

INSPECTION REPORT

FULLWOOD PRIMARY SCHOOL

Barkingside

LEA area: Redbridge

Unique reference number: 102833

Headteacher: Mrs S Bloomfield

Reporting inspector: Miss S Ramnath
21334

Dates of inspection: 22nd – 25th May 2000

Inspection number: 190519

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: 21-24 Burford Close
Off Hatley Avenue
Barkingside
Essex

Postcode: IG6 1ER

Telephone number: 020 8551 3288

Fax number: 0181 9893699

Appropriate authority: The governing body

Name of chair of governors: Mr G Billingham

Date of previous inspection: 16th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Miss S Ramnath	Registered inspector	Science	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management- Efficiency Key issues for action
Mrs G Spencer	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mr R Hardaker	Team inspector	Mathematics History Music Special educational needs	Leadership and management- Leadership Pupils' welfare, health and safety - Assessment
Mrs H Macdonald	Team inspector	English Equal opportunities	Leadership and management- staffing, accommodation and resources
Mr J Quee	Team inspector	Information technology Physical education Geography Religious education	Quality and range of opportunities for learning – Spiritual, moral, social and cultural development.
Mrs H Ring	Team inspector	Under-fives Art Design and technology	Quality and range of opportunities for learning

The inspection contractor was:

H & G Associates
2 Mead Road
Cranleigh
Surrey
GU6 7BG

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fullwood Primary School takes pupils from four to eleven years old and has a Nursery taking children from the age of three years. There are 252 pupils on roll organised in eight classes and a further 51 children who attend part-time in the Nursery. Most of the pupils come from the immediate residential area. The school roll has increased in recent years. This has impacted on the organisation of classes, and pupils in lower Key Stage 1 are grouped into three mixed age classes. Children's attainment on entry to the Reception classes is broadly in line with that of children of a similar age. However, their language and personal and social skills are less well developed. Just over one quarter of pupils have been identified on the school's special educational needs register; 21 pupils from Stages 3 to 5, and there are four pupils who have statements of special educational need. These figures are above the national average. Currently, 30 per cent of the school's population come from homes where English is not their first language. However, only a minority are beginning to learn to speak English. Seventeen per cent of pupils are entitled to free school meals. This is below the average for primary schools. Since the previous inspection, there has been a significant change of teaching staff and in the number of pupils on the school's register of special educational needs.

HOW GOOD THE SCHOOL IS

This is an effective school that has many good and some very good features. The standards attained by pupils at the end of Key Stage 2 are at least in line with the national expectations in all areas of the curriculum, except religious education, where the standards are below the requirements of the locally agreed syllabus. Pupils' very good behaviour and their very positive attitudes to learning contribute to a very effective learning environment. The headteacher provides capable leadership ably supported by the senior management team and a committed staff. The quality of teaching is good and the school gives good value for money.

What the school does well

- Leadership in the school is good and it gives clear direction. Strategies are in place to sustain improvement.
- The school is fully committed to raising standards and improving the quality of education for all its pupils.
- Higher attaining pupils are challenged well in English and mathematics.
- The quality of teaching observed was good with over two thirds of lessons being very good.
- Pupils behave well and are keen to learn. This is reflected in the very good relationships within the school.
- There is a wide range of extra-curricular opportunities which are well supported.
- The partnership between school and parents is good, and parents support the school well.

What could be improved

- Standards in religious education.
- The inadequate accommodation for the large class sizes.
- The number of support staff to assist class teachers in meeting the needs of pupils at all times in the large classes.
- Planning in literacy and numeracy is good. However, short-term plans in some subjects do not clearly identify what pupils of different abilities will learn and do by the end of the sessions.
- The greater involvement of the governing body in the strategic management of the school.

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. Since that time, action has been taken on all of the key issues identified in the previous report, although some aspects have not been fully

addressed. The school development plan is now an effective management tool and includes sufficient detail to enable the school to judge its progress. Most subject co-ordinators have undertaken some monitoring and evaluation of their subject areas. All policies and nearly all schemes of work are now in place, dated and are regularly reviewed. Although the school has made good progress in improving curriculum planning, more precision is needed in subjects other than literacy and numeracy. For example, planning does not always identify the learning intentions or the needs of pupils of different abilities in some subjects. The school is well placed to continue to improve.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	B	C	C
Mathematics	C	C	B	B
Science	B	C	B	B

Key

well above average A B
 above average
 average C
 below average D
 well below average E

The results of the 1999 National Curriculum tests show that standards were above average in mathematics and science when compared with all schools as well as with similar schools. In English, standards were average in comparison with both similar and all schools nationally. Results in the National Curriculum tests have risen overall over the past four years and last year the school exceeded the targets it had set for pupils.

