major improvement since the last inspection has been the development of the information and communication technology suite. Resources in the school are satisfactory overall although there is a lack of large physical education apparatus.
64. School improvement planning is very good and effectively balances national priorities, such as improving information and communication technology, with those identified by the school. Objectives within the plan are precise, action planning is suitably detailed, individual responsibilities and timescales are clear and resource implications have been evaluated. It includes accurate details of spending for the current year. There are good financial projections for one or two years ahead.
65. The school takes very good action to meet its targets. The aim to raise standards underpins all developments. The school makes very good use of detailed analysis of national tests and other assessments to target its spending. The headteacher and governors have a good grasp of the principles of best value and co-ordinators effectively audit the resources for their subjects. The headteacher and governors use this information wisely to make spending decisions. The various grants available to the school are controlled well by the headteacher and used to support pupils' learning directly.
66. Taking into account the attainment of most pupils on entry, and when they leave the school, the progress they make, and the quality of the education provided, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to raise standards and improve the quality of education the headteacher, staff and governors should:

(1) Raise standards in English, mathematics and information technology by:

- continuing to improve the implementation of the strategies for literacy and numeracy;
 - by ensuring that work is more accurately matched for lowest ability groups;
 - improving the accessibility of library books to extend reading skills;
 - improving the quality of pupils' writing by raising teachers' expectations so that standards of presentation, handwriting and spelling in all work matches the work expected in handwriting and spelling lessons;
 - providing more opportunities for them to develop longer pieces of writing across the curriculum;
 - ensuring that the programme of work in each subject gives enough emphasis to all the required aspects of information and communication technology.
- (paragraphs 5, 6, 24,25, 30, 34, 35, 51, 63, 80, 82-86, 97, 121)

(2) improve the provision for children in the reception class by:

- improving the teachers' understanding of the early learning goals and how young children learn;
- providing practical, stimulating, varied and challenging work that is meeting the children's needs;
- establishing routines for all children so that they listen to others and take turns to speak more frequently;
- improving children's knowledge and understanding of the world by encouraging them to become problem solvers and thinkers and providing more time to explore and talk about what they are doing;
- improving the leadership and management of the Foundation Stage by more effective monitoring of the teaching and learning;
- Improving the organisation of the classroom and displays.

(paragraphs 12, 13, 23, 31, 32, 58, 59, 63, 68-75)

The school had already identified this issue as a priority for action in the school development plan.

(3) Improve the breadth and balance in the curriculum by;

- increasing the length of time that pupils in Key Stage 2 spend in school;
- ensuring that sufficient time is provided for the teaching of subjects such as art, design and technology, history, geography, physical education and music;
- reconsidering the two-year planning cycle for science so that pupils study the area of Life and Living Processes more frequently.

(paragraphs 7, 9, 26, 33, 34, 63, 94, 99, 103, 124-129)

In addition to these issues the governors should also consider the further point for improvement:

improve the cultural development of pupils by:

- providing more opportunities for pupils to listen to, compose and perform music;
- providing more opportunities for pupils to discover more about how other cultures contribute to the world in which they live, for example through art, music and dance.

(paragraphs 40, 102, 125, 126, 128)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
19	7	26	44	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	None	108
Number of full-time pupils known to be eligible for free school meals	None	8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	None	0
Number of pupils on the school's special educational needs register	None	26

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Only eight pupils were in the Year 2 group who took the national tests last year and the results are misleading since one child accounts for 12.5 percent of the group. Almost all the pupils achieved the expected level 2 in reading and writing, mathematics and science. Two pupils achieved the higher level 3 in reading, writing and mathematics but none of the higher-attaining pupils reached the higher level that is expected of seven year olds in science.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	12	10	22

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	82 (58)	73 (50)	91 (58)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	86 (58)	82 (50)	91 (67)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year. As the school has fewer than 11 boys or girls in the year group, the table omits totals for boys and girls.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	8
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	0	0
Black – other	2	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	21.6
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	70

Financial information

Financial year	1999-2000
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	£
Total income	258190
Total expenditure	250720
Expenditure per pupil	2073
Balance brought forward from previous year	7029
Balance carried forward to next year	14499

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	108
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	28	60	6	4	2
My child is making good progress in school.	26	55	9	6	4
Behaviour in the school is good.	23	60	8	0	9
My child gets the right amount of work to do at home.	19	55	23	4	0
The teaching is good.	30	58	6	4	2
I am kept well informed about how my child is getting on.	30	40	21	8	0
I would feel comfortable about approaching the school with questions or a problem.	57	36	6	0	2
The school expects my child to work hard and achieve his or her best.	45	45	6	2	0
The school works closely with parents.	21	53	21	2	4
The school is well led and managed.	32	55	2	4	6
The school is helping my child become mature and responsible.	30	55	9	2	4
The school provides an interesting range of activities outside lessons.	15	43	23	6	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. At the time of inspection seven children were in the reception class. The school has not made sufficient progress since the previous report. That report did not include a separate section on the areas of learning for children under five and did not mention the teaching specifically. The previous report showed that the school did not provide the full under fives curriculum although it did give children a good introduction to the National Curriculum. The school had no policy or aims to ensure that it met the needs of children of this age. The school has now made limited progress in providing planning for children's work based upon the new curriculum for children of this age. It now provides a draft policy but this does not give sufficient information about the areas of learning or the school's approach to teaching them. Children now make satisfactory progress in the main. Most children's attainment is in line with that expected for their age in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical, and creative development.

Personal, social and emotional development

69. Children's personal, social and emotional development is good and children meet the standards expected of them by the end of the reception year. Children are welcomed and settled into the reception routines well. They are encouraged to take responsibility for themselves and given a clear understanding of what is expected of them. For example, staff and children agree the rules for the classroom and for outside play and children respond by being well behaved. The reception teacher quietly though firmly insists that children wait their turn to speak. However, the way that activities are organised does not promote children's independence effectively. Children are not given sufficient opportunities to be independent learners. As a result, children are not confidently choosing activities or concentrating for extended periods. Staff and children in the reception class think about issues such as friendship and are supported well by stories such as 'This is the Bear'. Children talk about how the bear was lost and describe his and their feelings. In doing so children build a good understanding of moral and social issues. More could be done to consolidate this by providing more opportunities for pupils to speak in both formal and informal occasions.

