

INSPECTION REPORT

GORSELAND PRIMARY SCHOOL

Martlesham Heath, Ipswich

LEA area: Suffolk

Unique reference number: 124625

Headteacher: Mrs Alison Davies

Reporting inspector: Tony Painter
21512

Dates of inspection: 10th – 13th June 2002

Inspection number: 190433

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Deben Avenue
Martlesham Heath
Ipswich
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Appropriate authority: Governing body

Name of chair of governors: Mrs Elaine Everitt

Date of previous inspection: 25th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21512	Tony Painter	Registered inspector	Information and communication technology	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
13418	Jacqui Darrington	Lay inspector		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?
24895	Kath Hurt	Team inspector	The Foundation Stage Geography History	
27541	John Collins	Team inspector	Mathematics Art and design Design and technology	How good are the curriculum and other opportunities offered to pupils?
18935	Chris Bolton	Team inspector	English Religious education	
4430	Richard Eaton	Team inspector	Music Physical education Science	How well is the school led and managed?
2423	Susan Leyden	Team inspector	Special educational needs Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large community primary school for pupils between four and eleven years with 479 pupils on roll, larger than it was at the time of the last inspection. Almost all pupils are from white backgrounds and only two pupils come from families where English is an additional language. Most pupils come from the advantaged area around the school. The proportion of pupils in receipt of free school meals, at 4.6 per cent, is below average. Children joining the reception classes have attainment above that expected at their age. However, significant numbers of older pupils come from a wider area to join the school's Area Support Centre. This unit caters for 25 pupils, all of whom have statements of special educational need. Altogether, 92 pupils have special educational needs, which is average. Of these, 29 have statements of special educational need, well above the national average.

HOW GOOD THE SCHOOL IS

The school is very effective and gives pupils a very good foundation for their personal development. It provides good value for money. Very good leadership and management are ensuring effective teamwork and a clear, shared view of how the school can continue to improve. Good teaching gives a rich range of experiences that helps pupils of all abilities to learn well and achieve above average standards. Pupils are interested and enthusiastic in their lessons and their behaviour is very good.

What the school does well

- Very good management creates effective teamwork and helps the school to develop a clear view of how it is able to improve.
- Good teaching ensures that all pupils learn well through the school and achieve above average standards overall.
- A wide range of interesting activities and good provision for pupils' personal development ensure that pupils are very enthusiastic and keen to learn.
- A very positive atmosphere, with very good relationships at all levels, encourages pupils' learning.
- Links with parents are very good and support pupils' learning well.

What could be improved

- Teachers could make greater use of computers in their classrooms to promote pupils' skills in information and communication technology and other subjects.
- Children in the reception classes could be challenged more to extend their learning.
- Co-ordinators do not have a clear enough view of standards and provision in their subjects to identify developments.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996 when weaknesses in many aspects of teachers' planning were identified. The school has made good progress since then and has successfully resolved the issues identified and pupils' standards have improved. Teachers' planning is now good and meets the needs of all pupils. Provision for pupils' spiritual and cultural development, for example, is now very good. Improved assessment systems, particularly in English and mathematics, give teachers better information to use in providing interesting tasks at appropriately challenging levels. Teaching has therefore improved and has resulted in pupils' higher overall attainment and better results in National Curriculum tests.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2002	
English	C	A	A	C	well above average A above average B average C below average D well below average E
Mathematics	C	A	B	D	
Science	C	C	B	C	

Children enter the school with above average attainment and make satisfactory progress in the reception classes. By the time they start in Year 1, they are achieving higher standards than expected for their age.

Overall attainment by the ages of seven and eleven is above the national average, reflected in the good standards shown in the National Curriculum tests at these ages. These show consistently above average attainment in English, mathematics and science. These results are confirmed by the good quality of pupils' work seen in the inspection. Both pupils who are new to English are supported effectively to integrate into their classes and they learn very quickly. Pupils with special educational needs, including those in the Area Support Centre, make good progress through effective teaching and support. However, the very high numbers of pupils with special educational needs who join the school make the school's overall results look weaker than they actually are. The proportions of pupils achieving higher levels of attainment are often high. For example, results at the higher Level 5 in English were well above average for eleven year olds in 2001. The school's tracking of all pupils' progress shows that most make good gains and achieve well. The general trend of results is rising. The school is setting and meeting increasingly ambitious but achievable targets to ensure improving attainment.

Pupils' attainment in most subjects is currently above that expected of their age and they achieve well. In information and communication technology, pupils reach the nationally expected standards in work in the school's computer suite. However, overall attainment could be higher because pupils have too few opportunities to practise and extend their developing skills in classrooms, limiting their achievements.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils of all ages are keen to learn. They take part in all activities with great enthusiasm.
Behaviour, in and out of classrooms	Pupils are extremely polite and courteous. They behave very well in lessons and around the school.
Personal development and relationships	Very strong relationships between pupils and all members of staff ensure that pupils' personal development is very good.
Attendance	Pupils are very keen to come to school and their attendance is very good.

The extremely strong relationships in the school form the foundation of a caring and supportive atmosphere that helps pupils to develop very positive attitudes to school and to grow in maturity.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Good teaching overall meets the needs of all pupils and helps them to learn well. English and mathematics teaching is good with much very good teaching and effective grouping of pupils of different abilities. Teachers challenge pupils well with very good questioning. A strong feature of most lessons is good links between pupils' learning in different subjects. For example, pupils use the computer suite to extend their learning in subjects such as history and geography. Teachers do not, however, give pupils enough opportunities to use their computer skills in lessons in their classrooms. Teachers promote pupils' literacy skills well in subjects such as science and history. Numeracy is developed effectively in other subjects such as science and many lessons in the computer suite.

Teaching in the reception classes is satisfactory. A number of important improvements have been made to teaching in these classes, responding to national guidance, and teachers provide a wide range of interesting activities. Sometimes, however, teachers do not establish clearly what children need to gain from activities and do not question enough to challenge their thinking.

Pupils learn well through the school, with older pupils making particularly good gains. Teachers' very good relationships successfully encourage pupils to learn. Organisation and planning of lessons are very good and teachers use a wide range of resources to interest pupils and help them to learn. Planning has particularly improved through clearer identification of what pupils need to learn, often effectively shared with pupils. Marking is often positive and gives pupils information on what they need to do to improve their work.

There is very effective support for pupils with special educational needs through well-trained and effective support staff and in the Area Support Centre. As a result, pupils make good progress. Good support for the very few pupils with English as an additional language ensures their rapid progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Teachers plan a good range of activities, making effective use of national guidance and the school's systems.
Provision for pupils with special educational needs	The school provides very effective support for all pupils with special educational needs and, as a result, they make good progress.
Provision for pupils with English as an additional language	The very few pupils who are learning English are given very good support that is helping them to settle and learn very quickly. They play a full part in all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good provision is made that ensures that pupils become mature and responsible. All staff provide good examples of positive attitudes for pupils to follow.
How well the school cares for its pupils	The school cares for its pupils well and there is a friendly working atmosphere in which pupils feel safe and valued.

A rich and varied range of classroom activities for all pupils meets their needs and is enhanced by many good extra-curricular activities, visits and visitors. The school's links with parents and the local community are strong and make a significant contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership and management have helped the school to improve. Phase leaders take an important role in improving teaching and standards but subject co-ordinators' overviews of their subjects are less secure.
How well the governors fulfil their responsibilities	Governors use their very good understanding of the school's strengths and weaknesses to fulfil their responsibilities.
The school's evaluation of its performance	There is very effective evaluation of data and monitoring by the headteacher and senior staff that gives a clear view of the school.
The strategic use of resources	The resources available to the school are effectively used to promote higher standards.

Although there is good delegation of responsibilities to phase leaders, subject co-ordinators' roles are less well defined. As a result, they have only limited information to identify developments that they need to promote to raise standards in their subjects. The staffing, accommodation and resources are satisfactory overall. Resources in most subjects are good but parts of the school are crowded and this restricts some activities that teachers plan. The principles of best value are effectively applied through appropriate tendering and good evaluation of the impact of spending on teaching and standards.

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 leadership and management of the school are very good. • Good teaching and high expectations ensure that pupils learn and behave well. • Children are valued as individuals and helped to become mature and responsible. • Parents are welcomed and the school responds quickly to any concerns. 	<ul style="list-style-type: none"> • The range of extra-curricular activities could be greater. • Some parents would like more information about how well their children are doing.

The inspection team fully agrees with the parents' very positive comments but not the concerns raised. The range of extra-curricular activities is good. Arrangements for informing parents about how well their children are doing are very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children on entry to the school is above average. Sound teaching ensures that all children, including those needing extra help, make satisfactory progress in the reception classes. Overall standards by the time children begin the National Curriculum are above those expected. Most children, except some of the youngest, who spend less time in the school, reach the goals set for them in all of the areas of learning. Children exceed the goals in their personal, social and emotional development, reading, some aspects of their knowledge and understanding of the world and creative development. Limited challenge in some aspects of teaching restricts children's attainment in some areas of learning such as writing and mathematical development.
2. Pupils make good progress in both infant and junior classes. The school's analysis of the attainment of individual pupils shows that most make good progress through the school, exceeding their predicted results. The school is undertaking greater analysis of all results and this is helping teachers to continue to set high and challenging targets for pupils' attainment. As a result, standards are rising through the school. Observations during the inspection suggest that the targets are achievable.
3. The Area Support Centre complicates comparisons between the school's results and those of other schools because few schools have such a centre. A significant number of pupils with statements of special educational needs join the school to attend the centre. Although they make good individual progress, these pupils do not generally perform well in the national tests and assessments. This has a significant impact on the overall results of the school, particularly in the proportions of all pupils achieving the nationally expected levels. The school's performance at higher levels is generally good, with above and well above average numbers of pupils achieving these higher levels. This reflects the overall good teaching in the school.
4. Standards in English are above average nationally by the ages of seven and eleven. Good teaching ensures that pupils make effective progress throughout the school. A significant proportion of pupils in Year 2 and in Year 6 achieve higher levels than expected nationally in the National Curriculum tests. For example in 2001, the proportion of Year 2 pupils gaining the higher Level 3 in reading was well above average. Similarly, the proportion of pupils achieving the higher Level 5 in English at age eleven was also well above average. This represents good improvement since the last inspection when standards were satisfactory overall.
5. Mathematics standards are above the national average by the ages of seven and eleven and have improved from the standards found in the last report. These standards are reflected in the school's results of National Curriculum tests. The 2001 results at both ages showed above average proportions of pupils achieving the higher levels of attainment. There have been swings in attainment in mathematics over the last four years, but overall the pupils' attainment at age eleven was above average. Current teacher assessments indicate that the trend of rising attainment is being maintained. Higher proportions of pupils are achieving the nationally expected levels of attainment.
6. Standards in science are above the national average when pupils are aged seven and eleven. This is higher than the standards in the last report. Although the 2001 teacher assessments of pupils aged seven showed a below average number achieving the nationally expected level, the proportion achieving the higher Level 3 was better. Current work in Year 2 shows that standards have risen and teachers' assessments show results above last year's national average at both levels. In 2001, pupils' results at the age of eleven were above average.