Children receive a good start in the Nursery and Reception classes and progress is good. As a result, many exceed the standards expected of five-year-olds in all areas of learning except language and literacy which is average. In lessons and in the work seen in pupils' books, standards are in line with national expectations in English, mathematics, science and information technology. In religious education they are below the requirements of the locally agreed syllabus. In all other subjects standards are in line with the expected level of this age group except in physical education where standards are well above, and in art, music and design and technology where standards are above expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good. Pupils enjoy the work, are eager to learn and the vast majority concentrate well.
Behaviour, in and out of classrooms	Very good. Pupils respond positively to the school's expectation and behave well. They are polite and courteous.
Personal development and relationships	Relationships at all levels are very good. When given the chance, pupils show initiative and personal responsibility. However, pupils in Key Stage 1 are given too few opportunities to develop their capacity for independent learning.

Attendance	Attendance is satisfactory.
------------	-----------------------------

TEACHING AND LEARNING

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

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

The overall quality of teaching is good. It makes a significant contribution to the good progress that pupils make. During the inspection, over two-thirds of the lessons observed were good and the rest were satisfactory. There was no unsatisfactory teaching. The teaching of English and mathematics in both key stages is good. The National Literacy and Numeracy Strategies are implemented effectively and have raised standards of attainment overall. Pupils with special educational needs are satisfactorily provided for and the teaching they receive in small groups is good. Teachers are successful in challenging higher attaining pupils in English and mathematics lessons. However, the needs of all pupils are not met at all times due to the large class sizes, the wide range of abilities and insufficient support staff. The management of pupils is good and this leads to a calm, orderly environment in which pupils can concentrate and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a wide range of learning opportunities, enhanced by good extra-curricular provision. There is a clear emphasis on delivering literacy and numeracy which contributes to the improved standards. The curriculum for children under five is good.
Provision for pupils with special educational needs	This is satisfactory overall. Teaching is good in the specialist withdrawal lessons which focus on pupils' individual education plans. However, in some larger classes, the needs of pupils are not always met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for personal, moral and social development is very good, whereas for their spiritual development it is good and for their cultural development it is satisfactory.
How well the school cares for its pupils	The school provides a secure and caring environment for its pupils. Procedures for monitoring and promoting good behaviour are very good. Pupils are encouraged to work and play together and to support each other when in difficulties. Procedures for assessing pupils' attainment and progress are good and are used to guide the work that pupils undertake in English and mathematics.

The school works well with parents. The majority of parents are very supportive of the school and the beneficial links with them make a positive contribution to pupils' learning. Parents are kept informed about the life of the school. However, they are not always provided with appropriate information to enable them to help their children at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher, deputy headteacher and the senior management team provide strong leadership in all aspects of the school's work.
How well the governors fulfil their responsibilities	Governors are keen and their contribution is improving. Several are new and not all governors are sufficiently aware of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. The school evaluates its performance effectively in the development plan and prioritises the relevant areas for improvement.
The strategic use of resources	Good. Financial planning is carefully linked to raising standards and the school evaluates the effectiveness of all decisions made. Best value is sought in all purchases.

The school is well staffed by suitably trained and experienced teachers. However, there are insufficient support staff to support pupils' learning effectively at all times. The accommodation is cramped. There is an adequate range of resources to support learning in all subjects areas except information technology which is outdated and large outdoor apparatus for the under-fives in the Reception classes.

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 school encourages pupils to have positive values and attitudes. The support provided for parents to know and understand what is being taught to their child. The school helps their children to become mature and responsible. They are encouraged to become involved in the life of the school. They find the staff friendly, approachable and informative. 	<p>A minority of parents expressed concerns over particular areas, especially:</p> <ul style="list-style-type: none"> They are not kept sufficiently informed about what is taught. They would like more information about their child's progress during the year. The inconsistent approach to homework. The class sizes are too large.

