

INSPECTION REPORT

ST LUKE'S CE FIRST SCHOOL

Redditch

LEA area: Worcestershire

Unique reference number: 116844

Headteacher: Ms S Shaw

Reporting inspector: Mr C Parker
11897

Dates of inspection: 22nd – 24th May 2001

Inspection number: 190300

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary controlled
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
School address:	Plymouth Road Southcrest Redditch Worcestershire
Postcode:	B97 4NU
Telephone number:	01527 541219
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Davies
Date of previous inspection:	4 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

			Subject responsibilities	Aspect responsibilities
11897	C Parker	Registered inspector	Science Design technology Information technology Music	How high are standards? (The school's results and pupils' achievements.) How well are pupils taught?
A09510	C Murray Watson	Lay inspector		How high are standards? (Pupils' attitudes, values and personal development.) How well does the school care for its pupils? How well does the school work in partnership with parents?
26965	P Protherough	Team inspector	Foundation stage curriculum Special educational needs English Art Religious education	
23566	J Iles	Team inspector	English as an additional language Mathematics History Geography Physical Education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Luke's First School has 152 children on roll aged from 4 to 9 years. There are more girls than boys in most classes. Almost a quarter of the pupils are on the special educational needs register, which is higher than average. There are 9 pupils who receive additional support for English as an additional language. The proportion of pupils taking free school meals has increased significantly, to over one fifth, with the introduction of a hot meals service in the school. The pupils' attainment on entry covers a wide range of abilities and varies from year to year, but taken overall is average this year.

HOW GOOD THE SCHOOL IS

The school makes good provision for the pupils. They are achieving well and attaining appropriate standards because they are well taught through a well-organised curriculum. The headteacher leads a committed team of teachers very effectively. The school provides good value for money.

What the school does well

- Standards in mathematics have improved and are now above average.
- The pupils have positive attitudes to school and behave well in lessons.
- The teaching is good overall, and in English and mathematics it is particularly strong. As a result, standards are improving and the pupils are achieving well.
- The curriculum is broad, balanced and relevant to the ages, needs and interests of the pupils in Key Stages 1 and 2 and is supported by a good range of additional activities.
- The school has productive links with parents.
- The headteacher provides strong leadership and the subject co-ordinators manage the curriculum efficiently. There is a clear commitment to continuing improvement.

What could be improved

- The youngest children do not have adequate opportunities to develop independence and self-sufficiency through creative and physical activities.
- The impact of the development and improvement activities is not evaluated in a manner that provides a clear and coherent picture of the school's strengths and weaknesses, particularly for governors.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in November 1996, significant advances have been made. The results of national tests have improved. Standards have risen in information and communication technology and in design technology because the teaching, curriculum and resources have all been upgraded. Information technology is now used across the curriculum to extend the pupils' learning.

The good teaching reported at the last inspection has been maintained and the unsatisfactory teaching eradicated. This is the result of improved monitoring by the headteacher, effective assessment procedures that help the teachers to plan their lessons and a greater awareness of the needs of the higher attaining pupils. The strong leadership has been enhanced by the appointment of an assistant headteacher and by good development of the subject co-ordinators' roles.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	C	D	D	B	well above A average above B average C below average D well below E average
writing	C	D	C	B	
mathematics	D	E	C	B	

Most of the children in the current Reception class are on course to meet the goals set for them in all areas of learning. There has been an upward trend in the results of national tests. Results in reading were slightly below the national average in 2000 and average in writing and mathematics. The unconfirmed results for 2001 and inspection findings both indicate that there have been further improvements this year. Standards are now average in English and above average in mathematics for pupils aged seven and nine years. The pupils are achieving well in both of these subjects. When compared to similar schools, standards are above average in reading, writing and mathematics.

In 2000, the teachers assessed standards in science to be well below the national average with fewer pupils attaining the level expected of them by the age of seven than in the previous year. However, standards are now higher; the pupils are achieving well and reaching the standards expected of them at both seven and nine years of age.

In all other areas of the curriculum, the standard of the pupils' work is at least in line with that expected of seven and nine year olds. In art, history and music, the pupils often exceed expectations by the time they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are eager to come to school and display considerable enthusiasm for learning.
Behaviour, in and out of classrooms	Behaviour in lessons is good and the pupils act in a quiet and controlled manner. Although their behaviour on the playground is generally satisfactory, there are instances of pupils 'falling out'.
Personal development and relationships	The pupils' personal development is generally good. The teachers are fostering secure relationships; they are particularly good between the pupils and their teachers.

Attendance	Levels of attendance are in line with those found generally in primary schools.
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The assemblies and the wide range of interesting experiences offered in class and on school trips are helping the pupils to develop a thoughtful and sensitive awareness of each other's needs and a respect for differing views and beliefs.

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 teaching is good overall, and in English and mathematics it is particularly strong. In all of the lessons seen during the inspection, the quality of the teaching was at least satisfactory. In half of the lessons it was good and in a further third it was very good. The teaching of the youngest children is satisfactory. The children work effectively with their teacher on a wide range of carefully planned and structured activities that are successful in developing the children's knowledge and skills, most notably in language and literacy.

In key stages 1 and 2, the teachers plan their lessons very thoroughly and set out clearly what they want the children to learn. The vast majority of lessons move along at a good pace and the teachers effectively support the pupils. The pupils with special educational needs and those who speak English as an additional language are well supported by both their teachers and the teaching assistants. The teachers are making full use of the literacy and numeracy strategies to bring about further improvements. The pupils' work is always marked, but the teachers' approaches are inconsistent.

The pupils concentrate well and produce work of a good quality because of the high expectations of the teachers. Many of the teachers skilfully probe and question to develop the children's thinking and encourage their greater involvement in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant to the ages, needs and interests of the pupils. The school has made a very positive start to integrating the foundation stage curriculum, but the children do not have adequate opportunities to develop independence and self-sufficiency through creative and physical activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. They are well challenged and with good quality support they make good progress.
Provision for pupils with English as an additional language	During the inspection, the member of staff who provides specialist support for pupils who speak English as an additional language was not in school due of illness. However, the

language	teaching assistants effectively covered her work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the school's provision for the pupils' moral, social and cultural education is good. The provision for their spiritual development is particularly strong.
How well the school cares for its pupils	The care and welfare of the pupils is fostered to a very high degree within the school. All of the staff display considerable commitment to the well-being of each pupil and foster both their personal development and their academic achievement to the highest level.

The great majority of parents and carers are pleased with the provision made for their children and supportive of the work and aims of the school. They feel that their children are happy to attend, and are appreciative of the way the school helps them to develop both social and academic skills.

The arrangements for assessing the pupils' attainment and progress are comprehensive and effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership of a teaching team that has shared goals and a clear commitment to making continuing improvement to the provision for the pupils and the standards they attain.
How well the governors fulfil their responsibilities	The governing body works closely with the headteacher and supports the school well. It ensures that the school meets its statutory requirements.
The school's evaluation of its performance	The headteacher and co-ordinators effectively monitor the school's performance. Their analysis of the results of tests and assessments is comprehensive and aids the setting of targets that seek to ensure that the pupils reach their potential.
The strategic use of resources	The school makes good use of the funds it has available. The headteacher and governors vigorously pursue additional funding opportunities to allow them to enhance and extend the school's provision.

The current staffing position is very good. The number of qualified teachers and teaching assistants allows the school to support all of the pupils effectively. The teaching arrangements are carefully thought out and provide the pupils with many opportunities to work in smaller groups which ensure they make good progress in their learning. The accommodation is adequate and used well in all areas of the school except for the Foundation Stage where it severely limits the range of opportunities for the youngest

pupils. Taken overall the learning resources are good. However, although the library is well used and centrally located it is not well stocked and would benefit from further investment.