These standards have been maintained in 2002. More pupils will attain at the average Level 4 although fewer are on line to reach the higher Level 5. This reflects the higher proportions of pupils with special educational needs in the group.

7. Pupils' attainment in most other subjects such as art and design, history and geography, music and physical education is above the national expectations at the ages of seven and eleven. This is because teachers plan thoroughly to develop a range of skills through the school. In art and design, for example, pupils have good challenging experiences in a wide range of media. Attainment in religious education is similar to that expected at these ages. In all subjects, there are some signs of improving standards resulting from the clearer approach to the curriculum.
8. Improved teaching is ensuring that pupils achieve well through the school. Teachers use national guidance in English and mathematics effectively to target work to improve pupils' learning in literacy and numeracy. Pupils have good opportunities to apply their developing literacy and numeracy skills in other subjects. Pupils' good literacy skills, in particular, make a positive contribution to their learning in other subjects. For example, pupils research confidently for information in books in history and geography lessons. They write up descriptions of their activities and experiments in science and this is a significant contribution to their learning. Pupils use their developing mathematics skills effectively in lessons such as science, design and technology and information and communication technology. In Year 5 and 6 geography lessons, for example, pupils handle and interpret data relating to weather in India with confidence. Information and communication technology lessons in the computer suite are generally linked very effectively to pupils' learning in other subjects. Pupils develop good skills in accessing information from the Internet and setting out their work. These lessons make a good contribution to pupils' learning. However, pupils' overall attainment in information and communication technology is only in line with the expected levels at the ages of seven and eleven and could be higher. This is because pupils have too few opportunities to practise their developing skills using computers in classrooms. This restricts their learning of information and communication technology skills and their ability to apply these to learning in other subjects.
9. Pupils with special educational needs make good progress throughout the school because of the good support they receive in their lessons. In infant classes, pupils who have early difficulties with literacy skills are helped to improve their reading and writing. By the age of eleven, pupils who need additional help with their learning become more fluent in their reading, improve the quality and accuracy of their writing and increase their competency in mathematics. This overall improvement contributes to their progress in other subjects. Pupils with significant social and communication difficulties (autistic spectrum disorder) make very good progress because of the help they receive from staff and pupils. The very few pupils who are new to English are given strong and effective support in their lessons to help them make very good progress.
10. Pupils in the Area Support Centre make good progress in all their lessons. This is due to the pupils' willingness to work hard and the quality of teaching and support they receive in all their lessons. Pupils with more complex learning difficulties progressively develop the quality and range of their language and communication and their awareness of social relationships.

Pupils' attitudes, values and personal development

11. The school has maintained the very positive attitudes evident in pupils at the time of the last inspection. Pupils are very eager to attend school with almost all pupils arriving punctually and starting the day in a very purposeful manner. Pupils have very positive attitudes towards lessons and learning and as a result they make good progress. Most pupils take part in the good range of activities provided within the curriculum and there is a good response from pupils to the wide range of extra-curricular activities.

12. The behaviour of almost all pupils continues to be very good. Bullying or oppressive behaviour is rarely experienced but when it happens there is a swift, appropriate and effective response from the school. Pupils have a very clear understanding of the school and class rules and of the expected standard of behaviour. Pupils are reminded of these rules at appropriate times and through class discussions and assemblies. Pupils are very courteous and trustworthy and demonstrate respect both for their own and the school's property. Almost all pupils are polite, caring and very friendly towards one another, staff and other adults. Pupils know the difference between right and wrong and show respect for each other, and older pupils are willing to listen to each other's points of view. Younger pupils, within the limits of their maturity, are working towards understanding the need to listen to fellow pupil's viewpoints. During the last academic year, two pupils have been excluded temporarily as a result of repeated bad behaviour. The staff and governors continue to have a caring and sensitive approach and these exclusions were as a result of extreme circumstances.
13. Pupils respond very well to the very good range of opportunities to take responsibility, as they move through the school. Younger pupils perform simple tasks, such as the return of attendance registers and dinner money payments to the school office. Older pupils undertake tasks of progressively greater responsibility, culminating in a range of activities in Year 6 such as lunchtime duties in the school office, dining hall and outdoor play areas, and assisting the youngest pupils. Opportunities for pupils to demonstrate initiative are informal but the planned development of a school council will provide further opportunities for pupils.
14. Pupils are very caring towards each other and in lessons pupils mostly work together very well, sharing equipment when required. Mutual respect between pupils and staff is very clearly evident. Pupils respond very well to the appropriate opportunities provided for growth in personal development and independence, both within the curriculum and outside. For example, they refer with great enthusiasm to the residential experiences for Years 5 and 6.
15. Pupils with special educational needs, including those in the Area Support Centre, have very positive attitudes in lessons. They enjoy coming to school and work hard during their lessons. They are well behaved and settle down quickly at the start of lessons. They listen carefully to the teacher and to one another and concentrate hard when doing written or practical tasks. They are eager to ask and to respond to questions and enjoy taking part in group activities. Pupils with significant communication and social difficulties work hard to behave appropriately and are successful in forming relationships. All pupils readily accept and fully interact with pupils with special educational needs.
16. Attendance has improved since the last inspection and is now very good at 96.1 per cent for the current reporting year, being well above the national average. However, a number of pupils take more than the ten permitted days for family holidays.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching is good and has improved further on the strengths outlined in the last report. All lessons were satisfactory or better and a significant number of lessons were very good or better. Classroom assistants make a considerable contribution to the good quality of teaching. Teachers deploy them very well, giving very clear instructions as to how they are to support groups of pupils. This helps to target learning very precisely.
18. Teachers' planning reveals effective knowledge and understanding of the different subjects and makes good use of school and national guidance. Teachers are clear on what they want pupils to learn and explain this to them carefully at the beginning of lessons. Good opportunities are generally taken to discuss learning with pupils and give them time to reflect at the end the lessons. These moves have addressed the weaknesses in the last report and are significant factors in the improvement of teaching. Marking is often positive and gives pupils good information on what they need to do to improve their work.

19. Teachers have extremely good relationships with pupils and these form a secure foundation for effective learning. They make the well-organised day-to-day routines clear to all pupils. This ensures that pupils' behaviour is consistently good, no time is lost during the day and lessons are very productive. Teachers are enthusiastic in their presentations in lessons and this captures pupils' attention very well and makes them want to learn. Their questioning, for example, is very effective at challenging pupils at different levels of attainment. The questions encourage pupils to reflect on what they are learning and respond carefully. For example, the teacher asks, 'What do you think they are doing?' during a discussion of Jewish worship. At the same time, good pace is promoted and some questioning pushes pupils very well. The teachers make good use of a wide range of resources to interest and involve pupils. For example, a good selection of seascapes by famous artists illustrated a range of techniques in a Year 1 art lesson.
20. A strong feature of many lessons is the effective way that teachers create links between learning in different subjects. Teachers ensure that pupils have good opportunities to use their developing literacy and numeracy skills in other subjects. Teachers ensure that pupils use their numeracy skills when counting, measuring and representing information in graphs in subjects such as science, geography and design and technology. They give pupils good opportunities to write about their work in a wide range of different forms. In some cases, such as in science, pupils' very effective use of literacy skills plays a significant part in promoting higher standards. Teachers make good use of the computers in the computer suite to promote learning in information and communication technology as well as other subjects. They give pupils opportunities to use a wide range of software including drawing programs, word processing, databases and the Internet. Activities are well planned and ensure that pupils have good real-life information, for example when Year 5 and 6 pupils examine current weather statistics for places in India. However, teachers are much less effective at using computers in their classrooms to support this good learning. Pupils get too few opportunities to consolidate their skills and learning in information and communication technology and the other subjects involved.
21. The teaching of children in the reception classes is sound. Many improvements have been made recently that are having a positive impact on teaching. Planning now provides a rich and vibrant curriculum with activities that children find interesting. As a result, children enjoy learning and are enthusiastic in all the areas of learning. Effective routines, clear expectations of behaviour and very good relationships create a calm working atmosphere that builds children's confidence. As a result, children's learning in personal and social development is particularly strong. There are good procedures for checking what children can and cannot do, so teachers have a wide range of valuable information about the children. Teachers use some of this to target work but do not make effective enough use of it in planning to ensure children make the best possible progress. Activities are not always adapted as effectively as they might be to challenge individuals and groups of children to move forward in their learning. When teachers and support staff work directly with groups of children, learning is often good. However, more could be done to identify how adults can help children more purposefully in other activities that are not the main teaching focus. As a result, children's rate of learning is not as high as it could be.
22. The quality of teaching for pupils with special educational needs is good. In all their lessons, work is well matched to the pupils' levels of ability. Pupils who have a statement of special educational need receive additional support from classroom assistants who ensure that the pupils understand what they have to do and are given the help they need when they meet a problem. Teachers and classroom assistants have very good relationships with pupils and give constant encouragement and positive feedback. As a result the pupils enjoy their lessons, concentrate well and make good progress. Both pupils with English as an additional language are very well supported to ensure they play a full part in their lessons and learn quickly.

23. In the Area Support Centre the quality of teaching is good with some very good lessons. Teachers plan lessons carefully and teach with skill and sensitivity. Detailed knowledge and understanding about each pupil's needs is used to plan appropriate activities and to provide the necessary support. As a result, pupils know what is expected of them and respond very well.