Inspection findings support all the positive views expressed in both the questionnaire responses and at the meeting with parents. In all instances of parents expressing a negative view, there was a contrary positive view from other parents. The inspection team considers that insufficient information is provided about what is taught and that homework is inconsistent in some classes. The team agrees that class sizes are too large in Key Stage 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Analysis of the national end of Key Stage 2 tests for Fullwood Primary School in 1999 shows that, compared with all schools, standards were above average in science and average in mathematics and English. When compared with similar schools, standards are above average in science and mathematics and average in English. The percentage of pupils attaining Level 4 and above in the 1999 tests in English was close to the national average and, in mathematics and science, it was above the level of the national average. The percentage of pupils attaining the higher Level 5 was close to the national average in English, above the national average in mathematics and well above the average in science. The assessments made by teachers were not always in line with test results. Over the last four years, the school's national test results for all of the core subjects have been broadly in line with the national trend. Evidence suggests that boys do less well than girls in English in both key stages. However, boys did better in mathematics at the end of Key Stage 2 but with no significant difference in performance in science.
2. Analysis of the 1999 end of Key Stage 1 national tests taken at the end of Year 2, shows that standards are above average in mathematics and average in reading and writing when compared with all schools as well as with similar schools. The teachers' assessments of pupils' attainment in science showed standards to be well above average.
3. The school analyses test results well and the information is used effectively to set targets. Weaknesses in standards are detected very quickly and effective action is taken. The school has set formal targets for 72 per cent of its pupils to reach, or exceed, the expected level in the national end of Key Stage 2 tests and assessments in English in the Year 2000 and for 70 per cent of pupils to meet or exceed this level in mathematics.
4. The findings of the inspection are that the oldest pupils in Key Stage 2 attain at least average standards in English, mathematics, science and information technology whereas in religious education, standards are below the requirements of the locally agreed syllabus. In physical education, standards are well above those of pupils of a similar age, whilst in design and technology, art and music they are above those expected for their age by the end of Key Stage 2. In history and geography, standards are in line with the expectations of similarly aged pupils nationally. Compared with the school's last inspection, standards are similar in all subjects except physical education where they have improved and religious education where they have declined.
5. The attainment of children on entry to the school is broadly average for their age. Under-fives receive a good start to their education in the Nursery and Reception classes and as a result, most children exceed the national Desirable Learning Outcomes by the age of five in all areas of learning except language and literacy which is average. Overall, children are well prepared for the National Curriculum in Key Stage 1 in all areas of learning.
6. Children under five make good progress in personal and social development. They understand classroom routines and develop good habits of work and behaviour. This enables them to make good progress in all other areas of learning. By the time they are five, most children listen very well and many are articulate when talking about their work. They show increasing interest and awareness of books with many children recognising easy words by sight. Higher attaining children read simple familiar books with increasing independence and understanding, while lower attaining children follow print with their finger. They learn to write their names and many confidently write short sentences using upper and lower case letters correctly and familiar words accurately. In mathematics, children recognise simple two-dimensional shapes whilst higher

attaining children identify a cone from a selection of solid shapes. Most count beyond ten correctly and use mathematical language such as 'more than' and 'less than' correctly. Children's knowledge and understanding of the world is good. They know that water alters the properties of some materials and learn about the life cycle of the frog. The physical and creative development of under-fives is also good. Most children demonstrate good control when using small tools and equipment. Movements, involving balancing and climbing, are developing satisfactorily. However, children under five currently in the Reception classes do not have regular planned opportunities for outdoor play as there is no designated area and as a result, progress is slowed. Children use their imagination when engaging in role-play and respond creatively when learning techniques such as colour mixing.