The monitoring of the planning, teaching and the pupils' work is comprehensive and very worthwhile. However, the impact of the development and improvement activities is not evaluated in a manner that provides a clear and coherent picture of the school's strengths and weaknesses, particularly for governors.

The governors make their spending decisions mindful of the need to achieve the best value for the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • the standards the school achieves • the way in which good attitudes are promoted • high standards of behaviour • the open way the school is always ready to discuss concerns with parent • the opportunities provided for parents to discuss progress 	<ul style="list-style-type: none"> • the range of activities outside of lessons

Many parents spoke very positively about the school at the pre-inspection meeting. Their views were supported by most of those who responded to the questionnaire. However, a significant minority felt that the school did less well in the area of extra-curricular provision. This view is not upheld by the inspection evidence, which shows that the school is providing a good range of activities outside of lessons, with after school clubs for the older pupils most days of the week.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the pupils start school their attainment covers a wide range of abilities and aptitudes. Although it is broadly average this year, there is considerable variation from year to year, which accounts for some of the fluctuations in the national test results. Most of the children in the current reception class are on course to meet the goals set for them in all areas of learning.
2. Since the school was last inspected, standards have improved. There has been an upward trend in the results of national tests in reading, writing and mathematics since 1997 when they were well below average. Although the results in reading were slightly below the national average in 2000, they were average in writing and mathematics. The proportion of pupils achieving the expected level increased, meeting the school's appropriate targets and continuing the upward trend in results although no pupils achieved a higher level in writing. The most recent results in mathematics also confirm that standards are improving because the proportion of pupils achieving the higher levels has increased. The unconfirmed results for 2001 indicate that there have been further improvements this year. When compared to the results of similar schools, standards are above average in reading, writing and mathematics.
3. The upward trend in standards in reading and particularly in writing is a direct result of the teachers' increasing skill in implementing the school's literacy strategy and the high level of support provided for all pupils. The introduction of the national numeracy strategy has also had a strong influence on standards of work. Daily practice of mental recall and the systematic development of mathematical knowledge and understanding have increased the pupils' confidence. Very good teaching of mathematics has made a significant contribution to the pupils' learning and is resulting in higher standards.
4. The inspection team found that standards of attainment are now average in English and above average in mathematics by seven and nine years of age. All pupils, whatever their prior attainment, are achieving well. The pupils who speak English as an additional language also make good progress and achieve well. There is no evidence of variation in the attainment either of boys and girls or of the pupils from different cultural backgrounds.
5. In 2000, the teachers assessed standards in science to be well below the national average with fewer pupils attaining the level expected of them by the age of seven than in the previous year. However, the proportion achieving the higher levels was close to the national average and to the average of schools where the pupils come from similar backgrounds. This also marked a fall on the previous year, when twice as many pupils attained higher levels. The inspection evidence indicates that standards are now higher and the pupils are achieving well to reach the standards expected of them by seven and nine years of age.
6. The standard of the pupils' work, in all other areas of the curriculum, is at least in line with that expected of seven and nine year olds. In art, history and music standards are above average by the time they leave the school.

Pupils' attitudes, values and personal development

7. The pupils are eager to come to school and display considerable enthusiasm and a high level of participation in the good range of activities and experiences they are offered. The lessons are carefully and thoughtfully prepared and contain both academic and practical activities that engage the interest of the pupils and stimulate their curiosity. Consequently, the great majority of the pupils are quick to settle at the start of lessons and work hard. An example of this was seen amongst pupils in Year 1 who had been studying the work of the artist Andy Goldsworthy. Following some research via the Internet on his sculptures, the whole class enjoyed the excitement of searching around the playground for pebbles in order to create their own stone sculptures. This led on to a concentrated spell of creative activity as they got to grips with the business of representing their own ideas using different sizes and colours of pebbles. Their sustained interest and their satisfaction at having something worthwhile to show for their efforts made for a happy and productive lesson.
8. The class teachers are skilful and consistent in their management of the pupils' and have high expectations regarding the standard of behaviour that they expect from them at all times. As a result, the pupils act in a quiet and controlled manner and their conduct is good. They settle promptly into the well-established classroom routines and follow instructions quickly. As they progress through the school, the pupils respond well to the increasing levels of responsibility offered to them, such as the wide range of "monitor" roles they undertake during year 4. The lack of litter around the school, for example, is a credit to the pupils who take on the role of "litter panther" and pounce on any stray packet or piece of paper to tidy it away. Many individuals volunteer to become involved in other activities, such as acting parts or doing research for the regular class assemblies.
9. The attitudes and behaviour displayed across the school are generally good and play a positive part in the standards the pupils are able to achieve, but there is a significant minority of pupils who find such standards hard to attain and who need considerable support from the adults around them. These pupils come into the school with relatively poor social development. They find it hard to share and can sometimes be aggressive in their relationships with others. They also tend to lack the motivation to settle to a piece of work and to stay on task until it is completed. Several instances were seen on the playground of pupils "falling out" with each other and lacking the skills to make friends again without adult support. In class, there are individuals who need constant encouragement to apply themselves to the task in hand. The school works hard to support the development of these pupils, who are well managed and who rarely act as a distraction to the other pupils who are working well.
10. Very good provision made for the pupils' spiritual development through the assemblies and the wide range of interesting experiences offered in class and on school trips. This is helping them to develop a thoughtful and sensitive awareness of each other's needs and a respect for differing views and beliefs. It also extends into the circle time activities, where the pupils are learning to discuss issues, such

as bullying and how to support pupils who are unhappy for any reason, and enabling them to find ways to resolve problems. The good role models provided by all of the staff in the school are a further element in fostering secure relationships, particularly between the pupils and their teachers.

11. Levels of attendance are in line with those found generally in primary schools, but unauthorised absence is higher than usual. A small minority of families find it difficult to ensure that the pupils always attend regularly and on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The teaching is good overall, and in English and mathematics it is particularly strong. In all of the lessons seen during the inspection, the quality of teaching was at least satisfactory. In half of the lessons it was good and in a further third it was very good. The strong teaching reported at the time of the last inspection has been maintained and the small amount of unsatisfactory teaching has now been eradicated. Consequently, the level of consistency in the teaching has improved.
13. The teaching of the youngest children is satisfactory. The children work effectively with their teacher on a wide range of carefully planned and structured activities that are successful in developing their knowledge and skills, most notably in communication, language and literacy. However, opportunities to enhance and extend the children's learning through creative play activities are not planned as frequently as they should be.
14. In key stages 1 and 2, the teachers plan their lessons very thoroughly and set out clearly what they want the children to learn. The pupils are always told what is expected of them and what they are going to learn. Often the targets for the lesson are displayed in the classroom. The teachers set tasks for the pupils that are interesting, often challenging and in many lessons modified to the needs and abilities of different groups of pupils. Many of the teachers are able to do this because they take time at the end of most lessons to assess the extent of the pupils' progress. The vast majority of lessons move along at a good pace and the teachers effectively support the pupils. Relationships between the children and their teachers are very good. The pupils with special educational needs and those who speak English as an additional language are well supported by both the teachers and the teaching assistants. The teachers keep careful track of the pupils' progress, which allows them to plan effectively for the next stage of learning.
15. There is a strong commitment to teamwork and professional development. This is very evident in the consistent approaches and strategies used by the teachers in many lessons particularly in numeracy and literacy. They are making full use of the literacy and numeracy strategies to bring about further improvements. The pupils' work is marked, but the teachers' approaches in this area of their work are inconsistent. On occasions praise is given where it is not wholly deserved and some opportunities to suggest how work can be improved are missed. The school should review its marking policy to bring about greater consistency. ***This is an additional issue for consideration.***
16. As a result of good teaching the pupils acquire new knowledge and develop their skills and understanding at a good rate. They concentrate on their tasks and produce work of a good quality because of the high expectations of the teachers. In

many lessons, the pupils are encouraged to think for themselves, but throughout the school some pupils find it difficult to work independently. Many of the teachers skilfully probe and question to develop the children's thinking and encourage their greater involvement in lessons.