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

24. The curriculum is good and meets all the requirements of the National Curriculum. There are appropriate arrangements for the teaching of sex education and raising the awareness of older pupils of the dangers of drugs abuse. Religious education is taught following the guidance of the locally agreed syllabus. A strength of the school curriculum is the emphasis on pupils' personal development as well as their academic development. The curriculum is enhanced for many pupils through the good range of extra-curricular clubs and activities as well as the number of visits and visitors to school.
25. Long and medium-term curriculum planning has improved considerably since the last inspection and is now securely established in all subject areas. Planning is regularly monitored to ensure consistency. Most teachers' daily lesson planning, particularly in Key Stages 1 and 2, now provides precise objectives that are shared with the children. Subject policies have been successfully updated and there are schemes of work using national or local guidance for all subject areas. The school has also successfully established themes and topics, which cross several subjects, for example in history, geography, art, design and technology and science. Many themes of the religious education scheme of work are integrated well with the curriculum for personal, social and health education, in which the school has incorporated the new requirements for the teaching of citizenship.
26. Important improvements have been made recently in the curriculum for children in the reception classes, making effective use of national guidance. Planning now provides a rich and vibrant curriculum with activities that children find interesting. Teachers have a wide range of valuable information about the children. They do not, however, make enough effective use of this information in their planning so that children make the best possible progress. Activities are not always adapted to give enough challenge in the learning of individuals and groups of children. More could be done to identify how the adults will intervene more purposefully in the ongoing activities to bring this about.
27. The use of literacy and number skills in other areas of the curriculum is well established. For example, opportunities are provided in other subjects for extended writing. In science, for example, pupils are often given recording sheets that provide opportunities for them to express their own ideas and opinions about what they have found out in their experiments. In a Year 2 science lesson, pupils were able to use numeracy skills when recording their observations. Recording temperature and rainfall data in the form of graphs in a Year 5 geography lesson was also seen. Both raised the levels of interest and enthusiasm of pupils and led to successful learning. A good example of the use of computers was seen in the Year 1 pictures drawn using an art package that mirrored their previous wax crayon pictures of the sea. However, pupils' opportunities to apply their developing computer skills in lessons are limited. The time and focus given to information and communication technology since the last inspection has improved pupils' skills. However, its use in class work in other subject areas is still not firmly established and this limits pupils' achievements.
28. The curriculum provision for pupils with special educational needs is good. Many pupils with statements of special educational needs are supported through the Area Support Centre. Pupils follow a rich and varied curriculum covering all subjects in the National Curriculum. Their learning opportunities are further enhanced by the opportunities for integrating with mainstream classes, where considered appropriate, and for joining other school activities. They have full access to extra-curricular clubs and activities and the schools' provision for

spiritual, moral, social and cultural development. Pupils in other classes receive good additional help and support in their lessons. This ensures they are able to take a full part in the lesson activities and receive their entitlement to the full range of the National Curriculum. The needs of higher attaining groups of pupils are now fully met by the range of planned activities in most areas of the curriculum. This key issue from the last inspection has been successfully addressed. All groups of pupils are set tasks appropriate to their abilities within the classroom and the school provides well for the few pupils for whom English is an additional language. These groups are able to make progress as good as that of most other pupils.

29. Although a number of parents expressed some concern at the provision for extra-curricular clubs and activities, inspection evidence does not support this. The provision for extra-curricular activities is good. A wide range of sporting, musical and other clubs takes place at lunchtimes, after school and out of school. These help to extend the experiences of a considerable number of pupils. The previous sporting clubs have been retained and there are now more clubs devoted to subjects such as music, chess, and computers.
30. This extended curriculum is also supported by the strong links with the community that give very good support to the work of the school. Local ministers take assemblies on a regular basis. The school also makes good use of a wide range of visitors to school such as all the local services, police, fire and medical, who arrange 'Crucial Crew' exercises on safety. Another local initiative has involved the school in a bulb-planting scheme. Artists, authors and musicians have led workshops for all age ranges. Links are especially good through the use of a number of 'Maths Trail' booklets, developed by the staff, which involve many older pupils in extending their knowledge and understanding through visits to local shops and businesses.
31. The school has good links with its partner institutions. Local playgroups are invited to visit the school prior to children starting school. Similar good relationships exist between other local primary and secondary schools. Many joint sporting and musical events are held with other primary schools. In addition to the usual visits by Year 6 pupils and their parents, the school is involved in using 'transition work units' in English, mathematics and science to help prepare pupils for their transfer to secondary schools.
32. Overall, the provision for pupils' spiritual, moral, social development is very good. The strengths in moral and social development have been maintained since the last inspection. The provision for spiritual and cultural development is much improved and has a high profile across the school.
33. The school makes very good provision for its pupils' spiritual development and there are many examples in the daily life of school. Young pupils expressed delight at the richness of colours in seascapes that they were shown as part of their art lesson. Year 5 pupils were amazed at the information they could find out on new computer equipment, such as the humidity of Bombay as part of their geography research. Through many aspects of the curriculum, such as art, music and poetry, pupils gain a sense of wonder at life. Classrooms and public spaces around the school have attractive displays that celebrate the pupils' work. This creates a climate within the school where pupils can respect their own and others' achievements. The school is situated within an attractive and well cared for landscape. The garden area with trees, flowering shrubs and sundial is a peaceful area, encouraging reflection and wonder. Moments of stillness and quiet are included in assemblies. Pupils also develop an awareness of their own and others' beliefs in their religious education lessons.
34. The provision for the moral development of pupils is very good. The ethos of the school is firmly based on respect and care for others and teachers make clear to pupils that they value them. Moral values are well taught through discussions, such as exploring ideas about 'caring' and 'telling the truth' through their own experiences. Such issues are specifically planned for in assemblies and the personal and social education programme. Ideas and feelings are explored, for example, in English and religious education lessons. Through role-

play as part of their study of the story of Joseph in the Old Testament, pupils understand his feelings when betrayed by his brothers.

35. The provision for pupils' social development is very good. There are very many occasions when pupils work together as a whole class, discussing, listening and responding to each other well. Discussions towards the end of lessons allow pupils to contribute to the pool of ideas of what has been learnt during the lesson and where individual and group achievements are shared. Pupils are given opportunities to take responsibility, for example, when older pupils look after younger pupils at lunch. Pupils' social development is strongly supported by the very good role models provided by the teachers and other adults who work in the school.
36. The provision for pupils' cultural development is very good. Through many subjects of the curriculum and in assemblies, pupils become aware of their cultural heritage. They have access to a wide range of literature, including poetry, from popular authors, as well as classical literature. The oldest pupils study the work of Shakespeare. They listen to, discuss and perform music. They study the culture of other countries and begin to appreciate the styles of famous painters, such as Van Gogh and George Seurat. There are good planned opportunities to find out about a diversity of cultures throughout the school. For example, the youngest pupils learn about the Chinese New Year and older pupils study life in India in some depth. Pupils study world faiths. They learn, for example, of the symbolism associated with the artefacts from the Jewish faith. The books pupils read reflect the diversity of cultures in this country and Year 2 pupils particularly enjoyed reading Caribbean poetry and devising their own Caribbean counting rhymes.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school continues to provide a very caring learning environment for all its pupils. Sensitive class teachers provide a very good standard of general pupil care, with good support from classroom assistants, midday and administrative staff. The headteacher provides notably strong caring support for all pupils and staff in a range of ways. There are good arrangements in place and all staff are regularly advised of procedures to follow in the event of any child protection concerns. Good liaison and support arrangements with welfare, education and health services enable all pupils to be appropriately supported.
38. There are adequate systems and procedures in place for the regular monitoring and maintenance of many general health and safety requirements. However, as at the time of the last inspection, several health and safety issues need to be addressed. Most equipment, including physical education and fire fighting equipment, is routinely tested and very well maintained. Pupils are instructed in the safe use of equipment.
39. The whole school approach to monitoring and promoting positive behaviour is very effective and, as a result, a very good standard of behaviour is seen in almost all pupils. Similarly, the procedures for eliminating and monitoring oppressive behaviour are very good. The procedures for promoting, monitoring and recording attendance are very effective and have resulted in pupil attendance during the last reporting year being well above the national average.
40. Since the last inspection, the school has worked hard to develop its approach to the assessment and recording of both pupils' academic attainment and progress and pupils' personal development. Increasing analysis of data is helping the school to recognise how pupils are achieving and what needs to be done in order to improve both academic attainment and personal development. This information is now used satisfactorily to guide future curriculum planning and teaching.
41. The school takes good care of pupils with special educational needs. There is good identification of concerns and families are fully involved in all aspects of provision for their children. A very good standard of support and guidance is provided for pupils by the

understanding and caring staff. The school makes good use of support and advice from outside agencies in order that all pupils are appropriately supported. Procedures for monitoring and recording pupils' academic progress are thorough. Evidence of pupils' progress is increasingly effectively used to plan future targets and to ensure that work is matched to the level of the pupils' skills.

42. Procedures for assessing and monitoring the progress of pupils in the Area Support Centre are very good. The Centre staff regularly review the pupils' overall progress and this information is shared with parents. Targets in pupils' individual education plans are linked to the individual learning needs that are recorded in their annual review reports.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents have very positive views of the school. They feel that the school is well led and managed, that teaching is good and that children are expected to work hard. As a result they feel that their children make good progress and achieve their potential. Almost all parents feel that the behaviour of children in school is good and that children enjoy attending school. The majority of parents are happy with the amounts of homework that pupils receive. Although most parents feel well informed about their children's progress, a small minority tend to disagree. However, the vast majority of parents feel that the school works closely with them and that members of staff are warm, courteous and accessible in their response to any queries or concerns. Almost all parents would feel comfortable about approaching the school with questions or problems. A minority of parents do not feel that the school provides an interesting range of activities outside school.
44. The inspection finds that the school has maintained its very strong partnership with parents, which was evident at the last inspection. There are regular, detailed and informative letters and newsletters written in a very friendly and accessible style. These include information on topics and areas of the curriculum to be studied for each class as well as whole school and class events. These letters provide a very good source of information for parents and carers in order that they may support their children's learning appropriately and in partnership with the school. The governors' annual report to parents and the school brochure are very informative and useful and comply with legal requirements.
45. A very considerable number of parents and volunteers help regularly in the school in a range of ways and the school makes good use of parents' skills and expertise. Some parents provide regular classroom support and others undertake tasks such as administration or assistance with swimming lessons or on school visits. Several parents give help two or three times each week. The Parents' and Friends' Association raises a very considerable amount of money to extend and enhance resource provision through a range of social and fundraising events. These include events such as the Firework Evening, which is very well supported by the wider community. The funding amounted to £7000 during the last academic year and is being effectively used to improve the external environment of the school. Parents are very supportive of school productions and events.
46. Individual pupil reports have improved considerably since the last inspection and current plans will further enhance the quality. The new format makes pupils' attainments, progress and targets easily identifiable. The reports include contributions by pupils and space for parents and carers' comments, and opportunities are provided for parents to discuss the reports. The school works hard to maintain a very close relationship with the parents and carers of its pupils and provides a range of opportunities for them to be well informed both formally and informally. The school makes good use of homework to support pupils' learning and to encourage links with parents. The amount and range of homework is appropriate to the age of the pupils. Parents are also invited to formally appraise their children's work in topics.
47. Parents are fully involved when pupils are identified as having special needs and they have regular opportunities to discuss progress, both formally and informally. They are fully involved