Communication, Language And Literacy

70. The achievement of most children is satisfactory in communication, language and literacy. Standards in literacy are at the levels set out in the early learning goals by the time the children are ready to move into Year 1. The teacher and non teaching staff provide some activities to develop children's communication skills effectively. The imaginative play area is designed as a medical centre this term and staff sometimes use this to support children's play and to extend their vocabulary. However, this is not systematic and children often choose this activity only after completing more formal work. On other occasions staff miss opportunities to show children that they value their efforts at communicating, for example by listening to what they have to say in informal chatting during some of the lessons. Very often the work planned for the children is the same as that planned for Year 1 pupils. The objectives are not as

suitable for younger children and they need time to develop and work independently. Children enjoy listening to the stories that adults read to them, ask questions and enjoy joining in with familiar phrases. They are enthused by the teacher reading them the story of 'This is the Bear'. They listen very carefully and respond well to any questions asked. The teacher strongly emphasises the formal teaching of letter sounds and as a result many children name sounds in words and use the sounds well in their reading and writing. They recognise the words in the early stages of the reading scheme and use this skill when sharing books with an adult.

71. The books are not well organised or easily accessible to the children. The school could improve children's learning by displaying classroom books so that the children have easier access to them and as a result are able to use them more frequently. The formal teaching of handwriting has a positive effect on children's learning. Children are given some opportunities to write and make marks using pencils, crayons and felt tip pens. Most can make marks on paper and many can form recognisable letters and make a good attempt to write their name. The teacher understands the importance of children 'having a go' with their writing, but could also use a variety of other activities such as creating stories, poems and messages for children to share with each other.

Mathematical development

72. Children achieve satisfactorily in their mathematical development. Teaching of basic number work is satisfactory and most children are likely to meet the early learning goals by the time the children are ready to move into Year 1. They start to develop a sound mathematical vocabulary. For example, the younger children are beginning to understand forwards, backwards, left and right when they describe positions. In their number work they can all count up and back from nought to ten and the teacher effectively uses number rhymes and songs such as "Five little speckled frogs" to consolidate pupils' understanding. Higher and average attaining children count to twenty. Higher-attaining children are beginning to add numbers to twenty and to record this work. Average-attaining children sort and match numbers to five and know that one less than four is three. Most of the lower-attaining children recognise numbers to five and count to ten. Higher and average-attaining children recognise shapes such as triangle and square and are beginning to recognise and sequence patterns with increasing accuracy. Staff could improve children's development by helping them to see and discuss the mathematics all around them and encouraging them to become problem solvers and thinkers.

Knowledge and understanding of the world

73. Children's achievement is satisfactory in knowledge and understanding of the world and most children are likely to meet the early learning goals by the time the children are ready to move into Year 1. Staff support children competently in their work on the computer. Children use the mouse with increasing confidence to make a picture using a repeating pattern of cubes. They also understand that they can give directions to a programmable toy and make it move. The teacher uses the journeys of 'Barnaby Bear' well to develop pupils' understanding of other parts of the world. A range of small tools and equipment are available in the technology area to encourage children to extend their knowledge of materials such as wood and plastic. A positive feature of the work in the reception class is the way that subjects are linked together. Following the story of 'Parable of the Sower', the teacher set up a tray with cress seeds, some in soil and some on stones. Children will be able to observe and learn what seeds need to grow. In a lesson about sound, children show curiosity and are keen to ask

lots of questions. Children have some knowledge about things that have happened in the past, such as 'The Great Fire of London'. This activity is much more appropriate for Year 1 pupils than for the children in Foundation Stage. Young children need more opportunities to investigate, talk about their own experiences and share their knowledge with others.

Physical development

74. Children's achievement in physical development is satisfactory and all children are likely to meet the early learning goals by the time the children are ready to move into Year 1. The outdoor play area is underused and children have a very limited time to use the wheeled toys. However, the teacher uses the hall well for gymnastic and dance sessions. In a good gymnastics lesson, the teacher developed the children's movement skills of hopping, skipping and jumping well. Children showed an increasing awareness of space, each other and the apparatus. The lesson had a good structure and the teacher placed appropriate emphasis on working safely. Within the classroom teachers teach the skills to help children gain safe control of finer movements, such as using glue spatulas and cutting with scissors.

Creative development

75. Children's achievements in creative development are satisfactory but there is too little evidence available to make a firm judgement about the children's attainment. No musical activities could be observed and the evidence from displays and lessons was very limited. The 'medical centre' role play area is used to encourage children to act out the role of the doctor, receptionist and patient but it is used too infrequently to assess how well adults support and extend imaginative play situations. There is no evidence of pupils experimenting with the musical instruments although they receive a thirty minute lesson from a specialist teacher one afternoon each week. They are taught and know a small variety of songs. The teacher provides children with activities for making pictures, for example a collage using a range of different materials and computer-generated pictures of animals. However, staff often determine the pictures children produce and do not give them sufficient encouragement to create their own pictures.