17. The arrangements for homework are good and provide an additional dimension to the pupils' learning. The teachers set appropriate tasks that are closely linked to what the pupils' are learning in class.

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

18. The school provides a curriculum that is broad, balanced and relevant to the ages, needs and interests of the pupils. It includes all subjects in the National Curriculum and religious education and complies with all statutory requirements although the teaching time in Key Stage 2 is less than that set out in the national guidelines. ***This is an additional issue for consideration.***
19. The school has made a very positive start to integrating the Foundation Stage curriculum to ensure that the provision in the reception class combines the elements of the early learning goals with the need to prepare pupils for the Year 1 curriculum. However, the children do not have adequate opportunities to develop independence and self-sufficiency through creative and physical activities. Steps should now be taken to increase the range of physical and creative activities that provide them with choice and opportunities to develop their independence. **This is a key issue for action.**
20. In the previous report, the school was criticised for giving insufficient attention to the planning of appropriate levels of challenge for the higher attaining pupils. Additionally, the provision for information and communication technology and design and technology failed to meet the statutory requirements. These issues have been addressed and there is a considerable improvement. For example, star challenges for higher attaining pupils are integrated into the curriculum planning, which now ensures progression in learning for all ability groups. The teachers have undergone extensive training in information and communication technology and their subject knowledge has significantly improved. Information technology is now well used in subjects across the curriculum. The pupils use the Internet to find information about topics that they are exploring. The new computer suite is making a significant contribution to the range of opportunities offered to the pupils. The design and technology curriculum has been extended and now complies with statutory requirements. A detailed policy, based of the latest guidelines, is designed to enable the pupils to acquire skills and knowledge in the subject.
21. The school has very successfully implemented the literacy and numeracy strategies. They are very well linked to other subjects. There are also very good opportunities for pupils to develop their speaking and listening skills in a wide variety of situations, for example, in discussions about the work of archaeologists in history and

describing how to make accurate turns in mathematics. Mathematics supports learning in design and technology, science and information and communication technology.

22. The provision for pupils' personal, social and health education is good. Although not timetabled, its influence permeates the curriculum particularly through science, religious education and circle time. There are planned opportunities for the pupils to consider how their attitudes, beliefs and actions affect the lives of others. Sex education is not taught, but the pupils' questions are answered sensitively. The school teaches drugs awareness through science and benefits from the support of the local police to deliver important messages.
23. All of the pupils, including those with special educational needs and who speak English as an additional language, have equal access to all aspects of the curriculum. The provision for the pupils with special educational needs is good. They are well challenged and with good support they make good progress. The requirements of the Code of Practice for the pupils with special educational needs are met in full. The pupils who speak English as an additional language also make good progress.
24. There is a very good range of extra curricular activities. Sports, music, dance, computer, drama and engineering clubs are very popular and enjoyed by a large number of pupils. There are additional activities provided for the pupils every day after school. For example, older pupils spend a few days at the local education authority's outdoor centre in the Malverns, and other outings to places of historical interest extend the pupils' learning beyond the classroom.
25. The school has good links with the community. Its links with the church are very good and every term pupils write reports for the church magazine. The school celebrated Christmas, Easter and Harvest Festival in the church. The produce collected for the Harvest Festival is distributed locally. The school has built up good links with local cricket and rugby clubs. Additionally, productive links with industry have emerged through the headteacher's attendance at a 'Total Quality Management' experience with a local company. This paved the way for a member of that company to become a governor of the school.
26. The personal development of pupils is good. Members of year 4 support any lonely and unhappy pupils in the playground. The pupils are pleased to share responsibilities, for example, they help to arrange the equipment required for assemblies. Through these activities, they reflect the pride they have in their school.
27. The provision for pupils' spiritual development is very good. Assembly time is profitably used for quiet reflection, prayer, drama and music. The school has designed a spiritual garden that will be used as a focal point for assemblies and for quiet reflection. Regular visits of a Christian group also enhance the pupils' spiritual development. The pupils are fully attentive throughout the group's performances and in discussion with pupils, it is clear that they think deeply about the messages they receive during collective worship.
28. The moral education of the pupils is good. The principles of right and wrong are well taught and understood by all pupils and classroom codes of behaviour are negotiated with them every term. A code of behaviour for the playground is displayed to remind the pupils of the standards expected at the school. The pupils'

social and health education makes a valuable contribution in promoting the differences between acceptable and unacceptable behaviour. The teachers provide very good role models.

29. The provision for social education is good. The school strives to heighten awareness of the importance of pupils supporting each other, and to effectively ensure those who are less confident or successful build self-esteem. Mutual support underpins the basis for establishing strong relationships. The teachers provide excellent role models for pupils in the respectful way they speak to them and this promotes the importance of good manners. The school has a good musical tradition and the quality of the pupils' artwork is high. The overall provision for pupils' cultural development is good. The school values all cultures and makes provision for sharing with pupils the traditions of non-western cultures. For example, parents from the Indian sub continent have talked about the different foods that they eat, the clothes they wear and life in warm countries. Dual language books in the library attract attention and interest from many pupils. All pupils in the school, whatever their cultural roots, attend and celebrate the school's Christian festivals.
30. Overall, the school's provision for the pupils' spiritual, moral, social and cultural education is good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The care and welfare of the pupils is fostered to a very high degree within the school. All of the staff display considerable commitment to the well-being of each pupil and foster both their personal development and their academic achievement to the highest level. The teachers are sensitive to the individual needs of the children and offer care and support to families where social problems impinge on daily life to the detriment of the pupils' learning. The recent introduction of a cooked midday meal service has raised the number of pupils who are choosing to receive the free school meals to which they are entitled. Appropriate child protection procedures are in place and the school has good links with social services and other relevant support agencies.
32. The consistently good, and sometimes very good, teaching that the pupils receive and the good provision made for their personal development are key elements in the school's very good provision each pupil. The class teachers have a good understanding of what their pupils know and can do, and the work is set to challenge each pupil at an appropriate level. Effective use is made of the teaching assistants both to support individual pupils and to provide small group tuition, particularly in literacy lessons. Good classroom management and consistently high expectations for good behaviour also make a positive contribution to the standards being achieved. A common factor in all areas of school life is the determination of the staff to give the pupils a rich and interesting curriculum through which to engage their interest and to broaden their understanding of the world and of themselves. This includes opportunities, in assemblies and in class 'circle time', to reflect on how one's actions can affect other people. More opportunities now need to be provided for individuals, particularly the youngest pupils, to choose activities for themselves, and so to develop more fully the skills of self-discipline and self-motivation in their learning.