in reviews of statements of special educational need, as well as in reviews of pupils' individual educational plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The school is very well led and managed by the governors, headteacher and senior management team and provides good value for money. It has made good progress in this respect since the time of the last inspection. The headteacher provides a strong lead to the work of the school and is very accessible to pupils and parents. She has very good knowledge of the pupils and is aware of their needs including the special and greater needs of some of them. She has a clear vision for the school's continued improvement through effective teamwork and this creates a positive ethos that values all contributions. Arrangements for identifying developments have improved since the last inspection with greater involvement of staff and governors. This has created a good plan to systematically address the school's needs.
49. The headteacher has a good rationale for the way she organises and deploys the management team, making good use of individual skills. The deputy headteacher shares a leading part with the headteacher in the strategic planning for the school. For example, she has put in place a good system of performance management for all staff linked to the school improvement plan and training programme. The school has an effective system of four phase leaders with responsibility respectively for Early Years, and for pupils aged five to seven, seven to nine, and nine to eleven. This team makes a valuable contribution to the management of the school as a whole and forms an important link with subject co-ordinators and the Area Support Centre. Its members monitor the work of other teachers and ensure that all subjects of the curriculum are well covered. This means, however, that subject co-ordinators' roles are relatively less developed. They have control over budgets of meaningful size to support their subjects and devise subject action plans to steer the school's development. They do not, however, have enough direct overview of their subject to help them to identify strengths and weaknesses, plan the curriculum and have a full grasp of standards in their subject.
50. The school has a committed governing body whose members bring much professional expertise to their role, supported by effective additional training. The finance committee has, for example, under the guidance of the headteacher, prepared carefully for the possible decline in school numbers due to the opening of another school in the area. Pupil numbers have not declined and the school has definite uses for the surplus funds to which these plans have led. Governors are determined to gain the highest quality for pupils and judge this by reference to improving standards. The school uses its specific grants, such as the considerable monies brought by the Area Support Centre, well for their designated purposes. Members of the governing body visit the school regularly and the chair meets the headteacher weekly, ensuring good understanding of the school's work. Governors have a good overview of the performance management of the headteacher and staff and take a part in preparing the school improvement plan. The school makes very good use of new communications technology and all communications go to governors by e-mail.
51. This is a large primary school and its organisation is complex. Effective systems are in place to make the day-to-day management run smoothly. The most recent audit report found a number of minor shortcomings in administrative matters but the school remedied these quickly. The school building is crowded but efficiently used. At lunchtime, for example, pupils are organised to eat either packed lunches or school dinners without fuss. This makes for a smooth lunch break and good preparation for afternoon learning.
52. There is an appropriate number of suitably qualified and experienced teachers to meet the requirements of the National Curriculum. The non-teaching staff make a significant contribution to the school. The number of support staff is suitable to meet the needs of pupils, particularly those with special educational needs. Their commitment and enthusiasm make a

major contribution to the academic and personal development of pupils. The school uses specific funding purposefully, for example, to provide training for all classroom assistants. Specialist courses are arranged where appropriate, for example, on supporting autistic pupils. This contributes well to staff's effectiveness.

53. Induction and mentoring arrangements for newly qualified teachers are sound and the staff handbook provides good information on school routines to new staff. The performance management process is securely in place and aligns teachers' professional targets with the prioritised needs of the school. The school continues to appraise support staff and their needs are matched to the rolling training programme, which is valuable in extending their skills.
54. The school's accommodation overall is satisfactory. Teachers make their classrooms and surrounding areas interesting and enjoyable for pupils by means of attractive, well-presented displays. These motivate pupils and help to establish a positive ethos for learning. The interior accommodation is in a good state of repair, very clean and well maintained. Whilst overall the accommodation is adequate, there are some difficulties that staff have to work hard to overcome. Some classrooms are cramped and there is insufficient storage; the hall is inadequate for the full number of pupils. One of the school playgrounds is in need of repair and there are some urgent exterior maintenance requirements, of which the school is aware. Particular strengths, however, are the extensive school grounds and the outdoor play environment. There is a wide range of stimulating play equipment and shady areas under trees. The separate play area with very good static play equipment for reception children and pupils attending the Area Support Centre is particularly attractive and used well.
55. The school is well resourced in most areas of the curriculum and the quality and range in music, religious education, mathematics, art, design and technology and English are good. Resources in the reception classes are good and they are well chosen to support all aspects of pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The school has made good progress from the last report and a number of positive strategies have been introduced. To help the school to continue its development, the headteacher, staff and governors should now:
- (1) Raise pupils' attainment in information and communication technology by ensuring that pupils have sufficient opportunities to practise and apply their developing skills in classrooms;
(paragraphs 20, 27, 78, 85, 103, 105-9)
 - (2) Improve the teaching of children in the reception classes through greater challenge in tasks and clearer identification of how staff will extend children's learning;
(paragraphs 1, 21, 26, 57-65)
 - (3) Improve subject co-ordinators' understanding of the strengths and weaknesses of their subjects through observations of teaching and analysis of pupils' work to aid their identification of developments and their support of other staff.
(paragraphs 49, 83, 89, 98, 104, 109, 119, 124)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

83

Number of discussions with staff, governors, other adults and pupils

34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	23	34	23	0	0	0
Percentage	4	28	41	28	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	479
Number of full-time pupils known to be eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	29
Number of pupils on the school's special educational needs register	92

English as an additional language

No of pupils

Number of pupils with English as an additional language	2
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	35	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	28	28
	Girls	32	31	32
	Total	58	59	60
Percentage of pupils at NC level 2 or above	School	88 (86)	89 (88)	91 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	27	27
	Girls	28	31	29
	Total	52	58	56
Percentage of pupils at NC level 2 or above	School	79 (86)	88 (91)	85 (94)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	41	39	80

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	32	39
	Girls	35	29	36
	Total	69	61	75
Percentage of pupils at NC level 4 or above	School	86 (89)	76 (87)	94 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	33	35
	Girls	33	32	31
	Total	66	65	66
Percentage of pupils at NC level 4 or above	School	84 (85)	82 (87)	84 (90)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	1
Bangladeshi	0
Chinese	0
White	399
Any other minority ethnic group	13

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20.5
Number of pupils per qualified teacher	23.4
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	294

FTE means full-time equivalent.

Financial information

Financial year	2000 / 2001
	£
Total income	869260
Total expenditure	903089
Expenditure per pupil	2007
Balance brought forward from previous year	101705
Balance carried forward to next year	67946

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	479
Number of questionnaires returned	239

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	2	0	0
My child is making good progress in school.	57	40	3	1	0
Behaviour in the school is good.	54	43	2	1	1
My child gets the right amount of work to do at home.	41	51	4	1	3
The teaching is good.	68	31	0	0	1
I am kept well informed about how my child is getting on.	42	43	13	1	1
I would feel comfortable about approaching the school with questions or a problem.	81	18	1	0	0
The school expects my child to work hard and achieve his or her best.	71	27	2	0	0
The school works closely with parents.	54	37	7	1	2
The school is well led and managed.	88	12	0	0	0
The school is helping my child become mature and responsible.	61	38	1	0	1
The school provides an interesting range of activities outside lessons.	27	39	13	2	18

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

57. Children start in the reception classes in the September of the school year in which they are five, the younger children attending part time initially. The youngest of these have less experience of the Foundation Stage curriculum because they do not attend full time until the following summer term. The attainment of children on entry to the school is above average overall. Children, including those needing extra help, make satisfactory progress in the reception classes because teaching is sound. The overall standards by the time children begin the National Curriculum are above those expected. Most children reach the goals set for them in each of the areas of learning except some of the youngest children. Children exceed the goals in their personal, social and emotional development, reading, some aspects of their knowledge and understanding of the world and creative development.
58. Some important improvements have been implemented recently in the provision for children in the reception classes. Planning provides a rich and vibrant curriculum with activities that children find interesting. The procedures for checking what children can and cannot do in their learning are good, so that teachers have a wide range of valuable information about their children. An area for improvement, however, is the more effective use of this information in their planning so that children make the best possible progress. Activities are not always adapted as effectively as they might be to move individual and groups of children forward in their learning. More could be done to identify how the adults will intervene more purposefully in the ongoing activities to bring this about.

Personal, social and emotional development

59. The children make good progress in developing confidence, independence and social skills because the teaching in this area of learning is good. Many children exceed the expectations for their age by the end of the Reception Year. The effective routines, clear expectations of behaviour and very good relationships create a calm working atmosphere. The adults provide a good example for children to follow in their own effective teamwork and the way they praise and encourage children. As a result, children behave very well. They show good levels of concentration whether working independently or with the adults. They play happily and co-operatively together, listening carefully when others are speaking to them. For example, four children enjoyed sharing a colour game. They patiently waited their turn to shake the dice in spite of being keen to win. Two children playing with a toy train set discussed what they would make, and then helped each other to fit the pieces together to create an interesting track layout.

Communication, language and literacy

60. The teaching in this area of learning is satisfactory. Children come into school with good language skills. They make steady progress and attain the goals for their age by the time they start in Year 1. When talking to adults who persist with questions, some children are articulate and interesting speakers. In discussions, however, they sometimes speak briefly. For instance, the children were all eager to talk about their holiday activities at the start of a literacy session, but the teacher's questions did not stimulate the fuller explanations of which the children were clearly capable. Children who are learning to speak English make good progress because there are plenty of opportunities for them to hear and practise their own speaking as they play with other children in activities like the class 'ticket office' and 'Bakers Shop'.
61. The very good partnership with parents who help children to practise their reading at home and the shared comments in the reading diaries give a considerable boost to the good

progress children make in reading. The adults in school make sure that children have plenty of books to read at home, and change them regularly. Teachers transmit a lively enthusiasm that encourages children to want to read for themselves by their story telling and well-managed group reading sessions. For instance, good supervision and carefully targeted questions held children's attention well when a group were reading 'The Train Ride' together. Good attention to learning letter sounds and using the pictures as clues helped children make good attempts at reading the text. Some more able children are well launched into reading, and are equally confident and accurate when reading picture or reference books. Both classrooms provide good opportunities for children to act as writers with a range of paper, pens and pencils set out for children to use. Some of the girls, particularly, enjoy these activities and independently write simple letters and stories with accurate spellings and carefully shaped letters. Captions, letters and words displayed prominently provide a good stimulus for writing so that most children write their name and a few words independently. Teachers praise and encourage children's efforts, but do not do enough to guide them towards ways of improving and extending their writing further in view of their above average starting point.