7. By the time pupils leave school, attainment in English is in line with the national expectations in all aspects and progress is good. Good progress is due in part to the positive ethos for learning, good quality teaching observed in many of the lessons and the implementation of the literacy hour. In both key stages, pupils' listening skills are better than their speaking skills because they behave well and are attentive. They listen attentively to teachers and to one another and willingly contribute to class discussions. Most speak with clarity, using a wide vocabulary but due to the large class sizes, it is difficult for the class teachers to include all pupils in discussions. By Year 2, pupils read with fluency and expression and enjoy a wide range of books. They have a sound knowledge of initial letter sounds and familiar words and use their phonic knowledge to help with the reading of unfamiliar words. By the end of Key Stage 2, the majority of pupils acquire a range of reading strategies which enables them to tackle texts of increasing complexity. Most are competent readers for both information and enjoyment. Higher attaining pupils confidently talk about the plot and characters and make critical comments on the books that they read. They accurately locate information using a table of contents and use sub-headings to find specific information. By the end of Key Stage 1, most pupils use capital letters and full stops accurately and are developing a legible style of handwriting with carefully formed letters. By the end of Key Stage 2, pupils write effectively for a wide range of purposes. They use language in interesting and effective ways and are developing good skills in paragraphing and punctuation. There are some opportunities for pupils to use their literacy skills in other subjects of the curriculum for example, history and geography.
8. In mathematics, standards at the end of Key Stage 2 are in line with national expectations and above average at the end of Key Stage 1. Progress is good. The focus given to numeracy and the development of mathematics planning have a positive impact on standards. At the end of Key Stage 1, most pupils are confident in ordering numbers to 100, recognise the significance of tens and units and solve simple calculations. They know the properties of simple shapes and use appropriate mathematical vocabulary when describing direction. By the end of Key Stage 2, the majority of pupils are competent in the use of multiplication facts and have developed a good range of strategies to solve problems. They understand the relationships between fractions and decimals and use their understanding of place value to multiply and divide whole numbers and decimals. Throughout the school, numeracy skills are applied and developed satisfactorily. For example, in subjects such as science and design and technology, they are at the expected standards.
9. When pupils leave school at the end of Key Stage 2, attainment in science is in line with national expectations and progress is sound. By the end of Key Stage 1, pupils know about the life cycle of a frog and the conditions required to promote healthy growth in plants. Most know that different insects are found in various parts of the environment and through their investigations, understand what constitutes a fair test. By the end of Key Stage 2, pupils have a good understanding of how to plan and conduct an experiment. They carry out investigations, make predictions about outcomes and use scientific vocabulary appropriately and with increasing confidence. They have a good knowledge of all aspects of the life processes such as the functions of the human circulatory system and correctly explain why some materials are better conductors of electricity than others. In both key stages, progress in experimental and investigative science is good. Work in science makes a good contribution to numeracy through

the use of tables and charts to present findings and display information. However, much of the work seen in pupils' books in Key Stage 2 is the same for all pupils regardless of their level of attainment. This is unsuitable for some of the lower attaining pupils when they do not have additional support.

10. Standards of attainment in information technology are in line with expectations when pupils leave school at the end of Key Stage 2. Progress is satisfactory overall because resources are limited to cover all aspects of the subject fully. By the end of Key Stage 1, most pupils are familiar with the computer keyboard; they use the cursor, number and letter keys and the mouse for selecting an icon and for moving items around the screen. They word process sentences onto the computer, delete and insert letters, and some use upper and lower case type with accuracy. In Key Stage 2, pupils record information about their local area and use a variety of computer-generated graphs to determine which is the most effective way of showing their results. Older pupils by the end of the key stage skilfully merge sound and graphics. Examination of their past work shows that use of computers is not yet an integral part of lessons.
11. In religious education, standards at the end of both key stages are below the expectations laid down in the locally agreed syllabus and progress is unsatisfactory. This is partly due to inconsistencies in the quality of planning and the lack of implementation of the agreed syllabus. In Key Stage 1, pupils are aware of other people's feelings and are beginning to express their own feelings and emotions. By the time pupils leave school at the end of Key Stage 2, they recognise some of significant similarities and differences between major world faiths, such as Judaism and Christianity. A contributory factor in this unsatisfactory attainment and progress is the inadequate amount of time provided for pupils to consolidate learning in order to gain a better understanding of some of the world's great faiths.
12. In all other subjects of the curriculum, pupils' attainment meets the levels set by the National Curriculum except in physical education which is well above standards. In music, art and design technology standards are above those expected of pupils of a similar age. In history and geography, work is average for pupils of a similar age.
13. Pupils with special educational needs reach good standards of attainment against the learning targets set for them in their individual educational plans and their progress is good as seen in their reviews and in their class work. However, when additional support is not provided, their needs are not always met due to the large class sizes. Pupils for whom English is an additional language make good progress and attain standards that are comparable with other pupils in the school once they have achieved a reasonable level of competence in English. The good progress made by these pupils results from positive attitudes to learning which are encouraged by the school's supportive ethos. Higher attaining pupils achieve well in English, mathematics and science but their work is not always challenging enough in science, history, geography and religious education because the same work is often given to all pupils. The progress of some lower and average attaining pupils is inhibited because of large class sizes and insufficient support staff to assist the class teacher in meeting the needs of all pupils. There was no evidence of significant difference in the attainment of boys or girls, ethnic minority groups or pupils from differing backgrounds during the inspection.