33. The arrangements for assessing the pupils' attainment and progress are comprehensive and effective. Assessment forms a natural part of many lessons, and the whole-class sessions are used well to check how much the pupils have understood. The teachers also test the pupils and keep samples of their work in individual portfolios. In this way, they build up a coherent picture of each child's achievements. The headteacher undertakes wide ranging analysis of the results of each cohort's annual test results in order to assess the school's performance and to set targets for the future. Taken overall, the assessment arrangements are good.
34. A small number of pupils speak English as an additional language. During the inspection, the member of staff who provides specialist support was not in school due to illness, but the teaching assistants effectively covered her work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The great majority of parents and carers are pleased with the provision made for their children and supportive of the work and aims of the school. They feel that their children are happy to attend and are appreciative of the way the school helps them to develop both social and academic skills. The school enjoys a good relationship with parents, who feel that the teachers are approachable and willing to act on parents' suggestions. However, a significant minority of the parents felt that the school did less well in the area of extra curricular provision. This view is not upheld by the inspection evidence, which shows that the school is providing a good range of activities outside of lessons, with after school clubs for the older pupils most days of the week.
36. The parents are pleased with the level of information provided by the school. This comes largely through personal contact with staff and regular letters, which are both clear and informative. The school has worked hard to provide opportunities for parents and carers to become more informed about the work the school is doing and to be directly involved in the support of their children at home. The school makes good use of homework. Regular meetings have been established where parents can meet with members of staff to consider games and other activities that might promote learning at home and to discuss their experiences with other parents. A programme of activities to give parents experience of the numeracy strategy being followed in school has been arranged. Since the creation of the school's computer suite, a group of parents have also been able to benefit from a course in basic computer skills, with the school providing additional childcare facilities during the course. The headteacher maintains a register of information on support agencies to which parents may apply if they need extra help. In these, and other, ways the school seeks to involve and support parents both in the educational development of their children and in the raising of their own skills.
37. There is an active parents and friends association which works hard to raise valuable funds for the school. Significant contributions have been made to the new outdoor play area and the equipping of the computer suite, for example. Funds are also raised to subsidise the Christmas party and school trips.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38. The headteacher provides strong leadership of a teaching team that has shared goals and a clear commitment to making continuing improvement to the provision for the pupils. The headteacher, assistant headteacher and subject co-ordinators manage the school very effectively. The aims of the school are explicit and reflected in all facets of its work. For all aspects of school life and all of the subjects taught there are clear, practical and sensible guidance documents that provide a coherent and structured framework for the teachers to follow. The subject co-ordinators have clear, delegated responsibilities that they use effectively to develop the provision and improve standards in the subjects they manage. Those teachers who have part time contracts also contribute significantly to the management of the curriculum. This is evident, for example, in music where the teacher is in school for only one morning each week yet contributes fully to the management of resources and the development of policy.
39. The headteacher and co-ordinators effectively monitor the school's performance. Their analysis of the results of tests and assessments is comprehensive and aids the setting of targets that seek to ensure that the pupils reach their potential. The headteacher and assistant headteacher monitor the quality of teaching and the co-ordinators check the teachers' planning and the quality of the pupils' work. Many of these activities are linked to the priorities set within the school development and improvement plan and the school's initial steps into self-evaluation. They are very worthwhile and make a substantial contribution to continuing improvement. However, at the present time there is no coherent evaluation of the impact of these activities on the provision made for the pupils or the standards they achieve.
40. The governing body works closely with the headteacher and supports the school well. It ensures that the school meets its statutory requirements. Through comprehensive reports from the headteacher and co-ordinators the governors are kept abreast of the wide range of activities being undertaken by the school. They have begun to visit classrooms to observe for themselves the work that is going on. These visits are reported to the full governing body. Whilst these activities give the governors a reasonable picture of the strengths and weaknesses of the school they are not receiving evaluations of the comprehensive monitoring being undertaken by the headteacher and the co-ordinators. The governors, headteacher and co-ordinators should ensure that the impact of the various development and improvement activities is evaluated so that they have a clear and coherent picture of the school's strengths and weaknesses. This will enable them to assess whether or not they are getting value for money and underpin the planning for subsequent initiatives. **This is a key issue for action.**
41. The school makes good use of the funds it has available. The headteacher and governors vigorously pursue additional funding opportunities to allow them to enhance and extend the school's provision. This is evident in the development of the new early years outdoor area, which was developed through a partnership of grant funding, sponsorship, and parental support. Equally, grant funds have been carefully targeted to provide an excellent suite of computers to improve the provision for information and communication technology. The governors make their spending decisions with due consideration of achieving the best value for the school.
42. The current staffing position is very good. The number of qualified teachers and teaching assistants allows the school to support effectively all of the pupils, including those with special educational needs and those who speak English as

additional language. The teaching arrangements are carefully thought out and provide the pupils with access to the science, design technology and information and communications technology curriculum in small groups, which ensures they make good progress in their learning. This strategy makes good use of specialist teaching and allows class teachers to work with small groups in some literacy and numeracy lessons. The school also provides all pupils with good specialist teaching of music.

43. The accommodation is adequate and used well in all areas of the school, except for the Foundation Stage. Here it severely limits the range of opportunities for the youngest pupils to play and learn in a manner that allows them to develop self-sufficiency and independence. The teachers significantly enhance the accommodation through very effective displays of the pupils' work. Taken overall, the learning resources are good. However, although the library is attractive, well used and centrally located it is not very well stocked and would benefit from further investment.
44. The headteacher and governors responded very positively to the last inspection report and, as a result, have brought about many improvements. The leadership and management of the school are two of the many areas that have been enhanced. Taken overall leadership and management are very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. The governors, headteacher and teachers should continue to pursue improvements through the school development and self-evaluation. They should ensure that:
 - (1) further improvements are made to the Foundation Curriculum to provide the youngest pupils with creative and physical activities that develop their independence and self-sufficiency (**paragraph 19**)
 - (2) coherent evaluations are drawn from the many monitoring activities that are already in place so that a clear picture of the strengths and weaknesses of the school are available, particularly to governors (**paragraph 40**)

In addition consideration should be given to:

- (3) reviewing the school's marking policy to bring about greater consistency
(paragraph 15)
- (4) extending the taught time in key stage 2 to meet national guidance
(paragraph 18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	31	50	19	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)		152
Number of full-time pupils known to be eligible for free school meals		31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		35

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.7
National comparative data	5.2

School data	0.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	13	13	11
	Total	27	27	26
Percentage of pupils at NC level 2 or above	School	90 (71)	90 (83)	87 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	14
	Girls	13	12	10
	Total	28	27	24
Percentage of pupils at NC level 2 or above	School	93 (77)	90 (89)	80 (86)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	2
Indian	1
Pakistani	6
Bangladeshi	
Chinese	
White	112
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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 – Y4**

Total number of qualified teachers (FTE)	7.47
Number of pupils per qualified teacher	20.1
Average class size	30.4

Education support staff: YR – Y4

Total number of education support staff	8
Total aggregate hours worked per week	84

Qualified teachers and support staff: nursery

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

Total number of education support staff	
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Financial information

Financial year	2000
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	£
Total income	345 977
Total expenditure	334 851
Expenditure per pupil	2 235
Balance brought forward from previous year	- 5 329
Balance carried forward to next year	5,797

Total aggregate hours worked per week	
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Number of pupils per FTE adult	
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

152

Number of questionnaires returned

36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	25	6	3	0
My child is making good progress in school.	47	50	3	0	0
Behaviour in the school is good.	47	42	6	3	3
My child gets the right amount of work to do at home.	28	56	17	0	0
The teaching is good.	50	50	0	0	0
I am kept well informed about how my child is getting on.	31	67	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	58	33	6	0	3
The school expects my child to work hard and achieve his or her best.	42	58	0	0	0
The school works closely with parents.	42	44	8	3	3
The school is well led and managed.	50	36	8	3	3
The school is helping my child become mature and responsible.	39	53	3	3	3
The school provides an interesting range of activities outside lessons.	39	36	19	3	3

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

46. Since the last inspection, the school has enhanced the quality of the education it provides for the youngest children. All children start school full time in September, which means that the reception class has a mix of four and five year olds for the complete year. Few children have had any experience of education before they start school and their attainment on entry, although broadly average, is below what is expected in language, personal and social development. When they enter the reception class, the children settle quickly into the routines of school. They make progress because of the quality of the education provided, which is especially good in the teaching of the early skills of literacy. In the current reception year, the majority of the children are on course to achieve most of the Early Learning Goals by the end of this school year. A minority of higher attaining pupils are already showing signs of working towards Level 1 of the National Curriculum. The good progress of the pupils is most marked in their early literacy and listening skills.
47. All members of the staff team have a strong commitment to continuing improvement to the provision made for the youngest children. They have made a very positive start to integrating the Foundation Stage curriculum to ensure that the provision in the reception class combines the elements of the early learning goals with the need to prepare the pupils for the Year 1 curriculum. However, the children do not have adequate opportunities to develop independence and self-sufficiency through creative and physical activities. The assessment of the children's personal and social development and their academic achievements is good. The children with special educational needs are identified quickly and given support to help them meet their targets. Parents, and other visitors, are welcomed and given opportunities to become involved with school, and this helps to promote and support the children's learning. Taken overall, the provision for and the teaching of the children aged four to five are satisfactory.