Mathematical development

62. Teaching in this area of learning is satisfactory but more could be done to challenge children. Although they attain the goals set for them, some children could achieve more. Children enjoy mathematical activities because teachers find interesting ways of developing their skills through practical activities. Children working with a teacher quickly sorted numbered train carriages into the correct order to ten. 'That can't be right,' said a boy as he rearranged them correctly and others placed the correct number of play people in each. Clear instructions mean that children know what to do and quickly settle to their activities. Good use is made of games that reinforce new learning so that children confidently identify numbers and the features of squares, triangles and other shapes. However, some children have more advanced mathematics skills, for instance counting accurately to 30 and beyond. Sometimes activities are not pitched at a high enough level for these children. An example of this was when all the children counted 'one less' and 'one more' in an introduction, when the more able children might have been challenged to find two or three more.

Knowledge and understanding of the world

63. Good teaching enables children to make good strides in their knowledge and understanding of the world, and they exceed the goals set for their age. The planning for this aspect is good. Children became absorbed and showed a good understanding of railways in a 'Trains' theme during the inspection. They developed a wide vocabulary as a result of the many activities set out for them. They played together developing a track and running the toy trains. Some children drew a big map of a 'train journey' adding houses, sea, river and other features that they excitedly pointed out to a visitor. Good use is made of artefacts like the old toy steam train they examined. They showed a good understanding of *now* and *then* when they explained that this was an *old* train set. Children took pride in allocating train tickets to London and other places when playing together in the 'ticket office'. As a result of all these carefully planned experiences, and effective use of good resources, children confidently used words like *track*, *carriages*, *platforms* and *signals* in their detailed explanations. Teachers and the other adults in both classes provide good support because they are well briefed and organised. Children in one class developed good computer skills when they drew a picture of a train. They selected shapes, colours and sizes by clicking on the icons with little prompting. Most were able to rotate shapes like the rectangle to produce a good shape for their engine. The classroom assistant gave just the right amount of prompting to support them whilst encouraging them to work independently. Children become adept at joining materials to build and shape constructions like the detailed models of station platforms some children produced using the construction toys. Others attached carriages to a paper train by punching holes, stapling and

fastening with thread and sticky tape. They manipulate scissors, staplers and other tools competently and this makes a good contribution to their physical development.

Physical development

64. Satisfactory teaching means that children attain the goals set for them in their physical development by the end of the Reception Year. Children enjoyed warming up for a session on the school field because the teacher engaged them in a 'traffic lights' game. They moved around confidently, varying their movements and stopping to the teacher's signal. Children learned to throw, catch and dribble the ball more confidently because they had valuable time to practise. However, because of their excitement, they sometimes did not listen carefully enough to the teacher's instructions. Not enough use was made of demonstration that would have helped them be more accurate in their catching. There are good resources to support this area of learning. The high quality equipment on the new outdoor area provides a very good environment for children to develop their climbing, moving and imaginative skills. A group of children working with a classroom assistant designed their own road layout and then carefully steered their bicycles along it taking note of the zebra crossing, roundabout and traffic lights. The planning for outdoor play is developing well, but more emphasis could be given to extending children's physical development within the carefully planned opportunities for role-play in the outside play area.

Creative development

65. Children exceed the goals set for them in their creative development because the teaching is good. There is a good emphasis on role-play and teachers provide a good range of interesting props that spark children's imaginative play. For example, in the station 'ticket office' and 'Gorseland Bakers Shop' children developed their own storylines, dealing with customers and acting out other roles. A class wedding provided another valuable opportunity for children to imagine what it might be like to be a bride, groom or a wedding guest. Children produce some interesting artwork. Their pastel drawings of exotic fruits show good observational skills and attention to detail. They create attractive prints using different techniques. An effective 'sea effect' on one display was the result of children using a mixture of techniques, including a colour wash, wax and 'splatter' painting techniques. Some children add intricate details to their pencil drawings. A good example was a drawing of a sinking boat that showed a good sense of movement and detail in the figures of people on board. Very good teaching was seen in a music session where children worked hard but with lots of happy faces as they sang tunefully and played percussion instruments. They listened carefully to the taped music. 'What does it make you think?' asked the teacher, which prompted a good discussion about the sounds they could hear. Children showed a good awareness of the beat as they tapped their knees to a simple song, responding well to signals to play slowly or quickly.

AREA SUPPORT CENTRE

66. Pupils in the Area Support Centre make good progress in all their lessons. This is due to the pupils' willingness to work hard, the high expectations that are set for their work and behaviour and the quality of teaching and support they receive in the Centre. Pupils steadily improve their reading, writing and number skills and this is reflected in the progress they make in their written work in all their subjects. They make good progress in practical activities. The quality of their artwork is particularly high. Pupils with more complex learning difficulties progressively develop the quality and range of their language and communication and their awareness of social relationships. Their progress is further enhanced by the opportunity to take part in some lessons with mainstream classes.
67. Pupils' attitudes and behaviour are good. They enjoy coming to school and work hard during their lessons. In the lower class, younger pupils and those with more complex needs become increasingly more aware of social situations and they learn to co-operate with one another. As

a result they become better able to respond to the learning opportunities. In the upper class, pupils are well behaved and settle down quickly at the start of lessons. They listen carefully to the teacher and to one another and concentrate hard when doing written or practical tasks. They are eager to ask and to respond to questions. They enjoy taking part in group discussions and activities. They take a pride in their work and develop confidence in themselves as learners.

68. The overall quality of teaching is good with some very good lessons. All lessons are carefully planned and taught with skill and sensitivity. Teachers start each lesson with a clear introduction to the subject to help pupils to understand what they will learn. Teachers use careful explanations and constant questioning to help pupils explore and understand new concepts and terminology. Practical activities and the effective use of pictures and objects reinforce the pupils' knowledge and understanding. By constantly drawing on pupils' experience and building on their answers, teachers help pupils develop their knowledge and understanding and their language and communication skills. Teachers expect pupils to work hard and to achieve good results, so pupils are kept on task throughout the lesson.
69. The curriculum provision is good. Pupils follow a broad and balanced curriculum covering all subjects in the National Curriculum, with some adaptations to take account of the pupils' special needs. Appropriate emphasis is given to developing pupils' social skills and their ability to manage their behaviour. The learning opportunities for pupils are further enhanced by the opportunities to join school activities such as year group assemblies, physical education and music with mainstream classes and participation in school visits. Older pupils, where considered appropriate, are able to integrate in relevant mainstream lessons.
70. Some of the pupils in the Area Support Centre have complex medical and physical conditions that require additional care. The school maintains very careful oversight of all vulnerable pupils. The headteacher is vigilant in ensuring that the arrangements are working well and, where necessary, in providing personal support for Centre staff. Procedures for assessing and monitoring the progress of pupils are very good. The Centre team regularly reviews the pupils' overall progress and the information is shared with parents. Targets in pupils' individual education plans are linked to the individual learning needs that are recorded in their annual review reports. Annual reviews conform to statutory requirements and the annual review reports provide a comprehensive and detailed account of pupils' progress through the year.
71. Leadership and management are good. Both the headteacher and the Area Support Centre manager have a clear understanding about the role of the Centre in supporting children with significant special educational needs. They are committed to ensuring the pupils are offered high quality provision. The Centre is appropriately staffed, with a teacher and a classroom assistant for each class. Additional support is provided at certain times of the day, for particular aspects of the curriculum and for individual pupils. In view of the increasing complexity of the pupils' difficulties, the need to provide further training and support for Centre staff has been identified as a priority for the next two terms. The spacious and well-resourced accommodation provides a stimulating learning environment that contributes to the positive attitudes of the pupils and their good progress.

ENGLISH

72. Standards are above those expected nationally by the age of seven and eleven. Pupils make good progress throughout the school. This is a direct result of good teaching. Teachers have a good knowledge of pupils' abilities and use this to group pupils effectively. This enables them to know where they need to direct their efforts to challenge the able pupils and provide extra support for pupils finding it difficult. As a result a significant proportion of pupils in Year 2 and in Year 6 achieve higher levels than expected nationally. Pupils with special educational needs and English as an additional language are well supported and make good progress. All

of this represents good improvement since the last inspection when standards were satisfactory overall.

73. A strong culture of speaking and listening pervades the school, embracing the whole of the curriculum. Consequently pupils make good progress and attain standards above those expected by the age of seven and eleven. Teachers make demands on pupils to listen carefully to explanations and instructions and pupils respond well to the many opportunities they are given to develop and use their speaking skills. This is an improvement since the last inspection where the range of opportunities was found to be limited. Whilst a few Year 2 pupils have not yet learnt to take it in turns to contribute to the whole class discussion, even the youngest pupils are keen to share their work with the rest of the class. In Year 1, for example, they read their simple stories out loud with a good degree of confidence. Their classmates applauded their efforts and there was a sigh of disappointment when time ran out to hear the remainder. Within lessons there is scope for discussion in pairs and in groups in such as matters as the social and cultural issues in the story 'The Old Conema' by Narinder Dhani in Year 4. Towards the end of lessons pupils are encouraged to share their ideas and explain their thinking. Role-play is used well to explore the feelings of characters in stories. Pupils are encouraged to use interesting words and phrases, such as, in a Year 5 lesson, pupils talked about 'a leopard embracing its prey' and an elephant as a 'ground vibrator'. Many of the oldest pupils talk with assurance about abstract ideas such as people's beliefs in worship.
74. Standards in reading are above average by the age of seven and most pupils read simple texts with some confidence and fluency. They have a good range of letter sounds and use these well to tackle new and unfamiliar words. Pupils begin to show preferences for different types of books and most have little difficulty in discussing characters and plots in stories. More able pupils know the relevance of speech marks and adapt their voices accordingly. By the time pupils leave the school pupils are self-motivated readers and standards are above average. Pupils show a good understanding of a range of literature and make deductions from the text to say what will happen to them next. They are critical of books they do not like and have preferences towards particular authors and styles. They give mature reasons for their likes and dislikes. For example, they will point out powerful verbs and adjectival phrases in the text of a novel by Michael Morpurgo, such as 'heavily-hooded eyes' and 'copper brown skin' as one reason for their preferences. Reading resources are continually being added to, so that pupils use a good variety of both fiction and non-fiction texts. The school is well aware that the library is not well sited, but pupils have access to it on a regular basis. Research skills develop well. Home-school reading records are very good and provide a regular and valuable means of communication between parents, their children and the teachers. Pupils with special educational needs and English as an additional language are well supported in their reading and make good progress.
75. Pupils make good progress in their writing and standards are above average at the age of seven and eleven. Year 1 pupils write simple and interesting sentences and use words such as *glad*, *happy* and *surprised* to describe how they felt when they found a favourite teddy bear they had lost. Year 2 pupils understand the importance of organising their work so that it follows a sequence and incorporate imaginative detail such as, 'a sparkle is a lot of bright flashes of light'. Pupils make regular use of full stops and capital letters. They apply their knowledge of word sounds well to improve their spelling. Commonly used words are usually spelt correctly. Handwriting is correctly joined, well formed and well presented.
76. Year 3 pupils build upon these skills and write extended stories. They know how to incorporate a 'cliff hanger' at the end of a chapter to encourage the reader to go on to the next. Year 4 pupils use their literacy skills well in other subjects, such as history, researching and writing extensively about Beowulf as part of their topic. They experiment successfully with different kinds of writing such as haiku poems. Year 5 pupils competently analyse features of persuasive writing in campaigns, newspapers and advertisements. They use the correct vocabulary well to do this, such as *opinion*, *ambiguity*, *bias* and *half-truth*. The oldest pupils