ENGLISH

76. Standards are currently below average for both seven year olds and eleven year olds. This is due to the large proportion of pupils with special educational needs in both year groups. The small numbers of Year 6 pupils makes year on year comparison unreliable. In the 2000 national tests for eleven year olds, standards in English overall were close to the national average but below average when compared with similar schools. However, the proportion of pupils achieving the expected level in reading and writing exceeded the national average and confirms the significant improvements in writing since the last inspection. Fewer pupils than nationally expected achieved the higher levels. Only eight pupils took the national tests for seven year olds and almost all pupils achieved the expected levels in reading and writing.
77. Pupils are developing speaking and listening skills satisfactorily. Year 2 pupils listen with great interest to their teacher's animated story telling, explanations and instructions. The higher attaining pupils respond well to questions and volunteer information, such as identifying a pattern of final letter sounds. They use a good

vocabulary when describing some of the characteristics of friendship in a shared reading of a story, such as 'co-operating' and 'communicating-talking together'. A significant minority of pupils are less confident speakers and therefore contribute less well to discussions. Pupils have excellent attitudes to learning by listening carefully to their teacher and to the opinions of others. Below average pupils and those with special educational needs are well supported. In one lesson, teaching and learning was appropriately focused on developing pupils' speaking skills and extending their vocabulary. The small group of pupils made good progress due to the very good support of the classroom assistant and the use of a visually stimulating picture. Good links were made with reading and writing. In Year 1, above average and some average pupils retell a story with confidence and accuracy but a significant minority are less confident. Pupils with emotional and behavioural difficulties are well integrated into classroom routines and supported very sensitively by classroom assistants through a system of prompts, praise and reward for concentration and co-operation.

78. In Year 6, the teacher's stimulating lesson introduction to writing styles through the diary of Anne Frank captivated the interest of pupils, who listened with rapt attention. Explanations of the life and fate of the writer engendered a strong sense of spirituality in the ensuing silence. Above average and average pupils were eager to explain their understanding of the features of diary writing in response to the well focused questions. The school provides many opportunities for pupils to speak in lessons and on more informal occasions. For example, the introductory and final sessions of most lessons require pupils to answer questions and the drama club successfully promotes speaking skills well. The school council maturely expressed their views in lunchtime meetings and in their election campaigns.
79. Reading skills are generally taught well. In Year 2, a majority of pupils attain satisfactory standards in reading. The reading skills of a significant minority of pupils, including those with special educational needs, are below average however. From Year 1, the use of intonation and expression is modelled well by teachers. A good range of teaching methods and resources motivates pupils to learn in infant classes. These include word cards describing different moods in Year 1 and the pupils' use of marker pens to identify verbs written in the past tense in Year 2. In an excellent lesson involving all the elements of English-reading, writing, speaking and listening, the emphasis on identifying initial and final letter sounds enabled most pupils to spell four letter words accurately on their white boards, and one pupil identified the word 'or' within other words. Mistakes such as letter reversals were identified by the teacher and corrected by pupils. Average and above average pupils read with good expression and use punctuation well to give a sense of meaning, especially when reading their own writing. Below average pupils are developing their skills and achieve satisfactorily.
80. By Year 6, the majority of pupils are fluent and expressive readers, changing their voices appropriately for different characters. In a group reading session, the teacher questioned the above average pupils' understanding of the story most effectively. The pupils made good attempts to predict the meaning of more complex vocabulary, such as 'frenziedly' and 'infuriating', and some identified the author's use of metaphor, simile and alliteration. The teacher made good links between more advanced reading and writing skills and had high expectations of learning. The reading level of texts used in some lessons is too difficult for the lower attaining pupils, such as the factual text about rivers, and particularly in relation to the wide age range of pupils in the mixed Year 5 and 6 class. This limits their contributions to the class discussion. In the mixed Year 3 and 4 class, above average pupils showed good understanding of

the main characters in a traditional African tale. The good questioning skills used by the teacher enabled them to use their skills of deduction with reasoned argument. 'You can sense that this person...'. Class discussions tend to be dominated by above average pupils in both junior classes and teachers were rarely seen to create opportunities for contributions from other pupils.

81. Writing skills are below average by the end of Years 2 and 6 but the school's focus on raising standards in writing is already having a positive impact in Year 2. Pupils were spellbound by their teacher's animated, humorous and imaginative oral story telling techniques involving the use of finger puppets and rich language. 'I'm nippy, shelly and scuttly'. They were motivated to write imaginatively 'Watch me, I can scuttle sideways.' 'He curled up into a ball and rolled across the surface of the sea bed.' 'Crab scuttled so fast that his little feet nearly fell off.' 'Mama crab was amazed to see crab son twirling as fast as he could into the door.' Pupils were very clear about what they were to write due to their familiarity with similar stories based on friendship, the excellent timing, pace and focus of the task. This resulted in good achievement for most pupils.
82. In the lower junior class, the learning is not always appropriate in developing writing skills. This leads to underachievement. In a literacy lesson, group work involving writing sentences with commas was devoid of context; consequently, most pupils struggled for ideas and to introduce commas. This adversely affected the behaviour of one particular pupil with special educational needs who found the task too difficult. The writing workshop is a positive feature of the school and has been instrumental in helping to improve pupils' writing skills. In the writers' workshop, above average Years 3 and 4 pupils wrote in an interesting style using a good vocabulary, such as 'She had been waiting for a friend all her life'... 'glistening, sparkling ice'... 'frosty, white hair'. A significant number of pupils struggled to think of ideas however, even though they used story plans. In the upper junior class, pupils redrafted their earlier writing using the teacher's helpful, written feedback. In both junior classes, pupils write at length but occasionally the quantity of work is not matched by the quality which could equally be provided in shorter and more focused tasks. In the writers' workshop lessons seen, the work was not matched well for pupils with special educational needs and below average pupils. In a literacy lesson, a group of below average pupils, including those with special educational needs, did not understand what they had to do in their group work and some time was wasted before they received help. Work in pupils' books indicates a good range of writing for different purposes, such as interviews, leaflets and letters for a specific reader; contexts for learning are of interest to both boys and girls. Standards of writing for Year 6 pupils are close to average for the average attaining pupils, with a small minority of pupils reaching above average standards. When taking account of the proportion of pupils with special educational needs however, standards are below average overall. Spelling skills are weak for the majority of pupils.
83. Marking is consistent and of a generally good standard throughout the school, particularly in the upper junior class. The teacher's helpful written feedback in relation to pupils' responses to written tasks enables some to evaluate their own work most effectively. The co-ordinator's role is temporary due to staff absence and the school has undergone many changes in teaching staff. The current focus on raising standards in writing is having a positive impact overall, but there is room for improvement. The school has good strategies in place for monitoring standards in the subject. The school library is inaccessible to infant pupils and shares the same room as the computer suite in a different building. There are plans to create a new library area in the school's new extension and major building work is about to start.