Personal, social and emotional development

48. The majority of the children are confident and enjoy coming to school. The staff work well together, show an excellent caring and sensitive approach to the children and maintain very good relationships with their parents. As a result, the children make a good start. They are learning to establish relationships with adults outside their family, to listen to each other, to take turns and share fairly, although some find this difficult. Most are developing an awareness of and sensitivity to the needs and feelings of others. A good example of this was observed in sharing time when the teachers encouraged the children to listen to each other and show interests in each other's toys.
49. The teacher has established effective classroom routines that help the children to learn what is expected of them. They listen to their teacher and each other and give opinions. However, the opportunities to make choices and 'plan, do and review' their own work are inadequate. There are too few opportunities to work independently within the structured activities provided, and they are not sufficiently encouraged to make informed choices and develop personal tastes and preferences. On occasions whole class sessions are too long for the younger and less mature children.

50. The great majority of the children swiftly learn the class rules and behave very well. For the few that find this difficult the adults in the classrooms provide firm and consistent role models. They explain rules patiently and praise the children when they are polite and helpful. The informal opportunities provided by the staff for the children to have a mid-session 'snack' fosters very good relationships. The children take a snack and sit around a table. The informal setting and happy conversations provide a strong reinforcement of how to meet and chat with other people.

Communication, language and literacy

51. At the start of the year, the spoken language skills of the pupils in the reception classes were below average. However, as a result of some good, well-focused teaching, the children's skills of speaking and listening have improved. The teacher places a strong emphasis on encouraging the pupils to listen to stories and join in with the choruses. The other adults working with the children also give very good attention to the development of spoken English, for example, during the literacy sessions. As a result of these activities, most children are making sound progress and are on course to achieve the expected level by the end of the Reception year. The children are beginning to speak clearly and confidently to each other and to adults, and their discussions, both with individuals and in small groups, are enriching their spoken English. The more able five-year-olds are reaching the early levels of the National Curriculum. The children with special educational needs are well supported by adults to ensure they can participate fully in the work prepared and make sound progress particularly in small group or independent working sessions. However, they find it difficult to concentrate in some teacher-led sessions.
52. It is evident that the children enjoy books and want to learn to read. They find stories a source of pleasure, and have a growing understanding of the written word. The teacher makes good use of books to link with other areas of learning. Through structured activities the pupils are beginning to build sentences with the help of the teacher. Many of the children copy simple words using correctly formed upper and lower case letters and the most able are developing their writing skills and beginning to write independently. The children make good progress because the teacher has arranged activities specifically targeted at their needs.

Mathematical development

53. The teaching is satisfactory. It is helping the children to make a sound start and to achieve appropriately in learning about number by matching, sorting and counting in a range of contexts. Many children arrive in school with better than average early counting and number skills. They are ready to develop these skills and are eager to learn. As a result, most are on course to reach the levels expected of them and a significant minority is already working within the early stages of National Curriculum. The children are beginning to count numbers in sequence to ten using the number line well. They recognise individual numbers and can count forward and back.
54. Most children in the reception classes can do simple addition, for example $2+2$, and identify the "missing" number between 5-7 or 9-7. They are suitably developing an understanding of numbers in sequences to 10 and beyond. This is because they have a good early grasp of number and have benefited from the structured support of the teacher and the skilled classroom assistants. This is evident when the pupils

are given the opportunity to talk, experiment and use equipment. As a result, they learn quickly and are enthusiastic and motivated. However, when left to 'colour in' or use worksheets, they are less enthusiastic and their attention wanders.

Knowledge and understanding of the world

55. The teaching is satisfactory and as a result the children are achieving an appropriate level of knowledge and understanding of the world for their age. Suitable foundations are being laid in science and computer technology. The adults in the Reception class, for example, are developing effectively the children's early keyboard skills and their control of the mouse. The teacher uses the computer programs to support their learning. They follow the instructions on screen, and have begun to see how the computer can help them. In other areas, the teacher and teaching assistants use questioning very sensitively to promote enquiry and discovery in the children's learning. This could be seen, for example, when the children were learning about the lifecycle of a butterfly.
56. The children have good opportunities to extend and acquire a greater understanding of the world around them by going out to study the local environment and other places of interest. In the summer term, the study of plants and animals incorporates a visit from the vet, a visit to a farm and the designing of good living environments for pets. However, there are few opportunities for children to develop and follow their own interests.

Physical development

57. The physical skills of the children are being satisfactorily developed and they are on course to achieve the early learning goals. However, they are using a limited range of apparatus and equipment. For instance, they were not observed handling tools, and in the planned curriculum there are limited opportunities for them to develop good control in handling construction materials. The children are being taught to hold a pencil correctly when writing. Most show pleasure in their achievements, for example, when using a pencil to write letter shapes. Very good support is given to children with special educational needs who are increasing their skills.
58. The new secure outside play area is a major improvement to the school's provision for the foundation curriculum and the teacher is exploring how to make the most effective use of the space and the available resources. However, on the only occasion that the space was used by the reception class during the inspection, the children were not given the opportunity to play, but were presented with a teacher-led lesson. This is an area of learning that needs significant development. Now that the school has this wonderful provision, the children should be given the time and opportunity to play in and explore this new part of their environment.
59. The school correctly identifies the need to review provision to ensure that it provides the opportunity for pupils to develop their independence, make choices and initiate their own learning.

Creative development

60. The children are making satisfactory progress and achieving appropriately in creative activities such as art, design technology and music. They are also gaining confidence in the use of tools and materials. The children are encouraged to control a paintbrush to make accurate patterns and to draw using a range of materials; for example the majority have used pastels to draw sunflowers to good effect. However, they have insufficient opportunity to use their own ideas and thoughts and make decisions for themselves. They need more time to explore and experiment with cutting and sticking, sufficient free painting and modelling with play-dough in order to develop individual, creative designs and artefacts.
61. The children enjoy their musical experiences. They sing happily and remember words well. They can keep a steady pulse by clapping, for instance, when singing and performing action songs. They are learning to distinguish between long and short sounds when miming a song. They can mime activities with great enthusiasm and accuracy, such as Noah building his ark. However, the children are given too few opportunities for structured play and activities to challenge them to higher levels of enquiry, exploration and discovery as part of both indoor and outdoor learning.