successfully plan, draft and revise their work. Handwriting is well formed and most words are correctly spelt. They use punctuation well and make good use of paragraphs. They show considerable maturity in their writing when, for example, comparing characters in two different novels by the same author. They study a range of challenging texts by such authors as Shakespeare and Charles Dickens, which contributes well to their understanding of good writing.

77. Overall, the quality of teaching is good with some very good teaching across the school. This is an improvement since the last inspection where it was found to be satisfactory or better. The teachers are familiar and secure with the National Literacy Strategy, which they apply effectively. There is a sharp focus in lessons on what is to be learnt. In most lessons this is shared with the pupils so they know what is expected of them. Teachers expect pupils to concentrate in lessons and this has a positive effect on the quantity and quality of work produced. Occasionally, younger pupils are noisy whilst working in groups, which can be distracting for some pupils. Teachers plan and organise lessons well and use a variety of strategies to keep pupils interested, such as role-play and brainstorming. Teachers' skills of questioning are particularly strong and used well to gauge whether or not pupils are making enough progress. For example, in a Year 4 lesson the teacher realised pupils were uncertain of the meaning of the word *statistic* and spent time explaining this carefully so that everyone understood. Teachers provide good models for the pupils' ability to read out loud. In a Year 5 lesson the teacher read the poem to be studied very dramatically which captured pupils' interest and imagination. Very good management of pupils, achieved often with good humour and without fuss, is a strong feature of teaching. Teachers treat pupils with respect and value their contributions. As a result, pupils pay very good attention to teachers. In the introductory sessions the tasks are explained clearly to pupils. Occasionally, this part of the lesson goes on for too long and consequently pupils do not have enough time to complete the work. Within the 'set' classes, further groupings are made, enabling teachers and assistants to work with pupils at a common level of understanding.
78. The co-ordinators provide very good leadership of the subject and work well as a team. There are systems in place to monitor the planning, teaching and pupils' progress in literacy so the co-ordinators know what needs to be done to raise attainment further. The school is currently focusing on raising standards of writing. Methods of assessing and recording pupils' progress are good. There are good examples of pupils using computers, but these are not used often enough in classrooms to support the subject. Regular homework gives parents good opportunities to assist their children's learning of literacy skills.

MATHEMATICS

79. Standards of attainment are above those expected of pupils by the ages of seven and eleven. Variations in the school's results in National Curriculum tests over past years have resulted from the different proportions of pupils with special educational needs in the groups of pupils involved. Generally, however, the standards in the tests have been above average with good proportions of pupils achieving higher levels of attainment. The recent trend of rising attainment has been maintained. Current teacher assessments indicate that the high proportions of pupils achieving the expected levels for pupils aged eleven and seven are being maintained. Inspection evidence of attainment in lessons and a scrutiny of previous work show that all groups of pupils are making good progress, particularly in developing their number skills. Good use is made of these skills in other areas of the curriculum. For example, in science and geography pupils use their knowledge and understanding to record the results of experiments or plot rainfall and temperature data.
80. Infant pupils make good progress and are achieving well. During the inspection, Year 1 pupils learned about the value of 1p and 10p and by the end of a successful lesson were able to add combinations of these coins up to £1. More able pupils confidently added combinations of coins mentally in their calculations. Lower attaining pupils and those with special educational

needs received very good support from a classroom assistant to enable them to make good progress. In Year 2, pupils use their knowledge of approximations to add and subtract 9, 11, 19 and 21 with numbers up to 100. Both lessons were characterised by well-organised and well-resourced activities that are closely matched to the pupils' differing levels of ability. By the end of Year 2, higher attaining pupils recognise patterns of odd and even numbers and record money using decimals. All groups correctly name the main two-dimensional shapes such as circle, square, rectangle and triangle but lower attaining pupils are not so secure in their knowledge of three-dimensional shapes. Average attaining pupils can compare the length of objects by direct comparison and all groups can record simple data in the form of block graphs.

81. The setting of pupils in the junior classes into groups of different abilities has enabled the teachers to more closely target work that matches the previous understanding of pupils. This is a major factor in enabling all groups of pupils to make good progress. Pupils' past work in Years 3, 4 and 5 shows that they develop their number skills well. They are able to identify lines of symmetry in two-dimensional shapes and, by the end of Year 5, can calculate their area accurately. Pupils record data in an organised way and present information in a variety of graphs. Scrutiny of previous Year 6 work and that of other junior classes shows that attainment is above average for the majority of pupils. Current inspection evidence indicates that standards are being maintained for most pupils in all year groups in the juniors. A strength of the teaching lies in the appropriate emphasis placed on pupils being able to 'work things out'. This was particularly evident in an excellent Year 6 lesson where lower attaining pupils were using different operations on numbers to achieve a target number. All pupils made good use of their previous knowledge and understanding, for example, of doubling and halving, to work out the answers. They explained their methods of working clearly and accurately. This was the result of well-focused teaching that values all pupils' responses and ideas and encourages them to try for themselves. A similar lesson for higher attaining pupils appropriately extended their knowledge and understanding by using three and four operations on given numbers. A noticeable feature of these and many other lessons in the junior classes is the emphasis on the use of mathematical language. However, whilst many classrooms have informative displays of language, they are not always referred to during lessons and valuable opportunities to reinforce the correct use of mathematical vocabulary are lost.
82. The school has successfully implemented the National Numeracy Strategy to ensure that all lessons have a good balance of mental calculating and written recording. Teachers give good opportunities for all groups of pupils to consolidate and extend their mathematical knowledge and understanding through direct teaching, and individual and group activities. Overall teaching is good with a high proportion of very good teaching across the school and this motivates and enthuses pupils to work hard. This is a significant improvement since the last inspection. Planning in both key stages has improved and provides precise objectives that are shared with the pupils, so that pupils are aware of the focus of their learning. Most lessons have good planning and management of the class including a clear idea of what the pupils are expected to learn. Teachers question pupils very well and this enables them all to learn effectively. This was evident in a Year 3 lesson on capacity, where good use of resources and well-targeted questioning enabled all pupils to successfully develop a clear understanding of the differences between litre and millilitre measures. Teachers throughout the school have raised standards in numeracy significantly through effective teaching of the basic skills. They rightly stress the importance of mental calculations and, in nearly every class, these sessions are carried out at a very brisk pace, promoting quick responses from all pupils. Teaching is characterised by some sharp and well-targeted questioning and effective use of technical vocabulary. Higher attaining pupils' work has sufficient challenge for them to extend their knowledge and understanding at a level of which they are capable. Teachers take great care to involve both boys and girls and match their questions accurately to the abilities of the pupils. Pupils with special educational needs are effectively supported and make similar progress to other groups.

83. The joint co-ordinators, who have audited and extended resources so that they now make a good contribution to the raising of standards, lead the subject satisfactorily. Their monitoring roles are mainly focused on the content and coverage of the subject and so they do not always have a clear sense of current standards in various age ranges, or what it is that pupils, or groups of pupils, need to do next in order to improve. There are good systems to assess the achievement of pupils in mathematics but this data is not yet used in a systematic manner to plan future developments in the curriculum. These factors reduce the effectiveness of the co-ordinators' action plans in helping the subject to improve further. Limited monitoring restricts the extent to which co-ordinators can support teachers in their work.

SCIENCE

84. Standards are above the national average at the ages of seven and eleven. These standards are higher than those reported at the time of the previous inspection and the school has made satisfactory progress. Variations in the school's results in the National Curriculum assessments are due to the different proportions of pupils with special educational needs in the groups of pupils involved. It is very positive, therefore, to note that the proportion of pupils achieving the nationally expected levels at ages seven and eleven is rising.
85. Pupils' work confirms the rising standards. In lessons, pupils show good background knowledge of science and their books contain well-presented work at above average levels. There are effective links with mathematics learning throughout the school, for example through tables of results and in the use of mathematical diagrams for sorting materials. Similarly, science provides many useful opportunities for pupils to speak and write. In Year 1, pupils speak confidently and well about how electrical things are used in their houses. Year 2 pupils read fluently the books they used to research electricity. Throughout the school, but especially for older pupils, good writing skills have enabled them to set down their thinking and results in science. There is little evidence, however, of information and communication technology skills being used in science.
86. For pupils aged eleven, the year's work reflects good understanding across all parts of the curriculum. Year 6 pupils, for example, are clear that only the sun is a light generator and that the planets and moons are reflectors. Pupils develop good skills of scientific enquiry. In one class, pupils wrote about how they thought they could improve an experiment. There were many good and perceptive ideas showing pupils were thinking intelligently. Pupils make particularly good progress in knowledge and in understanding of scientific principles through the junior classes. In a Year 6 lesson, for example, pupils asked two very perceptive questions in the work on the solar system, showing them to be thinking well beyond the immediate work. Year 6 pupils' books show a marked difference in work between the beginning of the year and the beginning of the summer term. Good teaching has helped pupils to substantially improve their understanding as well as their ability to set down results and write up experiments.
87. Throughout the school, pupils have very good attitudes to their work. They work carefully and thoroughly and present their work well. In all year groups, books are tidy and work is set out neatly with diagrams carefully drawn. Pupils in Year 1 worked consistently well with their cutting and sticking pictures of electrical appliances. Only in one lesson, in Year 2, did restlessness slow down the work. Teachers make good use of homework to promote pupils' scientific learning at home. Year 1 pupils, for example, brought lists of things in their homes that use electricity into their lesson and their books show other examples of similar research. In many junior classes, especially in Years 5 and 6, standards of presentation are very high. Year 4 books also showed good attention to detail. This neatness also means that pupils have thought clearly, understand the work better and can look through what they have done more easily. Pupils enjoy science. In a Year 6 lesson seen at the end of the day they were asking thoughtful questions and all took a full part in the lesson. Although bubbly and noisy when

taken outside for a demonstration, they were still focused on the task as later discussion showed. Year 5 experimented enthusiastically noting how exercise affected heartbeat.