MATHEMATICS

84. Standards in mathematics are below national expectations at the end of both key stages. However, pupils make good progress and achieve at least as well as expected when considering their individual circumstances. These standards are similar to those found in the national tests in 2000. There have been significant improvements since the last inspection, especially in the quality of teaching, the curriculum provided, the management of the subject and consequently a steady improvement in standards.
85. In the 2000 Key Stage 2 national tests, pupils achieved standards that were below the national average and also below average in comparison with similar schools. The pupils' achievements are better than the bare facts might suggest. Most importantly, almost a quarter of the group of pupils who took the tests in 2000 were on the special educational needs register and their learning difficulties made it highly unlikely that they would achieve the expected level. Secondly, due to the problems which had been highlighted in the previous inspection report and in the following monitoring visits, the school had a back-log of underachievement to deal with. Despite the 'low' scores, the proportion of pupils achieving at least the expected level has risen from 44 percent in 1998, to 50 percent in 1999 and then to 72 percent in 2000. Furthermore, the proportion of pupils achieving the higher level has risen to 18 percent from nil in 1998. This represents a significant improvement since the last inspection. Current inspection evidence indicates that the improvement has been maintained and although standards are still below national expectations, pupils are doing as well as they can. This is the result of good teaching and careful target setting for pupils of all abilities which has enabled them to achieve well. Consequently, pupils with special educational needs are also doing well, to the extent that no Year 6 pupils achieved lower than Level 3 in the 2000 tests. There is no marked difference beyond the national trend in the attainment of boys and girls and the school is very aware of monitoring results. It carefully analyses performance data in order to check for trends and teachers are providing extra support for targeted pupils in order to raise standards.
86. In the 2000 end of Key Stage 1 national tests, standards of attainment were below the national average. In comparison with similar schools, standards were also below average. However, only eight pupils were in the Year 2 group who took the tests last year and the results are unreliable since one child accounts for 12.5 percent of the group. In fact only one child did not achieve the expected level. There have been a number of problems which have affected pupils' progress over the past two or three years and this has had a 'knock on' effect on the expected standards this year. Firstly, until recently there was inadequate provision during the Foundation Stage and inconsistent teaching and staffing. The school has acted as well as it could to rectify this situation. It is also important to stress that some of the pupils on the special educational needs register have difficulties which mean it is highly unlikely that they will achieve the expected level. A large number of pupils are very young seven year olds (many are still six years old) and this affects the level of understanding of some pupils. Finally, there are twice as many boys as girls, and normally girls outperform boys at the age of seven. For these reasons, it is probable that standards will be below the national average despite some very high quality teaching. The mathematics provision is continuing to improve as the staffing situation is far more

stable, teachers use the National Numeracy Strategy to good effect and the school is in a strong position to raise standards further.

87. By the end of Key Stage 1, about four fifths of pupils recognise simple fractions such as halves and quarters and the higher attaining pupils confidently calculate half of odd numbers to 29; some use even larger numbers. They have sound mental calculation skills for their age and use these competently to add and subtract numbers up to 20 or beyond. They are developing a clear understanding of place value and a significant minority of higher attaining pupils offer clear explanations for their answers. For example, a Year 2 pupil working on a number line explained, "to find half of 17 I halve 16 and get 8; I know half of one is a half then I add them together to get eight and a half". By the end of Key Stage 2, two thirds of the pupils have at least a firm understanding of the relationship between the four rules of number. They apply this knowledge competently in a variety of situations, such as calculating the discount on a pair of training shoes. They recognise place value in numbers, including negative numbers and are fully conversant with the use of decimal numbers, fractions and percentages. They use coordinates well and calculate perimeters and areas of various shapes. Pupils have developed a good use and understanding of mathematical vocabulary. For example they know the difference between obtuse, acute and reflex angles and clearly explain that mass is "the stuff inside a shape that is not affected by gravity".
88. The teaching of mathematics is good overall throughout the school and there was no unsatisfactory teaching. Lessons are well planned to meet the need of pupils of all abilities and teachers work closely with support staff to this end. Appropriate emphasis is placed on mental arithmetic and this is having a positive impact on achievement. In Key Stage 2, teaching is satisfactory in one class and outstanding in the Year 5 and 6 class. Teachers have high expectations of pupils' mental and written work. They insist that pupils explain how they arrive at their answers and on the use of mathematical vocabulary. To this extent, the subject makes a positive contribution to the development of speaking and listening skills. It also increases pupils' own awareness of their learning and is a major factor in the improved standards achieved throughout the school. Teachers are careful to ensure that all pupils are fully involved in each aspect of the lesson by high quality open-ended questioning. The questions challenge pupils and consolidate their understanding. In the outstanding lesson seen in Year 5 and 6, for example, the teacher made sure that everybody shared the success achieved by all pupils. Some very high quality marking at the end of both key stages motivates and praises pupils but also gives very good guidance about how to improve the work. Teaching is occasionally less successful where the organisation of a lesson does not allow pupils to think sufficiently for themselves and this limits what can be achieved. Pupils' attitudes to learning are good throughout the school. They enjoy numeracy lessons because they are well planned and imaginative. Teachers and pupils have very good relationships. Consequently, inappropriate behaviour is rare and they respond enthusiastically, especially to the mental arithmetic sessions. In the Year 5 and 6 lesson seen, the pace and challenge of the lesson were particularly stimulating. The entire class demonstrated great respect for their teacher and appreciation of his efforts by responding and behaving in an exemplary manner.
89. A strength of the teaching throughout the school is the consistent application of the National Numeracy Strategy. Teachers have worked hard to gain familiarity with its components and requirements. The mental arithmetic component is taught effectively over the school with examples of well-paced and balanced lessons seen in each key stage. Teachers provide regular opportunities for pupils to apply their

numeracy skills in other subjects. For example, coordinates were skilfully used by pupils in Year 3 and 4 to locate places on a map, and Year 2 pupils decided to use computers and relevant software to display the findings of their science experiment on a graph. In the Year 5 and 6 class, the teacher linked history work on the Greeks in a natural way when encouraging pupils to use democratic principles in their group work. Cultural development was promoted by considering Archimedes' laws of levers and balances.