ENGLISH

62. Standards in English are rising. In the 2000 tests for seven-year-olds, the pupils' attainment overall was broadly in line with the national average, but above that of pupils in similar schools. The school has recognised the need to develop the children's writing, and to raise the general performance of the higher attaining pupils. The grouping of the pupils, the adaptation of the literacy curriculum, the provision of additional teachers and well-focussed teaching have all made great differences to the achievements of the pupils. Standards are higher than those seen at the time of the last inspection and overall show an improving trend, especially in writing. The unconfirmed assessment information this year supports this and indicates that the number of pupils who are attaining a higher level is rising significantly.
63. Current evidence indicates that there is no significant difference between the performance of boys and girls. Parents agree that their children are making good progress. They attribute this to the school's successful literacy strategy that is ensuring that basic skills of reading and writing are systematically taught.
64. When they enter the reception classes, the pupils' speaking skills are a little below average. By the time they reach the end of Key Stage 1, however, they speak with great confidence and can sustain dialogue with each other and the teachers. They listen to their teachers, visitors and each other with great concentration. They answer questions confidently and can explain and reason. A good example was seen during a Year 2 visit to a chapel when the pupils described the significance of parts of the building and readily elaborated upon each other's statements. A good proportion of the pupils are increasingly assured while explaining their work to adults. They are more skilled when talking in factual terms than when they are required to give more imaginative responses. In lessons, the teachers plan activities to enrich and develop an imaginative vocabulary with evident benefit to the pupils' spoken and written work. The pupils listen courteously and quietly to stories and respond appropriately to questions. This is not only evidence that they have listened carefully, but also a reflection of their good relationships and respect for each other's work.

65. The development of reading has been a focus for the school and standards are secure and rising. Standards are firmly average overall, but from Reception through to the end of Key Stage 1 and in Years 3 and 4, there are groups of pupils who are achieving higher than average levels in their reading. This represents good progress over time. In Key Stage 1, the majority of pupils are confident in their recognition of a range of letters and their related sounds and can apply this knowledge when reading simple texts. Their ability to recognise the sounds made by various consonant and vowel blends is well developed, and they are able to apply these skills when reading unfamiliar words. The promotion of reading is positively enhanced by the good range of labels, captions, notices and examples of pupils' and adult writing on display around the school. The lower attaining readers make good progress because they are given valuable help in small groups led either by the teachers or their assistants. These skills are further developed in Key Stage 2. In Years 3 and 4 there are pupils who are already at the level expected of an eleven year old. All of the pupils respond very enthusiastically to reading opportunities where they read aloud from shared texts. Books and book reviews are displayed around the school. The library is a welcoming place, which supports the reading curriculum. It has high quality artwork and well-written reading reviews about authors that encourage the pupils to value and enjoy literature. The school recognises the value of the library in promoting reading and is planning to develop its resources.
66. The pupils' improving attainment in writing is the result of enhanced teaching throughout the school. The teachers have a clear understanding of the national literacy strategy and they ensure that the pupils have regular opportunities to write for a range of relevant purposes. The school has given extended time for some writing activities, which has resulted in a rise in standards throughout the school.
67. In Year 1, for example, the teacher read the story of 'The Three Billy Goats Gruff' and asked the pupils to correct the text and make the sentences more interesting. The pupils rose to this challenge and offered ideas that showed how they are developing their writing skills. Other higher attaining pupils re-told the story on the computer and on boards, where they could easily correct and re-draft their work. Throughout the school, the pupils make satisfactory progress in spelling as they move away from representing words in a way that is nearer to speech, to applying their early phonic knowledge. By the time they reach the end of Key Stage 1, many pupils write at increasing length. This was seen, for example, in a lesson where they were describing characters from stories and one pupil offered 'lips as red as a rose'. A few of the higher attaining writers are beginning to expand their descriptive powers. A group of pupils are able to write lengthy accounts of Florence Nightingale, describe how to make glove puppets and explain the use of axles in moving toys. Through discussion, prompting and use of enriching language, the teachers give their pupils the basic skills to become writers.
68. By Year 4, the pupils' writing skills are developed still further and they can recognise rhyming patterns and rhythm in limericks. They write for various purposes ranging from everyday accounts to technical descriptions to poetry. The pupils in Year 4 learn about different forms of poetry. They produce their own limericks, which show that they have understood the characteristics and style of the genre, as well as stunning examples of Haikus about nature. A strong feature of the writing is the consistency with which many pupils spell basic key words. This is because the school's policy for teaching spelling is faithfully adhered to by the teachers and classroom assistants. The teachers have high expectations, and their well planned,

enthusiastic teaching matches the work to the various needs and abilities of the pupils.

69. Handwriting skills are generally carefully developed. The majority of pupils form letters appropriately and space words well. Some pupils are successfully acquiring joined writing by the end of Key Stage 1, and this is developed through Years 3 and 4 when pens are introduced. By the time pupils leave the school, the majority have neat, joined-up handwriting.
70. The literacy co-ordinator has developed very clear and comprehensive policy documents. She has gained the commitment of the teachers and classroom assistants to continue to improve attainment in literacy. She monitors the teaching and standards across the school and takes a lead role in the drive to raise the achievement of the average and higher attaining pupils. Effective strategies, such as focussed teaching, small group and individual help, are raising the attainment of all groups or pupils.

MATHEMATICS

71. In last year's National Curriculum tests for pupils aged seven, the school's results were similar to the national average and above those of similar schools. The proportion of pupils attaining the higher level showed improvement from previous years and the overall trend is showing a steady rise over time. There is no significant difference between the performance of boys and girls. Standards have improved since the previous inspection when they were described as average. The inspection evidence and unconfirmed test results for the current year indicate that standards are now above average by the age of seven and when pupils leave the school at the age of nine. This represents good progress.
72. The school has also been successful in raising the standards of the average and lower attaining pupils. This has been achieved through very good teaching. During the current year, the school has established a programme to monitor the teaching and learning in mathematics. The co-ordinator has given demonstration lessons for the other teachers. Good practice has been highlighted and shared across the school to support the raising of standards. The provision of targeted additional support for the pupils has also contributed to the improvement of attainment. The National Numeracy Strategy is very well implemented.
73. The quality of teaching is very good. No unsatisfactory teaching was observed. The lessons begin with rigorous question and answer sessions that challenge pupils and focus their attention on mathematics. Healthy competition was evident in classes as pupils sought to be the first to offer a correct answer. The teachers have high expectations and this is amply rewarded by the pupils' enthusiasm. In all lessons, there was an emphasis on matching the language of the teaching to the pupils' needs. The teachers provided opportunities for the pupils to explain, in their own words, the processes of calculation. In this way, the teachers were able to make on-going assessments of the pupils' understanding and to reinforce their learning where difficulties were identified. The recognition of patterns and relationships in numbers was a key feature of the lessons, and some of the higher achieving pupils were often ahead of their teachers' questions. Star challenges,

designed to extend learning for higher attaining pupils, were also a strong feature of all lessons. All pupils made good progress.

74. In a very good lesson in Key Stage 1, the pupils confidently ordered three digit numbers. They were able to identify the value of each figure and to differentiate between numbers that appeared similar. This work was then extended and applied in the context of money. The teacher placed strong emphasis on the position of the dot used to separate pounds and pence when recording amounts of money. Having established that in the amount £8.95 the pounds and pence are separated by a dot, the teacher developed the pupils' learning by asking, "If I bought something for eighty nine pounds fifty, where would the dot be placed?" The prompt response was, "You would have to move the dot between the nine and the five." Well over half the pupils in this class demonstrated mathematical skills above those expected for the age range.
75. Good progress is maintained when the pupils move into Key Stage 2. In a well-planned lesson that was part of a series on shape, Year 4 pupils were challenged to estimate and measure angles of rotation in degrees. They tested each other to identify the direction they would face after completing an operation. For example, they were instructed to "Face north west. Turn 180 degrees anti-clockwise. What direction do you face?" Their responses were very good. They relished the challenge, were accurate in their changes of direction and developed further confidence with their successes. The pupils with special educational needs made good gains in progress and were well supported by the teaching assistants. The learning was developed further when the pupils were asked to consider ways in which instructions for turning could be written in an abbreviated format. They related these instructions to the needs of navigators at sea and to orienteering challenges that they had experienced. The higher attaining pupils employed their skills of estimation using computer technology. The accuracy of their work was tested and the pace of their learning accelerated as they quickly learned from their mistakes. The pupils' very good language was an important aid to learning.
76. The pupils' positive attitudes to mathematics contribute directly to the school's success in raising standards. The lessons contain elements of investigative mathematics that help to maintain motivation. Most classes in the school include a significant proportion of pupils with special educational needs. Through innovative, supportive teaching most pupils make good gains in knowledge.
77. The pupils cover a wide range of work from all attainment targets. They present their work carefully and take a pride in their achievements. The teachers always mark the finished work and often make positive comments, but they do not sufficiently point out how the work might be improved.
78. The co-ordinator for mathematics is highly respected amongst the staff. She has very good subject knowledge, works well with the teachers to establish a curriculum to interest the pupils and to raise standards. An important aspect of her work has been the identification, in conjunction with the LEA Numeracy Consultant, of a comprehensive action plan that will make a further contribution to the teaching of the subject. The governing body of the school is to be kept fully informed of these developments. The resources for the subject are good and there are good links with other curriculum areas.