88. Teaching in science is good, especially in the junior classes where there is some very good teaching. Pupils' work reflects good teaching and regular and challenging marking helps them to think about how to improve their work. Teachers manage pupils well enabling them to lead pupils to think, to concentrate and to learn. In only one lesson seen was this not successful. Teachers use many good ideas to show pupils how things work or how they really are. An example of the latter was the experiment on the school field to show the immense distances between the planets. The Year 1 work on electricity in the home is a simple and good way of showing young children how much we depend on electricity – and of its possible dangers. One boy struggled but succeeded in explaining why switches in bathrooms had to be on the end of a long cord.
89. Science is satisfactorily managed. Following the previous inspection, the subject co-ordinators saw all teachers teach science and still oversee all teachers' planning. They do not, however, currently observe lessons, nor do they analyse test results as a preparation for future work. They do not, therefore, have a full overview of the subject to help them in devising their action plan for further development. This restricts their ability to support staff in making further improvements.

ART AND DESIGN

90. Attainment is above that expected of pupils by the end of Year 6 and Year 2. This is an improvement since the last inspection. Some of the display work is of a high standard, particularly in the use of colour. For example, artwork in the Area Support Centre for pupils with special educational needs is good. This indicates good progress in learning for all groups of pupils. Much of this is due to the improved quality of teaching, which is now consistently good across the school. The subject is well led by the joint co-ordinators who have succeeded in raising the profile of the subject across the school. This has ensured that staff are much more confident in their approach to all aspects of the subject. They are clear on how good use of resources can help raise standards. Teachers' planning shows that lessons are much more closely focused on the development of skills and give all pupils opportunities to experience a wide range of materials. The learning environment of the school is considerably enhanced by the bright, colourful and imaginative displays of artwork in all its forms.
91. All groups of pupils are encouraged from an early age to explore making marks with pencil, crayon and paint. For example, after their trip to a castle, pupils in the infants used prints of colour blocks to represent the buildings they had seen and showed good control of line and tone in using pastel crayons. They have made self-portraits in the styles of different artists and produced striking stained glass windows using wax resist and paint techniques. A range of materials has been used to produce woven patterns and the good use of computers has enabled all groups of pupils to reproduce their previous paintings of the sea. In the lessons seen, teachers gave pupils good support without over-direction, so that they were able to develop their own ideas and imagination. For example, in Year 1 lessons, teachers made good use of a range of paintings by famous artists of different seascapes to effectively develop pupils' sense of perspective. Talking to pupils shows they are very clear that, 'boats farther away only look smaller than those that are closer'.
92. As pupils progress through the school, they continue to develop their skills well. Teachers plan exciting and challenging activities that enthuse and interest the pupils. For example, in a Year 3 lesson, good use was made of Australian Aboriginal art to develop pupils' sense of shape. Year 5 and 6 lessons are closely related to pupils' current topic work on India. In Year 5, pupils developed their good observational drawing skills through still life pencil drawings of Indian artefacts, whilst Year 6 pupils confidently explored Rangoli patterns through block

printing techniques and Mendhi hand patterns. All lessons are characterised by the very good use of resources to introduce and then support the lesson activities. Pupils respond with interest and concentration. They take great pride in their work and show appreciation of the efforts of others. When required to work together, they do so willingly and share resources so that the pace of lessons is always good.

93. The development of pupils' skills and their knowledge and understanding of art are well supported by lessons that use the work of famous painters. They have looked at the work of Picasso and Klee in their portrait work, used the ideas of Kandinski for pattern making and looked at Van Gogh and O'Keefe when making observational drawings and watercolours of flowers. Pupils' skills are also well supported by the ways in which teachers act as good demonstrators of different techniques without being over-directive. The great majority of teachers show a good understanding of the different media they use and are skilled at allowing pupils to develop their own ideas and imagination. This results in a positive response and a willingness to experiment by all groups of pupils.

DESIGN AND TECHNOLOGY

94. As at the time of the last inspection, only one lesson was seen. This is due to the way in which the subject is blocked with other subjects such as art. The following judgements are made on the evidence of this lesson, a scrutiny of teachers' planning, discussions with the co-ordinator and looking at some evidence of earlier work.
95. Current attainment, by the end of Years 2 and 6, is broadly in line with that expected nationally. This is similar to the findings of the previous report. Most pupils are making satisfactory progress in the development of skills in making things. However, less emphasis is placed on developing pupils' designing skills and these are weaker. More emphasis could be given to the design process and the recording of pupils' initial designs and evaluations. This is an area for improvement for the subject.
96. The school now plans more systematically for the subject through the adoption of a scheme of work that follows both national and local guidance. This supports teachers who are able to teach skills of cutting, shaping and making effectively. For example, pupils in Years 1 and 2 have made hand puppets of cloth and by the end of Year 6 pupils can make greetings cards involving levers and moving parts on the theme of energy conservation. Years 3 and 4 pupils have made their own vegetable soup. They decided on the ingredients, prepared them, cooked and tasted the finished product and, as their evaluation recorded, 'nobody became ill'. In the lesson seen, pupils were making a bookmark using stitching techniques. All pupils worked carefully with good concentration and with an appropriate regard to safety. Good levels of support from classroom assistants and parents enabled all groups of pupils to make good progress over the period of the lesson.
97. No overall judgement on the quality of teaching is possible but in the lesson seen it was good. The teacher showed secure knowledge of the subject and gave good instructions and demonstrations so that pupils were clear about what they had to do.
98. Leadership and management of the subject are satisfactory and the co-ordinator has expanded resources recently. However, many of these are not easily accessible to teachers and do not have the full possible impact on standards. At present there are no arrangements to assess the attainment and progress of pupils and this restricts the extent to which teachers can plan work for pupils of different abilities. The school is aware of the need to develop this aspect of its provision.

GEOGRAPHY and HISTORY

99. Attainment in geography and history is above average by the ages of seven and eleven years. This is an improvement on the average standards found when the school was last inspected. Many of the strengths identified then are still a feature of the school's provision for both subjects. The planning is effective, particularly in Years 3 to 6 where the subjects are taught through a topic approach. A wide range of experiences helps pupils to develop thorough knowledge and understanding as well as the investigational skills necessary to act as a geographer or historian. Pupils enjoy their work because activities are interesting. They take great pride in their topic folders, where the work is often presented and organised to a high standard. Because pupils reflect on the quality of their own work, and teachers and parents add their comments on the evaluation sheets at the end of each topic, pupils are encouraged to do their best work.
100. The resources for teaching geography and history are still good, but the storage has improved so that they are now more easily accessed by teachers and pupils. Good use of photographs stimulated pupils in Year 1 to appreciate the changes in vehicles and peoples' clothes in a history lesson. In Year 4, pupils' understanding of the impact of the weather was strengthened when they studied and discussed pupils' own photographs that showed different weather conditions. Displays throughout the school successfully promote history and geography, both in classrooms and main areas. Good examples of these are a 'World Cup' display that extends pupils' awareness of countries worldwide, and a 'Silver Jubilee' display that helps pupils appreciate events and lifestyles 50 years ago. Visits, such as a residential visit to Thornham in Year 4, add considerably to pupils' awareness of topics like rivers. Because they have observed at first hand, they have a good understanding of the course of a river and its different features.
101. Teaching is good throughout the school, with some very good teaching of geography seen in Years 5 and 6 during the inspection. Teachers plan their lessons carefully so that activities have a clear purpose and help pupils make good progress. They have a good rapport with pupils and manage them well. This is particularly evident in well-managed discussions where teachers pose questions that stimulate children to think harder and deepen their understanding. In a very good lesson in Year 6, pupils were designing a settlement in Bombay with a limited 'budget' and selection of features they could choose. There was a thoughtful debate initially about whether a swimming pool, a 'McDonalds' or a water supply was more important. By the end of the lesson, and faced with some hard choices, pupils showed good perception and a mature understanding in explaining why it was more important to have a clinic or a school, and whether they could use the water supply in a neighbouring settlement.
102. Pupils have a good understanding of the passage of time because teachers place a good emphasis on this in their planning. In a history lesson in Year 2, good use was made of discussion and a timeline to help pupils appreciate the annual holiday pattern. Pupils correctly placed the holidays like Christmas, Easter and the August holiday period on an annual timeline. More able pupils added the half term holidays. By the time they leave the school, pupils have a good grasp of events stretching further back in the past. They correctly place their history topics, like Ancient Egypt, on a timeline stretching back thousands of years.
103. There are good links with other subjects. Pupils in Year 5 showed a keen interest in their topic following an interesting talk by a visitor who told them about life in India. Pupils developed good mathematics skills, handling data well when interpreting information about the weather in India. This enabled them to identify the huge variation in rainfall in different areas of the country to enter in their 'Fact File'. Stimulated by displayed artefacts, they created attractive patterns on an Indian theme, like the Mendhi handprints. They searched for information using reference books that successfully developed their literacy skills. However, useful opportunities to use class computers for research or handling data are sometimes missed. This reduces pupils' development of skills in history and geography as well as in information and communication technology.