Pupils' attitudes, values and personal development

14. Pupils' attitudes and relationships with each other and adults are strengths of the school and make good contributions towards promoting their attainment and progress. These qualities have been maintained since the earlier inspection. Most pupils show very good attitudes to the school. They are keen and concentrate well in most lessons. They listen attentively and are eager to contribute their ideas and opinions to class discussion. Pupils are self-disciplined and well disposed to helping each other. This is exemplified in physical exercise and design and technology lessons where pupils readily helped those who are less confident. Most pupils

persevere with tasks and take pride in their work as shown by the presentation in their books. They are eager to take part in the range of activities provided including clubs and sporting activities and appreciate various trips and visits the school organises, especially the residential visits.

15. The quality of behaviour is very good and is a strength of the school. Pupils are clear about the code of behaviour and the rewards and sanctions used. Pupils respond to the school rules well and are courteous and spontaneously enter into conversation with visitors and talk about their work. At play time and lunch time, pupils play well together and bullying was observed during the inspection. They show respect for school property and this is clearly reflected in the way the school environment is well cared for.
16. The very good attitudes and behaviour have mainly been brought about through the effective induction pupils receive in the early years and the successful implementation of the behaviour policy which is supported by parents. The school provides a calm learning environment for all pupils. There are no incidents of permanent exclusion or fixed term exclusions.
17. All pupils with special educational needs have positive attitudes to their work and are keen to learn. They are well motivated when they receive extra help and even when additional support is limited, most concentrate well. Pupils identified as having behavioural problems receive very good and sensitive support and as a result, their personal development is good. It is difficult for a visitor to identify them in the classrooms and around the school.
18. As pupils move through the school, there is a range of opportunities to take on responsibilities appropriate to their age and abilities. Each class has monitors, even in the youngest classes, pupils take registers to the office. Many of the responsibilities are assigned to pupils in Years 5 and 6, such as preparing the hall for assembly, showing visitors around the school, helping in the library and supporting the midday assistant with younger pupils on wet day play times and lunch breaks. Pupils enjoy helping and this contributes to their self-esteem and personal development.
19. Relationships between individual pupils and adults are very good in the majority of cases. This is reinforced by the positive examples of a number of staff who act as good role models. Most parents who responded to the questionnaire and all those who attended the parents meeting said their children liked school.
20. The level of attendance at the school was only slightly below the national average with unauthorised absence above the national average. Holidays during school term are very few and the school works very hard to maintain this good practice. The education welfare officer works well with the school and follows up on non-attenders.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is good throughout the school with all teaching in lessons observed being satisfactory or better. In 36 per cent of lessons the teaching is good or better with 34 per cent being very good or excellent. These statistics indicate the significant improvement made to teaching since the last inspection when seven per cent of teaching was unsatisfactory and only ten per cent was very good or better. Weaknesses identified in the teaching have been addressed and this, in part, is responsible for the improvement in pupils' standards.
22. The teaching for the under-fives in the Nursery and Reception classes is good in all the recommended areas of learning. Most teachers understand the needs of the youngest children and the activities that they plan lead effectively towards the Desirable Learning Outcomes for entry into compulsory education. However, the planning does not always refer to the Desirable Learning Outcomes for five-year-olds. Relationships are very good and children are encouraged to build on earlier learning. A very good example of this was seen in a games lesson where

pupils use their knowledge of throwing and catching to refine their skills. Most lessons have a good structure and sufficient opportunities are provided for the children to explore and experiment despite the large class sizes, mixed ages and wide range of abilities.