SCIENCE

79. In 2000, the teachers assessed standards in science to be well below the national average with fewer pupils attaining the level expected of them by the age of seven than in the previous year. However, the proportion achieving the higher levels was close to the national average and to the average of schools where the pupils come from similar backgrounds. This also marked a fall on the previous year when twice as many pupils attained higher levels. These fluctuations reflect the varying ability profiles of the pupils when they first start school.
80. Standards in the present Year 2 and Year 4 are broadly average. Analysis of the pupils' work shows that they make good progress through well-prepared and carefully structured activities provided by the teacher. The pupils have a secure knowledge of a range of science topics that builds progressively, for example, from identifying parts of the body in Year 1 to conducting a simple, fair test in Year 2. Most of the pupils are able to make sensible predictions and the higher attaining pupils can draw interesting conclusions from their investigations. Scientific investigation is a strong feature of the teaching throughout the school. By Year 4, the pupils' work shows greater independence and they utilise information technology, for example, to graph the results of friction tests that involve dragging a shoe across a variety of different surfaces. In lessons, the pupils clearly enjoy the opportunities they have to carry out investigations, and those who have special educational needs benefit from the highly practical nature of most of the activities.
81. The quality of the teaching is consistently good because it is undertaken by a specialist teacher who also co-ordinates the subject throughout the school. The science curriculum is very clearly structured and follows the national guidance. The lessons are well planned and the teacher sets out precisely what she wishes the pupils to learn. As a result, they make good progress and achieve well. The practical emphasis to learning science motivates the pupils and the firm control of the teacher ensures they concentrate fully on the tasks in hand. Most science lessons are part of an arrangement where each class is split into two groups. Whilst the class teacher works with a small group on either literacy or numeracy, the rest of the class is taught by the specialist science teacher. This arrangement is of great benefit and allows the teacher to provide the pupils with a wide variety of interesting practical activities that make use of the school's good resources.
82. The pupils are assessed termly. These assessments are kept and used by the teacher to monitor the rate of the pupils' progress and to plan their next stage of learning. The co-ordination of science is good; the planning is systematic and resources are well organised.

ART AND DESIGN

83. Art continues to be a strong feature of the curriculum in the school. By the end of Key Stage 1, and continuing through lower Key Stage 2, the pupils reach standards higher than those of children of a similar age. Although only two lessons were observed during the inspection, the work around the school and the pupils' sketchbooks provide evidence of good standards.
84. The school is richly displayed with the pupils' work. In Year 1, the pupils made vibrant collages of the sun, using different colours and textures of paper. They learnt how to fold paper differently to produce different effects. In Year 2, the pupils can accurately sketch a church and paint trees in blossom. By Year 3, they produce effective and lively charcoal drawings of Roald Dahl characters, and make large-

scale collages using paper and other material. They paint portraits of friends and relationships, such as 'My sister and me', which show that they have a good sense of colour and shape and that they can use different painting techniques to change effects. By Year 4, the progression in the development of their skills shows in their sensitive and delicate watercolour paintings in the style of Monet.

85. Good teaching based on a well-planned and coherent scheme of work ensures that the pupils develop their skills in drawing, painting and using materials. In a lesson observed in Year 1, for instance, the class were stimulated by the work of Andy Goldsworthy and made their own outdoor sculptures using natural materials. For example an elephant was accurately portrayed in pebbles. The pupils were all supported to ensure that they were successful displayed their finished work with great pride and enthusiasm. In a Year 3 lesson, the pupils use pastels to sketch their designs for three-dimensional sculptures. The teachers plan their work well and organise resources to stimulate ideas and discussion and to support the pupils' initiatives. The teachers' good subject knowledge and their clear view of the objectives and outcomes, characterise these lessons.
86. The pupils are involved and excited by their work. They concentrate, correct and improve their work and are proud of their achievements. They are well managed in all lessons and the resulting good behaviour ensures that no time is wasted.
87. The subject is well resourced and effectively managed by the co-ordinator. In the school, creativity is considered important and the pupils are given a wide range of experiences including working with artists. Community projects ensure that the good quality of the pupils' art has a high profile and is appreciated both in and outside school.

DESIGN AND TECHNOLOGY

88. The standards attained by the pupils are average overall with most of the pupils at the end of Year 2 and Year 4 attaining the levels expected of them. This is a significant improvement since the school was last inspected in 1996 when standards were unsatisfactory, and the teachers were not giving the subject sufficient attention. All pupils now have a weekly lesson with a specialist teacher who has developed a good resource base and provides the pupils with a good range of activities that build systematically as they move through the school. Consequently, all pupils including those with special educational needs and English as an additional language, make good progress and achieve well.
89. The standards in Key Stage 1 result from the pupils having a good range of opportunities, for example, to explore simple structures and levers. Their knowledge and skills develop well through carefully structured and clearly focussed activities that help them to acquire the skills they need for designing and making. By Year 2, the pupils are able to design and make a wheeled buggy because have been taught a range of simple techniques and have evaluated a number of different axles and wheels. In Key Stage 2, the pupils are presented with more sophisticated challenges which help them to achieve well. For example, in Year 3 the pupils carried an analysis of food packaging before designing their own, with some using information technology for the purpose. They also carried out a comprehensive analysis of types of bread from countries throughout Europe. In Year 4, the good progress continues and the pupils begin to make good links with other subjects. For example, they begin to explore simple circuits for alarms and use their literacy skills

when writing about safety issues. Through these tasks, the pupils acquire a good knowledge of the importance of health and safety. One pupil wrote a poem including the following lines:

‘Electricity and water are a lethal mix,
Now don’t do any silly tricks...
...Replace quickly a bare wire,
Otherwise it might start a fire.’

90. The teaching is good. The lessons are well planned and all the resources are well prepared and easily accessible to the pupils. The activities are interesting and motivate the pupils to learn. In a Year 1 lesson, for example, the pupils were preparing their designs for a fruit salad. The teacher had a large basket of fruit and led an informative discussion to establish which fruit needed to be peeled and why. She also took the opportunity to emphasise the importance of healthy eating and preparing food by washing it.
91. The pupils respond well. They are interested in the tasks set for them and enter into discussion readily. This was evident when Year 4 pupils were testing simple circuits for alarms. They are well behaved because the teaching moves the lessons along at a good pace and challenges them well.
92. The curriculum is now well managed and the resources very well organised. The designation of a room for science and technology is a significant improvement that allows the school to provide frequent and regular practical activities for all of the pupils.