90. The co-ordinator leads the subject very well. She has been influential in significantly raising standards through the quality of monitoring of the subject throughout the school. The National Numeracy Strategy is firmly established and is having a strong impact on standards. There are a number of effective strategies in place for assessing and evaluating progress and these are used to set individual targets for every pupil.

SCIENCE

91. By the age of seven standards are below the national average. In the 2000 teacher assessments for seven year olds the proportion of pupils reaching the required standard was slightly below the national picture but none of the higher-attaining pupils reached the higher level that is expected of seven year olds. When compared to pupils in similar schools, their attainment is also below average. However, there were only eight pupils in the year group and the results can be misleading. For example, only one child did not achieve the expected level 2. By the age of 11 standards are in line with the national average. When compared to pupils in similar schools pupils' attainment is also average. Boys and girls achieve equally as well as each other. Since the previous inspection the improvement in the school's results is slightly below the national picture but there has been an improvement in the quality of teaching and the curriculum provided for pupils.
92. Inspection findings reflect the 2000 national test results. A significant strength in the subject is that practical work is taught effectively across the school. This successfully promotes pupils' scientific enquiry skills, and their knowledge and understanding of all aspects of science. Pupils enjoy the practical work: it motivates them to work well together and their levels of concentration are high. In a Year 5 and 6 lesson, pupils planned and carried out an enquiry to find out how to produce different pitches of sound from a range of materials. Each group made an informed prediction and decided they would keep some things constant and vary others. For example, pupils were given empty bottles, a jug of water and a beater. The group decided to change the volume of water in each bottle but beat the bottle and blew over the bottles to produce different sounds. Pupils considered how to make the enquiry fair and how to record their findings and the groups' decisions. The teacher used skilful questions that encouraged pupils to think carefully.
93. Year 2 pupils have a good understanding of sound and in an excellent lesson they planned and carried out their own experiment to prove that sound is fainter the further away from the source one goes. Very impressive discussions and teamwork led to a secure understanding of what they were going to test and how they were to do it and how they would record their findings. Pupils have a satisfactory understanding of materials and their properties. By the end of Key Stage 1 pupils have a good understanding of sources of light and recognise that some light is natural and other light is man made. There is no recorded evidence of standards in the aspect of life and living processes.

94. Pupils in Key Stage 2 have a good knowledge and understanding of most aspects of science, for example Year 6 pupils know that a balloon filled with air is heavier than an empty balloon, although the pupil added “to my surprise!” They have a good understanding of condensation and evaporation and materials and their properties. Pupils in Years 3 and 4 clearly know that some materials are translucent whilst others are transparent or opaque. They accurately describe and prove which is which. As in Key Stage 1, there is no evidence of pupils having studied the aspect of life and living processes. There is a two-year planning cycle for science and pupils do not study the area of Life and Living Processes for nearly two years. This is a little unbalanced and pupils can forget what they learned previously if the aspect is not ‘revisited’ more regularly.
95. The analysis of pupils’ work, and discussion with them, shows that all pupils make good progress from Year 1 to Year 2 and high-attaining pupils as well as pupils with special educational needs are given work that challenges them. This is because the teachers plan work and set open-ended tasks and ask questions which are probing and require deep thought. From Years 3 to 6 teachers match the work well to pupils’ needs and this means that most pupils make good progress in their learning. Staff support pupils with special educational needs pupils well and this enables them to carry out the same work as other pupils in the group.
96. The quality of teaching varies between satisfactory and excellent but is best described as good in both key stages based on scrutiny of pupils’ work as well as lessons. This is an improvement since the previous inspection when it ranged from unsatisfactory to good. Clear learning targets that are shared with the pupils are a positive feature of most lessons. This means that pupils understand what they are to do, start work promptly and focus well on what they are to achieve. Staff check, support and extend pupils’ learning effectively in practical work. The very good relationships with the pupils ensure that teachers are able to concentrate on helping individual pupils.
97. Across the school, marking is used to reward effort and achievement and it is most successful when teachers point out to pupils ways in which they can improve their work. Literacy skills are promoted well and the teacher in Year 5 and 6 in particular has high expectations of what pupils can achieve in written work. For example, the teacher of a Year 6 pupil commented “try to avoid using personal language in your science report”. Numeracy skills are promoted well through measuring accurately, data handling and graph work. Although information technology is sometimes used well, for instance for graph work in Year 2, this could be extended further.
98. The effective co-ordinator monitors and evaluates teaching and the curriculum systematically. By doing so she has been able to identify and improve the areas to develop such as the quality of teachers’ questioning, pupils’ writing in their science work and encouraging pupils to record and develop their own ideas. These, together with visits out, such as to an industrial learning centre in Leicestershire have improved the quality of science teaching. There are satisfactory assessment procedures. For example, assessments are undertaken at the end of a series of lessons on a particular topic, such as forces. These are used effectively to plan the next step in pupils’ learning.