23. Basic skills of literacy and numeracy are taught properly, with teachers having secure knowledge of national strategies for these areas. Literacy lessons have an appropriate structure although there is some inconsistency in Key Stage 2. In the whole-class sessions, most teachers lead discussions well, encouraging pupils to take part by answering questions such as 'What do you think happens next?' However, in Key Stage 2, lower attaining pupils and those with special educational needs do not always have sufficient opportunities to do so. This is partly due to the large class sizes. The teaching of phonics is good. In numeracy, there is effective focus on the development of mental arithmetic with regular, challenging quick-fire questioning at the start of lessons. Most teachers encourage pupils to explain their methods of calculating solutions to problems. This is successful in helping pupils look for alternative ways of problem solving. Teachers provide a good balance between whole-class and group activities. Discussions at the end of lessons are used well to review the main points of the lesson but, on occasions, pupils are bored and restless because the lesson has lasted too long.
24. Good teaching was seen in all subjects. There was good teaching in English and mathematics and this accounted for the good progress made by pupils during the inspection week. Physical education teaching is a great strength with teaching often of the highest quality. In art, music and design and technology, teaching is good. However, the overall quality of teaching in religious education is unsatisfactory because not all aspects of the subject are fully covered.
25. The teaching of pupils with special educational needs is good where valuable extra support is provided in the literacy and in some numeracy sessions by support assistants who monitor the progress made by individuals. Pupils with specific reading difficulties receive effective help through a regular 15 minute daily programme. Assessments of progress are recorded in individual education plans, but this information is not always included in lesson plans to enable the teachers to focus on specific targets. However, in other curriculum areas such as science, history and geography, activities are not always sufficiently adapted to meet their needs and as a result, progress is sometimes limited.
26. Teachers have a good knowledge and understanding of most of the subjects they teach. This enables them to deliver the subject matter confidently, answer questions from pupils correctly and make pertinent teaching points in lessons. Pupils can therefore make good progress in their own understanding of the subject. This was well demonstrated in one numeracy lesson where the teacher effectively used a practical task of measuring different parts of the body to introduce the concept of ratio. Appropriate mathematical vocabulary that was easily understood was introduced and new words were clearly explained. Information was imparted in a lively and stimulating way which engaged pupils' interest and motivated them well. This led to pupils making good progress during the lesson.
27. A major contributing factor to the large amount of good teaching seen is the teachers' expectation levels. In most lessons across the school, teachers have high expectations of their pupils' work and behaviour and plan work which is challenging and designed to stretch the thinking, particularly of the lower and average attaining pupils. Pupils respond well to this and are keen to do their best in the vast majority of lessons. A Reception/Year 1 science lesson was a good example of this. Pupils were studying the life cycle of a frog and the teacher had graded the work extremely carefully to ensure that pupils had tasks that closely matched their prior attainment and were designed to move them swiftly on to greater understanding. All the pupils in the lesson were fascinated by the topic, worked diligently and behaved in an exemplary manner throughout.
28. Of particular note is the often very good management of pupils and the outstanding relationships which teachers have with their pupils. The atmosphere of mutual respect and

shared objectives which teachers create in their classrooms encourages pupils to do their best and learn effectively. A range of teaching methods are often used to deliver the curriculum. These methods are often carefully thought out to match both the subject content and the needs of the pupils. When appropriate, for example in a good Year 6 science lesson investigating displacement of water, pupils were encouraged to work together in groups. They were able to concentrate well and support each other in their learning due to the exceptional organisational skills of the teacher working with 35 pupils of different abilities. In other lessons, pupils work independently and take some responsibility for their own learning. They are eager to succeed and make good progress. This was clearly seen in a Reception/Year 1 science lesson in which pupils were using reference books to find out about the life cycle of frogs.