GEOGRAPHY and HISTORY

93. Geography and history are planned and taught through topics and themes in termly blocks that alternate the two subjects. During the course of the inspection, the pupils in Key Stage 1 were following a geography theme and those in Key Stage 2 were exploring historical topics. Analysis of the pupils’ work shows that they cover a good range of content in both subjects. However, the work in geography shows little evidence of modification for pupils of different abilities. As a result, most pupils are attaining the level expected of them in geography and standards are average, but more pupils are attaining at a higher level in history and consequently standards are above average in both Key Stages. This reflects the position at the time of the last inspection.
94. In a geography lesson observed in Year 2, the pupils created a map of a seaside town using information technology. This was a very successful lesson because the pupils knew what they were expected to learn, how they were expected to behave and were given good opportunities to express opinions. As a result, they responded positively, listened to the views of others and worked well in small groups. In this instance, the group work was appropriately matched to the pupils’ various abilities and an interesting homework task was set them.
95. The teaching of history in Years 3 and 4 is also good. The teachers present information in lively ways and use interesting resources to motivate the pupils, such as those found in a local archaeological dig. Consequently, the pupils are able to talk confidently about their work in history; they are able, for instance, to give a good account of the way monks lived and worked. The Year 4 pupils are aware of how all invaders have left a lasting legacy on life in Britain. They show an interest in their

work and are keen to research further information. In one lesson, for example, they were particularly interested in the origin of the names of people and places. They work at a good pace, listen very well to their teachers and are keen to share their work with others.

96. All of the pupils, including those with special educational needs and those who speak English as an additional language are making good progress and achieving well. The standards reported at the time of the last inspection have been maintained and opportunities broadened to include the use of information technology. This has added a new dimension because the pupils have been able to use email to find out about a seaside town from someone who lives there.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. The school has made considerable progress since it was last inspected. The teachers now have secure knowledge of the software they use with the pupils; the resources are much better and the pupils have good opportunities to use information and communications technology across the curriculum. As a result, standards have improved and the pupils in both Key Stages are now attaining the levels expected for their ages.
98. In Year 1, the pupils are well taught by the information and communication technology co-ordinator. The lessons are well planned to develop both the pupils' skills and their knowledge of the software. The pupils have opportunities to develop an increasing familiarity with the keyboard and the desktop interface. Consequently, they are able to find their way around the keyboard reasonably quickly, enter data, print and save their work and close the program they have been using. The pupils achieve well and learn effectively because the teacher motivates them and sets them interesting tasks. For instance, the pupils worked very well when they were asked to collect information about favourite fruits and produce a pictogram. In this activity, a number of pupils who are on the special educational needs register made good progress although one pupil experienced some difficulty because the upper case letters on the keyboard were unfamiliar.
99. In Year 3, the pupils have been introduced to the Internet and made good use of their skills to find information about the author Dick King Smith as part of their work in literacy. In Year 4, the pupils made effective use of a program that allowed them to give instructions to Terry the Turtle to apply their knowledge of angles as part of a mathematics lesson.
100. The teachers have recently completed a training programme. They are now making good use of the Internet to find resources to make lessons more relevant and interesting for the pupils. For example, when the Year 3 pupils were exploring the possibilities of three-dimensional sculpture to enhance the school grounds, the teacher used a number photographs she had downloaded to inspire them in their preliminary drawings.
101. The teaching is good because the teachers now have secure subject knowledge and are using the computer suite with confidence to extend the pupils learning both in specific information and communications technology lessons and in the application of this facility across the curriculum. The school now has good resources that are well managed by the co-ordinator.

MUSIC

102. The pupils attain the standards expected of them by the end of Key Stage 1. They are making good progress and achieving well as they move through the school, gaining broader knowledge and increasing their skills so that by the time they leave the school standards are above those expected for their age. This is a direct result of the weekly input by a specialist teacher who skilfully develops the pupils' skills, knowledge and musical awareness.
103. In Year 1, the pupils are learning effectively to distinguish between long and short notes because they are well taught. The teacher encourages them to listen very carefully and to identify the duration of notes in the various pieces of music, such as 'Dance of the unhatched chicks'. The pupils are also involved in creating accompaniments using percussion instruments and they successfully build a chain of long and short notes that illustrate their growing awareness of duration. By Year 4, the pupils know that tempo is the pace of a piece of music. They sing tunefully and play accompanying instruments enthusiastically. The teacher's very carefully targeted questions ensure they are fully aware of what they are expected to learn and as a result they gain maximum benefit from their involvement in the lesson. The teacher's strong subject knowledge ensures that the lessons develop systematically. For example, she introduced the Year 4 pupils to Pachelbel's 'Canon' to show them very effectively how a canon builds up. She also makes very good use of visual aids to increase the pupils' understanding. In the Year 1 lesson the teacher made good use of computer software to illustrate long and short notes.
104. The lessons are thoroughly planned and based on a clear framework of themes that build systematically as the pupils move through the school. The class teachers work alongside the specialist music teacher, which aids assessment and management of the lesson. The good provision for music, the teaching and the standards reported at the last inspection have all been maintained.

PHYSICAL EDUCATION

105. Standards of achievement in physical education, on the basis of the small number of lessons that were observed, are average at both Key Stages with most pupils achieving the level expected of them. Standards are similar to those found at the previous inspection.
106. In Year 1, the pupils were linking travelling and standing movements to form sequences. They were able to demonstrate travelling movements such as jumping, skipping, sliding, hopping, turning and twisting. They achieved very well in this lesson because the teaching and learning were very good. The lesson was very well planned, the teacher's instructions were precise and she made very good use of pupils to demonstrate their performances. The pupils listened carefully to instructions and responded well. In Year 4, the pupils put on a very good dance performance in front of parents that was the culmination of a series of lessons led by a person who has interest in African drums. The pupils moved well to the rhythm of the drums. The pupils and their parents enjoyed the experience.
107. The subject is well led and well resourced. The curriculum is carefully planned and as a result the pupils experience a wide range of opportunities although swimming instruction is now left until they transfer to the middle school.

RELIGIOUS EDUCATION

108. Religious education plays an important part in the life of the school and is made relevant and real to the pupils. This is achieved because the teaching is good; links are made to other curriculum areas during lessons and through the telling of Bible stories in assemblies.
109. By the end of Year 4, standards in religious understanding and knowledge are at the level expected of pupils and similar to the last inspection. However, there are improvements in their knowledge of Christianity and the Bible. The pupils are able to discuss the relevance and significance of God, places of worship and Christian festivals. They can answer questions about beliefs and have a strong respect and sense of occasion in church and in assembly.
110. The teaching is generally good and ensures that the pupils build on their knowledge to make steady progress. The teachers showed good subject knowledge in well-planned lessons. They used a range of approaches for making their lessons lively and interesting, encouraging debate and giving pupils a range of experiences. For example, Year 3 pupils were shown a family Bible and encouraged to make connections between present day Christianity and their visit to the local abbey, which had been destroyed by Henry VIII. The Year 2 pupils were taken to the local Baptist Chapel and asked to compare this with the characteristics of the local church. In a question and answer sessions with a minister in the chapel, the pupils showed a good knowledge of Christian ceremonies and their meanings and a great respect for this a place of worship. The pupils also learn about beliefs and customs of other world religions, for example, Judaism and Hinduism. In a Year 1 class, for instance, the pupils were given Challa bread in a lesson about the celebration of the Shabbat, and links were then made to the Bible story about manna from heaven. The school makes good use of visitors and visits to support their teaching and to give the children first hand experiences to liven the lessons.
111. The pupils make good progress and achieve well. They show enthusiasm and interest both in all lessons and during activities and visits. They behave well and work hard. They enjoy learning, pay good attention to speakers and are responsive to discussion about feelings and beliefs. They are keen to answer questions and contribute to discussions.
112. The subject is well managed by the co-ordinator. The teachers plan their work from the advised syllabus and there is a comprehensive scheme of work. There is recognition of religious education as a major area of study. The raised profile and increased resources have given the teachers confidence in their teaching. This has a very positive effect on the atmosphere and attitudes in the school.