ART AND DESIGN

99. Little art was seen at Key Stage 1 but evidence indicates that standards are in line with nationally expected levels for seven year olds but are below expected levels by the age of eleven. Standards have not changed significantly since the last inspection. The school has recently adopted national guidance and teachers are as yet unfamiliar with the new programmes.
100. By the age of seven, pupils investigate the possibilities of twisting and plaiting a range of fabric strips for weaving. They are motivated to try out different ideas and combinations of colours by the teacher's clear explanations, discussion of different techniques, such as plaiting used previously when making bread, and well prepared resources. The teacher's recall of previous work enables pupils to show their understanding of texture as, for example, 'rough, soft, furry'. The different types of cards and objects for weaving provide good choice for pupils, particularly those with special educational needs. The very good relationships established and the interesting discussion helped pupils to sustain their interest and concentrate well, even though the lesson introduction was too long, leaving little time for practical work. The interesting class display introduces pupils to the different ways that people have used materials for weavings and textile work. Pupils have had opportunities to use the computer for design, and have created lively, exploratory shapes and colours in their studies of Mondrian. Year 1 pupils are beginning to develop an appropriate vocabulary to describe the different textures of fabrics, papers and textiles in their collage and weavings.
101. By the age of eleven, pupils' knowledge, skills and understanding have not advanced sufficiently and standards are not high enough. In one lesson seen, pupils were confused about what they had to do and struggled for ideas due to the teacher's misinterpretation of the programme of work and insecure subject knowledge. The lengthy lesson introduction took up half of the lesson time, leaving insufficient time for practical work. Work is too directed in the junior classes, leaving pupils little scope for creativity and imagination. The teachers' insecure subject knowledge leads to difficulties in interpreting the national guidance for art. In the lower junior class, for example, printing blocks are based on simple geometrical shapes suggested by the teacher, rather than using the pupils' earlier investigations of pattern in multi-cultural objects. The pupils' potential is not being achieved by the limited opportunities and low level of intellectual and creative challenge provided in lessons.
102. Resources for the subject are unsatisfactory overall. Materials held centrally are barely adequate and are not well organised and maintained, for example paint brushes had sand in them and pastel crayons were not separated to maintain their colour. There are insufficient stimulus materials, including examples of the work of different artists and different cultures, to support the new curriculum.

DESIGN AND TECHNOLOGY

103. No lessons were seen in design and technology at Key Stage 2. It is not possible to make judgements on standards at the end this key stage due to the limited range of work available. Standards of attainment at the end of Key Stage 1 are below national expectations.
104. Year 2 pupils' nativity story books show a limited range of moving parts although their books show investigations of levers, pivoting mechanisms and sliding parts. Current work on vehicles shows little progression from the same work by Year 1 pupils. The limited range of resources available restricts opportunities for pupils to use different

ways of making axle holders. Few pupils can explain how their wheels and axles work. Year 1 pupils enjoyed finishing their vehicles through careful painting and applying decorations. The lesson was well prepared and organised. The good range of materials enabled pupils to work with very good concentration and independence. The activity stimulated good levels of talk, such as 'This is a 409 bus'. 'This colour is strawberry'. 'I chose this box because some cars are shaped like this...it's a fancy car because it's dressed up'. One pupil with special educational needs created logos on the computer but these were not cut out and applied carefully enough.

105. Pupils in the lower junior class have investigated simple pneumatic systems using a balloon pump, syringes and washing up bottles to inflate a balloon, as part of their work on making moving monsters. The small number of made musical instruments on display in the upper junior class are well finished. Their investigations into shelters are limited to tents and umbrellas. Only one example of the finished work was seen.
106. Resources are currently adequate but there is a shortage of construction kits in the reception/Year 1 class. They are well organised and accessible to pupils. The co-ordinator has produced an action plan that includes an audit of resources for the purpose of matching curriculum requirements.

GEOGRAPHY

107. During the inspection it was only possible to observe two lessons at Key Stage 2. However, evidence of work in books and discussions with pupils indicates that standards are similar to those expected for seven and eleven year olds. No judgement was made on standards at the last inspection and national curriculum requirements are now fully met.
108. Year 2 pupils recognise that geography is about places, people and weather in different places around the world. They have a sound awareness of places beyond where they live from following Barnaby Bear around the world and from their own travels, describing weather as 'stormy' and places as 'mountainous'. One pupil in the class took Barnaby Bear to Lapland and shared his experiences with the pupils. They describe the weather conditions and understand the need for warm clothing. They identify cold places using a globe and know that 'the South Pole is an icy place'. Below average pupils produce simple pictures with captions to describe the weather, for example 'The wind knocked me over'. In their work on environmental issues, pupils produce bar graphs and pictograms to show how their class recycles materials. The informative classroom display helps pupils to locate different countries on a world map through the use of questions.
109. Teaching in the lesson observed in lower juniors was good. Pupils were introduced to co-ordinates using an alpha numeric grid on a large scale aerial photograph and located features accurately. Clear explanations enabled them to put grids on a computer map. In their work on rivers, Year 6 pupils show sound understanding of how rivers are formed and how certain features develop and change. A small majority of pupils understand that rivers wear away soil and rocks, move and deposits them downstream. More able pupils describe this process using appropriate terminology such as erosion, transportation and deposition. Their knowledge and understanding is reinforced through fieldwork involving the study of a local stream. They explain accurately how a meander in the stream formed. Some of the pupils who have studied a major river have limited awareness of the effects, for example, of flooding on the life and work of people. Most can use contents and index pages of

atlases and know the eight points of the compass, although they are unable to describe the relative position of Nottingham to their own locality. In one lesson observed, pupils worked in groups to produce cross sections of the stream at various points but the teacher provided the scale. Good links were made with mathematics in the calculations to find the average speed of water over ten metres but below average pupils found the tasks too hard. Teaching was satisfactory in this lesson. There is no evidence of drawing large scale maps or plans to scale or of the use of information technology in pupils' work.

110. The school uses the local environment well to support work in the geography. The subject has not been prioritised since the last inspection and the co-ordinator is new to the post. The co-ordinator samples pupils' work and feeds information back to staff. Information and communication technology is starting to contribute to the subject. Resources are beginning to be developed, such as globes and aerial photography of the local area on CD-ROM, but the new curriculum is not yet fully resourced.