29. Teachers are well organised for lessons and have suitable resources available for pupils. Classrooms though cramped, particularly in Key Stage 2 for the number of pupils, are orderly and provide appropriate places for learning. During the literacy hour, teachers group pupils around them well so that everyone can see the board or the book being read. They manage their pupils well and create a calm atmosphere, which is conducive to learning. Most teachers make good use of the time available and the pace of teaching is often brisk. This keeps pupils on their toes and challenges them to work hard at their tasks. However, in some lessons where the introduction is too long, pupils lose interest and become restless. In both key stages, teachers make good use of support assistants in classrooms, involving them fully in lessons, so that pupils have constant contact and help from adults. This enables pupils to seek advice and develop confidence in their own abilities. However, in some lessons there is insufficient support to meet the need of all pupils. The use of information technology to support learning is marginal, and rarely forms a part of teaching in any subject.
30. Overall, planning is sound. The best and most detailed planning is prepared for the literacy and numeracy sessions. These follow national guidelines. Learning objectives are clear and short-term plans often identify the provision for pupils of all abilities. However, this good practice is not always evident in all other areas of the curriculum and short-term plans in some other subjects, such as information and communication technology and science, do not always clearly identify what pupils of different abilities will know, understand and be able to do by the end of the lesson. As a result, the same work is set for all pupils and higher attaining pupils are not always well challenged. This weakness in planning also means that it is difficult for teachers to assess pupils' attainment and progress if it is not always clear what pupils are expected to learn.
31. Teachers' ongoing assessment of pupils' work is good. Questions are well focused and most teachers use them well to encourage pupils to say what they know and to bring all pupils into the discussions. This helps to identify how well pupils are working and achieving. In the best literacy and numeracy lessons, teachers use the conclusions of the lessons to evaluate the success of the lesson. They use the information they gain to plan the next lesson more effectively. Pupils have satisfactory knowledge of their own learning. In some cases, they have a good idea of how they are learning. For instance, when teachers mark work, some point out to pupils how they can improve their work. This is not always the case and although most teachers tell pupils when they have done good work, they do not tell them what is good about their work. This would boost pupils' knowledge of their own learning. A few parents are critical of the inconsistent way homework is provided throughout the school. Inspection evidence shows that this is not used consistently to support pupils' learning.
32. Pupils learn well in both key stages, in all years and in most subjects. They are interested in their work and strive to do well. This was abundantly clear in a Year 5 and 6 physical education lesson where all pupils gave of their best and made very good progress in the course of the lesson. They willingly demonstrated their achievements to help other pupils improve their own individual performance.

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

33. A broad and balanced curriculum is provided throughout the school. It meets statutory requirements where these apply. The quality of the curriculum has improved since the previous inspection in that there are now schemes of work for nearly all subject areas, there is a clear programme of policy review and the quality and range of learning opportunities are good. Religious education is planned according to the locally agreed syllabus although not all aspects are fully covered. The school has identified that a major area of development for the future will be information and communications technology.
34. Provision for personal, social and health education is good. There is a well developed and detailed health education programme and appropriate areas concerned with sex education and drug abuse are handled sensitively. The school has agreed to be a pilot in the local education authority's 'Healthy Schools' initiative.
35. The strategies for teaching literacy skills are satisfactory but there are too few opportunities for the direct teaching of reading and for the application of writing skills. Planning and teaching strategies for the National Numeracy Strategy are good and indicate how pupils in each year group will develop their skills over the year. The focus on English and mathematics has meant that other areas have had to be concentrated into the remaining available time. One of the strategies used has been to 'block' some subjects and feature them at different times of the school year. Medium-term planning for the subjects is thorough and detailed and is frequently linked to a theme to help pupils to integrate their learning. There is some particularly good cross-curricular work in art and design and technology. Where there are mixed age groups in Key Stage 1, a two-year cycle has been successfully introduced.
36. The curriculum planned for the children under five includes a breadth of learning opportunities in the Nursery which helps children to develop skills in all the areas of learning although the activities are not always specifically referenced. Planning for the children who are under five within Key Stage 1 classes has taken account of the nationally recommended goals for children of this age and allows children to have access to the Key Stage 1 curriculum if they are capable. Within the mixed age classes of Reception and Year 1, the small numbers of children who are under five tend to follow a similar curriculum to that of the older ones. There are arrangements, however, for the youngest pupils to be grouped together for some literacy and numeracy sessions so that the content is more appropriate for them. During these times, children are introduced to early literacy and numeracy in ways that they can understand without formality. The arrangements of the classrooms and timetables for the other classes within the open-plan areas, however, restricts the use of the shared areas during this time and this imposes some limitations on the types of activities that can be offered. There is no enclosed outdoor area in the main building as is recommended for children who are under five. This means that they do not have regular access to play equipment in order to develop large muscular skills of co-ordination and balance when wheeling vehicles and riding bicycles. The school is aware of this situation and expects that the new accommodation and improvements in the resources will enhance the present provision.
37. A very good range of extra-curricular activities and clubs enriches pupils' learning and this is an improvement since the last inspection. Opportunities exist for pupils to be involved in football, netball, athletics, information technology, art, drama, the choir and learning to play the recorder. These are well supported by pupils. The curriculum is also enriched by educational visits to places of artistic, historic and cultural interest and visitors are an important and regular feature of the curriculum. The school has been part of JC2000 that has involved the drama club in producing and performing a play to mark the millennium and the choir has participated in the local authority's biennial music festival at the Royal Albert Hall. A residential visit to Bournemouth has taken place for the oldest pupils.