104. The co-ordinators provide a good lead for others as they are enthusiastic and work hard to raise the profile of geography and history in the school. Their overview at present comes mainly from informal observations and discussions, and they do not have a fully developed role in monitoring teaching or pupils' attainments. This limits their information for developing their action plan for improving the subjects further.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Attainment is in line with that expected of pupils aged seven and eleven, similar to that described in the last report. The overall quality of teaching is satisfactory although teaching in the computer suite is generally good. Good organisation of these lessons ensures that all pupils are given good opportunities to learn. Pupils with special educational needs are very effectively supported to make good progress. The very few pupils with English as an additional language are completely integrated into lessons and learn well. Pupils are confident in their use of the computers and excited about the work and this is a positive strength. Teachers have made good progress in making use of the computer suite but computers in classrooms are not employed effectively. As a result, pupils miss out on opportunities to develop and practise their skills in information and communication technology and other subjects, slowing their progress.
106. Throughout the school, teachers plan lessons in the computer suite well. This is helped by their growing personal confidence with the computers and the school's effective structure for the subject. During the inspection, some teachers made good use of a new data projector to enhance their own presentations and make work on the computer accessible to all pupils. Many lessons in the computer suite make good links with pupils' learning in other subjects. Year 1 pupils, for example, confidently log onto the computers and use a dictionary CD-ROM to find items of electrical equipment identified in their science homework. They show good independent skills and use the mouse with confidence and accuracy. Some higher attaining pupils use some of the more advanced tools from the program to locate their words. By the end of Year 2, pupils enter information accurately and display different types of graphs. They add text to simple pictures and use an increasing range of tools in a drawing program.
107. Teachers' use of very good resources in the computer suite helps pupils to learn well. Year 3 pupils compared sorting information by hand and by using a database program when looking at minibeasts. They responded well to the opportunities and worked together very well in carrying out their tasks and discussing what they had found. On the computer, they used simple lines of enquiry and began to recognise some of the limitations of the machines. Years 5 and 6 pupils confidently located information on the Internet relating to their topic about India. Year 5 pupils copied and pasted up-to-date weather statistics and showed good understanding of using the browser and switching between programs. Year 6 pupils began to look critically at information from the Internet, recognising, for example, biased reporting on a holiday website. By the end of Year 6, pupils can organise and assemble information from drawing and word-processing programs to create their own work.
108. Teachers' use of information and communication technology in their classrooms is much more limited. Year 1 pupils build on earlier effective work in the reception class when they program a floor robot. Throughout the school, pupils show confidence with equipment such as tape recorders and players. However, teachers rarely plan sufficient opportunities for pupils to practise and consolidate skills learned in the computer suite. In some lessons, clear opportunities to enhance learning were missed, such as using a CD-ROM to gather information in history and geography lessons. These missed opportunities restrict pupils' learning in information and communication technology and the other subjects.
109. The co-ordinator has good personal knowledge and skills in the subject. He manages the subject soundly and has been able to lead or organise good training for staff. This, and the

revised structure for planning, has contributed to the better teaching in the computer suite. A structured list of skills is helpful to teachers in their assessments although this is not yet fully in place. Although the need to promote the use of classroom computers is recognised, the limited opportunities for monitoring restrict the co-ordinator's development planning and the input he can make.

MUSIC

110. Attainment is above the nationally expected levels for pupils at the ages of seven and eleven. The curriculum co-ordinator leads the subject firmly, confidently and very effectively. The school has made good progress in developing music both in lessons and through extra-curricular activities. Despite the poor acoustics in the hall, singing in assembly is above average. Similarly, the choir makes a good sound in the acoustically dead library in which it rehearses. This large group of pupils sings with good tone and well in tune. Pupils know their repertoire well and sing in a lively and musical way. In a resonant hall this would be an outstanding sound and the two and three-part songs would work even more successfully. The violinists play well, given the short time they have been learning, and the small recorder group also plays at a good level.
111. Class music lessons are more variable. Where teachers have confidence and some musical skill themselves, music reaches good levels. Where this is not so it is more average. Pupils' books in Key Stage 2 show, however, that through these years, pupils make and listen to music regularly. The best of these show good progress as pupils come to a more mature understanding of music to which they listen and a better realisation of what they can do with sounds as they compose their own music. Pupils use information and communication technology through, for example, using CD-ROMs about musical instruments. Although there is some writing about music (one Year 6 pupil wrote delightfully about some Debussy as being like 'a little stream trickling over gravel and shingle') opportunities to write are limited. This in turn means that the school has missed possible opportunities for spiritual development through music. The choir, especially, and music making in groups in class, offer possibilities here and even more for moral and social development as pupils come to understand well the need to be at rehearsals and play their part. Pupils sometimes jot written work down hastily and therefore rather untidily. This showed in the Year 4 books especially, although the lesson seen in this year group was a particularly good one.
112. Pupils clearly enjoy their music making. This is at least partly because it is well led and successful. Pupils enjoy the good sounds and the achievement that comes in well-paced and organised lessons. Parents' replies to the pre-inspection questionnaire show that they appreciate the choir very much. It was obvious at the rehearsal that there is great pride in being in what pupils rightly perceive to be a very successful group.
113. Teaching in music varies but is good overall. The school's specialist music teacher was not in school during the inspection so it was not possible to gauge her contribution. Observed lessons were never less than satisfactory, were often good and occasionally very good. Both extra-curricular sessions seen were firmly and positively led, giving a sense of enthusiasm and drive to pupils. In a Year 1 lesson, the teacher played the guitar for pupils to sing to very musically and provided good aural training through the counting of silent beats in a song. Teachers manage pupils and organise lessons well, allowing all pupils to concentrate and learn. One good example of this was in a Year 4 lesson where pupils used sounds to create an intended effect. Good pace is a feature of extra-curricular activities and some lessons.

PHYSICAL EDUCATION

114. It was not possible to see lessons in gymnastics or work on apparatus. Judgements are based on dance lessons and ball skills practice in lessons and extra-curricular clubs. In these, attainment is at about the expected level in dance but above in games skills for pupils at the ages of seven and eleven. This is better than at the time of the previous inspection. Many Year 1 pupils catch and control a ball well for their age showing good co-ordination. In the warm-up exercises, many showed good balancing skills. Year 2 country dancing showed less well developed skills. Although the dances were adequately performed, pupils were not entirely confident in their knowledge of the steps. Pupils have a good sense of pulse that helps them in the dance.
115. Teaching varies in quality but is good overall. The best lessons have well-organised purpose. Good warm-up exercises introduce most lessons, when pupils stretch their muscles and prepare for exercise appropriately. Teachers use good examples of work by pupils so that all may learn from those with the best aptitude and skills. For example, pupils' balance improved when they were given opportunities to consider their performances. Several teachers clearly possess good games skills themselves. Teachers are safety conscious, the Year 3 lesson emphasising particularly well the need for care with bats.
116. The school provides a range of extra-curricular activities. The clubs showed a high level of disciplined practice by older pupils. Both the girls in netball and girls and boys in football used their time well, were attentive, and rehearsed their skills seriously and effectively. Both clubs benefited from well-organised, knowledgeable, good teaching. A lively pace helped to keep pupils on target and using practice time well. Pupils gain socially from their participation in team games. The netball particularly showed an awareness of the importance of teamwork.
117. Pupils enjoy physical education lessons. Year 2 pupils were bubbly and there was some dissent about who danced with whom but generally, in all the physical education activities seen, pupils behaved well. Pupils in the Area Support Centre take a full part in physical education lessons. Year 3 pupils greeted children from the unit most warmly for a joint lesson. Clearly, very good relationships exist here.
118. The school fields are now in much better condition than at the time of the last inspection. Both have good surfaces, one being suitable for high quality school games playing. The school hall, however, is small and gives insufficient room for a large class, especially of older pupils, to spread out. Parents have helped to improve the grounds and the co-ordinator plans to set up a permanent orienteering course. The school swimming pool is currently out of commission but pupils' achievements in swimming are good.
119. Teachers base their lessons on guidance for games activities and advice from the local education authority. There is no school documentation drawing all these together and providing a base for planning a coherent course with full coverage of the National Curriculum. The subject is enthusiastically led by the co-ordinator but she does not see all teachers' planning or any lessons. She does not, therefore, have a good grasp of the strengths and weaknesses in the subject in the school. Effective monitoring by phase leaders fills this gap to some extent but the co-ordinator's limited role restricts the extent to which she can give support to teachers in developing and improving the subject.

RELIGIOUS EDUCATION

120. Standards of attainment at the end of both key stages are in line with the expectations of the locally agreed syllabus for religious education. During their time at school, pupils, including those with special educational needs, make satisfactory progress overall. This remains the same as at the time of the last inspection. However, an improved range of artefacts ensures pupils gain a better understanding of aspects of different religions. For example, Year 1 pupils

begin to understand the importance of the Mezuzah to Jews when examining one and setting this at the entrance to the classroom. Teachers base their planning on the locally agreed syllabus. This enables pupils to extend their understanding of different religions as they move through the school. They learn the traditions and beliefs of Christianity, Judaism and Islam, and aspects of Hinduism in their study of India.

121. Pupils in Year 2 learn about special occasions, special places and relationships. They write such things as, 'I was sad when I broke up with a good friend and still haven't made it up yet', thereby showing a sensitive understanding of self and relationships. They write to a good standard when they write about the importance of Shabbat in a Jewish family. They have learnt about Remembrance Sunday and understand what poppies symbolise. They know about the main events leading up to Christmas and Easter and that the cross is the symbol of the Christian religion.
122. By the end of Year 6, pupils have a basic understanding of the beliefs and practices of Christians, Jews and Muslims. They can explain how symbolism varies between religions and what they have in common. They discuss their ideas about worship in a mature way. They recognise that religion is very important in some people's lives and understand why people go to church and pray. As one pupil said, 'To pray is to talk to God in your head'.
123. There were too few lessons seen to make an overall judgement on teaching in Key Stage 1. Overall, teaching is good at Key Stage 2. There was no unsatisfactory teaching. Teachers have good subject knowledge, which is conveyed sensitively and appropriately. They keep pupils fully involved throughout the lesson by asking questions that encourage them to put forward their own ideas. Good use is made of role-play. For example, in a Year 5 lesson, pupils came to understand the feelings of Joseph when his brothers sold him to the Egyptians. Teachers manage pupils well. They treat them with respect and value their contributions. As a result, pupils pay good attention to the teacher and listen carefully to one another. Pupils' opportunities to use computers in classrooms are limited and this restricts their learning in religious education as well as in information and communication technology.
124. The co-ordinator has a real interest in the subject and has been able to gain an overview of the subject through teaching in other year groups. However, the lack of formal procedures for monitoring the quality of teaching and learning across the school limits the co-ordinator's information about what works and what does not. As a result, the action plan for the subject cannot be securely focused on what needs to improve, and the co-ordinator's support for other teachers is restricted. There are realistic plans to develop assessment procedures and to establish planned links between religious education and other subjects.