HISTORY

111. No history lessons were observed during the inspection but analysis of pupils' work in books and discussions with years 2 and 6 pupils show that standards are in line with those expected for seven and eleven year olds.
112. Year 2 pupils explain that history 'is about things that happened a long time ago' and talk enthusiastically about their work on toys and the Great Fire of London. They remember the toys provided by their teacher and can identify some of the differences between them, such as the metal meccano 'It was sharp. It's made of plastic now but it wasn't invented then'. Similarities are recognised also. 'We still have skipping ropes'. Workbooks indicate an interesting homework task to find their favourite toys at four different periods of development showing good parental involvement. Pupils recall their most recent work on the Great Fire of London and show a clear understanding of how the fire started and the reasons it spread so quickly, such as the nearness of the houses to each other, the fact that the wind was blowing and the building materials straw and wood burned quickly. They understand that 'the buildings were blown up so the fire couldn't move in any direction'. One above average pupil knows the story to be true because of Samuel Pepys, who 'wrote a diary in code and someone cracked the code'. The work in pupils' books is well matched to their abilities. Above average pupils write lively and interesting stories of the fire, interlinking real events imaginatively.
113. Most pupils in Year 6 have reasonable knowledge and understanding of aspects of the civilisation of the Ancient Greeks. Their work in books shows a satisfactory breadth of study and writing for different purposes, including 'letters' to friends in which researched information on Greek theatre is used to describe a visit to see a play. Most pupils write in an appropriate, informal style and some good links are made with literacy. They use a limited range of sources of evidence but recognise that archaeological evidence is more reliable than, for example, text books. Very few pupils have had opportunities to use information technology for their research and devise their own questions for research. Pupils have limited understanding of the contribution made by ancient Greek scholars but recognise some of the classical features of important buildings in their nearby city.

114. Planning meets national curriculum requirements, which represents an improvement since the last inspection. The co-ordinator for the subject is currently absent, but the subject is being overseen by the headteacher. There are arrangements for the monitoring of standards in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. At the time of the last inspection pupils' standards were below national expectations at the end of both key stages and the inspectors identified weaknesses in the management of the subject, teaching and planning. The majority of pupils, including higher attaining pupils and those with special educational needs, make satisfactory progress throughout the school. Standards at the end of Key Stage 1 are in line with national expectations and just below national expectations at the end of Key Stage 2. These findings are a very significant improvement on the last inspection and are the result of greater staff confidence and improved teaching, the implementation of a coherent curriculum and good quality equipment to support teaching and learning.
116. By the age of seven, pupils achieve standards which are broadly in line with those expected for their age. From their earliest days in school children are familiar and confident in using computers. Throughout the school they appreciate the benefits of computers. For example, pupils in Year 2 sensibly discuss the benefits and advantages that using the computer has when producing a graph. They understand that the computer can produce a graph which calculates the scale and makes it easier to read. They realise that mistakes in writing can be corrected easily and are not visible and all writing looks good. Pupils then go on to build on their skills as they draft and redraft their writing on screen.
117. Pupils are encouraged to be independent and from Year 1 onwards they load and open the programs themselves, use the icons effectively and save, print or delete their work. They show satisfactory mouse control and amend their work to produce an attractive picture of animals and identify the differences between photographs and their reproductions. In a simulation program about three bears, the pupils make sensible choices, for example about the size of bowl the teddy bears would use. In work on graphics, pupils in Year 2 draw pictures using the flood, fill and spray tools. All pupils, including those with special educational needs, make satisfactory progress in observing the use of and using an expected range of equipment, including programmable toys (Roamers). By the end of Key Stage 1 pupils understand that they can use information and communication technology to find information as they research using a CD-ROM to find information about rocks and light.
118. By the age of 11, pupils' standards are below national expectations because pupils are still catching up after the problems of the past. However, pupils make at least satisfactory progress as they continue to develop their keyboard skills and demonstrate effective mouse control. In Years 3 and 4, pupils produce vivid pieces of work in their topic on the Tudors. They alter the size, style, colour and font of the text and import clip art pictures to communicate a message in an imaginative way. They save and print their work with increasing independence. Year 3 and 4 pupils know how to communicate with others by using e-mail and make contact with fellow pupils.
119. Pupils make satisfactory progress in developing their skills, knowledge and understanding of how to communicate and handle information through information and communication technology. For example, they are using a word processor to

draft and redraft writing on screen and recognise that work can be amended and looks neater. This enhances pupils' development of literacy skills. Pupils in Years 5 and 6 present information in different ways for different audiences. Higher-attaining pupils produce a multi-media presentation in their topic about the Earth and beyond, which includes text, pictures and sound. Pupils have reasonable access to computers in their classrooms as well as in the computer suite and this enables them to apply and consolidate their newly learned skills.

120. Pupils' skills in handling data are at the expected levels. In Years 3 and 4 pupils showed a good understanding and their skills in using a 'decision tree' database about shapes to research and find answers. They were thrilled to find that answering a series of questions by using 'yes' and 'no' answers could correctly identify a shape. By building on the skills learned in previous years, pupils in Year 5 and 6 demonstrated their knowledge and understanding of databases and using a spreadsheet to input and use information to calculate the cost of a party. This enhanced pupils' development of numeracy skills. Pupils in Years 3 and 4 have sound skills in the controlling and measuring aspect of information and communication technology. For example, they use suitable programs and know how to write a set of commands, for example to draw a square on the computer screen. There is no evidence of pupils being able to use sensor technology in their science work, for example to identify and plot changes in light, sound or temperature although planning indicates this will be done.
121. The quality of the direct teaching of information and communication technology skills is satisfactory in both key stages and pupils' learning is sound. Most teachers have developed their own knowledge, skills and understanding considerably over the past year and they are much more confident in their own knowledge than they were previously. The school now has a good scheme of work to ensure that skills are taught in a systematic way. Lessons are managed well with pupils being given good opportunities to work in pairs on computers. In these lessons the staff circulate well and do not interfere unless a pupil is experiencing difficulty. Lessons are well planned with a clear identification of what skills pupils are expected to learn and the basic skills are taught satisfactorily. Teachers use information and communication technology satisfactorily in supporting literacy and numeracy. There is also good evidence in other subjects such as art where pupils use the computer to produce pictures in the style of Mondrian and Matisse and they use CD ROM to research for their history topic. More systematic planning of the information and communications technology link in all subjects could further develop this positive feature.
122. Pupils enjoy their lessons and have good attitudes to information and communication technology. They treat all equipment with care; they behave well and listen carefully to their teacher or adult helper. Through their high levels of concentration and perseverance, pupils display a determination to develop their knowledge, skills and understanding. Pupils appreciate the support they are given and they are sufficiently confident to ask questions when unsure about the task. In many lessons pupils were observed supporting each other in a friendly manner. On a few occasions they finish their task easily and quickly and need more extension work.
123. There has been insufficient time for the newly appointed co-ordinator to have a significant impact on the provision of information and communication technology. The new planning meets fully the requirements of the National Curriculum. On-going assessment is satisfactory and teachers track pupils' skill development during lessons and keep samples of pupils' work as a record of their attainment. Resources are satisfactory overall and used well.

MUSIC

124. There is insufficient evidence to make any judgement about the quality of teaching, pupils' attitudes and standards in music since no lessons were observed (they took place outside the inspection days). Children seldom have the opportunity to sing in any of the assemblies. Since there is only one half hour session for pupils in the week, it is likely that pupils do not achieve as well as they might if they had more time for musical activities. Although a small number of pupils in Key Stage 2 achieve well when they receive tuition for woodwind, tenor horn and strings, recorder and flute, the vast majority make unsatisfactory progress. These findings indicate that music provision has not improved enough since the last inspection.
125. Due to a lack of staff expertise, the school employs a specialist music teacher from the local education authority music service. Scrutiny of planning and discussion with the music co-ordinator shows that pupils do receive a broad curriculum but there is little time in the tight schedule to be certain of how balanced the subject is. There is evidence that pupils have had opportunities to compose music and some have used a computer program to produce their melodies. All the school has a recent opportunity to perform music from another culture when they performed a Chinese song "Gong Ha Fat Choy" to celebrate the Chinese New Year. Pupils in Key Stage 1 sang the song and were accompanied on tuned and untuned percussion instruments by pupils in Key Stage 2. On another occasion, one Hindu pupil brought her ethnic instrument (a harmonium) into school and children learned and sang a Diwali song. Such experiences widen pupils' cultural development but they are not frequent experiences. Work is often linked to topics being studied. For example, pupils working on their sound topic consider what makes notes long and short.
126. Overall, it is clear that music in school is under-developed. Although there are a few occasions when pupils listen to recorded music, their listening skills are under-developed. Pupils are seldom asked to comment about the music and to say what they like or dislike about it. Although children sing in the church and perform for parents in a small number of musical productions, there are too few opportunities for pupils to perform in front of an audience and this is restricting their social and cultural development.
127. Only the specialist teacher teaches music. There is little assessment in music to help other teachers plan lessons which could build on previous learning. There is a lack of suitable guidance for non-specialist teachers and this is seriously holding back the development of music. There needs to be more systematic approach to teaching music skills and more music played for pupils to listen to and appraise. The subject has a very low profile in the school.

PHYSICAL EDUCATION

128. The planning for physical education provides for a balanced programme of activities which fully meets the requirements of the National Curriculum. However, as was reported at the time of the last inspection, provision is severely restricted because the school has no suitable hall for the teaching of gymnastic activities and dance. The school has worked hard to improve planning and is eagerly awaiting a new building project to provide a new hall.

129. Due to the inclement weather during the inspection week, only two Key Stage 1 gymnastics lessons were observed in physical education. The time allocated to physical education is insufficient (less than one hour per week) and when lessons are lost due to bad weather or accommodation restrictions, the judgement has to be that provision for physical education is unsatisfactory. There is insufficient evidence to make a judgement about standards, the quality of teaching or the pupils' attitudes to physical education.
130. In Key Stage 1, pupils use the space around them competently and safely but with great difficulty. They follow instructions well, for example by changing the speed or direction of their movement on command. However, even with a small number of very young pupils there is little room for manoeuvre. Pupils in Year 2 have developed basic skills in gymnastics and use them effectively to plan a sequence of movements along benches and mats, whilst moving in a straight line. They incorporate a wide range of movements in their sequences: jumps, rolls, slides and turns. With support and encouragement from their teacher, pupils develop the use of the limited apparatus available to them. Pupils clearly enjoy the activities planned for them and respond with enthusiasm. They co-operate well with each other and follow teachers' instructions carefully. They are regularly given and readily accept responsibility for setting out and storing away equipment. Relationships between teachers and pupils are very good and there are high expectations on the part of teachers and pupils alike. In both lessons seen, pupils were encouraged to observe and describe the positive features of their own and others' movements and were intent on improving their own performance and doing their best. The quality of teaching seen is best described as good in the circumstances of the lessons. Support staff give good support to pupils with special educational needs, enabling them to participate fully in the activities. Teachers use the scheme of work well and follow lesson plans carefully. All lessons have to be structured and organised very carefully. However, it is not possible to support high levels of vigorous exercise in such a confined space and, although the teacher provides time for reflection and appraisal, the pace slows.
131. All pupils have opportunities for games and pupils in Years 3 and 4 have swimming lessons. By the time they leave the school, the majority are competent swimmers and can swim at least 25 metres unaided. There is a small number of after-school sports clubs which are well attended. A parent helper is a much appreciated organiser of the football club. A deliberate policy to ensure that these activities are available to boys and girls and pupils of all abilities and reflect a strong commitment by the school to providing equality of opportunity.