38. The school has good links with the local community, which provide important opportunities to contribute to pupils' learning. For example, pupils have participated in a national 'Spring Clean' which was sponsored by McDonalds and planted bulbs in the park, as part of the mayoral activities. Links have been established with local supermarkets, businesses and sports centres and benefits have been additional resource provision and opportunities for pupils to improve their skills in physical education.
39. Constructive relationships are fostered with partner institutions. Members of staff from special schools and units come into the school to work with pupils who have specific needs. Co-operation with other primary schools in the area is strong and students from secondary schools, further education colleges and initial teacher training institutions are regularly welcomed into the school. Sporting and musical activities engage pupils in meeting others within the authority. Good links with local secondary schools enable pupils to make a smooth transition to the next phase of their education.
40. The school makes very good provision for the pupils' social and moral development. The pupils work well together giving good support when opportunities arise. The older pupils, for example, take responsibility for the younger pupils at the dining table. They co-operate well in class and they are kind and considerate towards each other. They regularly work in support of charities as they did, for example, when they skipped to raise money for the British Heart Foundation. They provided the ideas for their own school's Children's Charter. The pupils have a clear sense of what is right and wrong and they care about the community in which they live. The school ethos and the high expectation of honesty and truthfulness support pupils' moral development well.
41. The school makes good provision for the pupils' spiritual development. There are many opportunities for the pupils to reflect upon their spiritual feelings, as seen for example, when a pupil wrote about the loss of a pet and another expressed deep feelings when reflecting about her grandfather. In the school, the pupils show a sense of wonder as they begin to explore the world around them. One class showed utter surprise and delight when the name of one pupil in the group was magnified several times on the computer screen.
42. The school's provision for pupils' cultural development is satisfactory. The pupils have many opportunities to develop an understanding and appreciation of their own and other cultures. For example, they visit museums and places of worship and they enjoy receiving visitors to the school. Pupils learn from stories, music and art from different cultures around the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Many aspects of the school's provision for the care of its pupils are very good. The vast majority of pupils are known well by the staff who do their best to ensure all work and learn in a stimulating atmosphere. Informal relationships between the majority of staff and pupils are very good. Children throughout the school are well supervised at all times of the day and they feel secure and well looked after. Many children are confident and cope well with everyday life in the school. Most of the teachers in the school respond well to individual needs.
44. Procedures for monitoring and evaluating pupils' academic progress and personal development in Key Stage 2 and the under-fives are satisfactory throughout. Children are not always given as much guidance as they need about the progress they are making. A more systematic approach is needed to help younger children in Key Stage 1 to develop their independent learning skills.
45. Procedures for promoting pupils' attendance are very good. For example, the school will phone parents if they are not informed as to why a child is absent. Procedures for completing registers meet legal requirements. The school works in partnership with the Education Welfare Officer who makes strenuous efforts to remind parents about their responsibilities for ensuring good

attendance.

46. Pupils with special educational needs are well integrated into the life of the school. Targets for pupils with special educational needs are identified in individual education plans and are regularly reviewed. A strength of the school is the care and attention given to pupils who not only have moderate learning difficulties, but have behavioural difficulties. In these instances, the school provides a calm and supportive atmosphere in which they can achieve their targets. The school maintains good links with external agencies such as, the school nurse, the educational psychologist and social services as required and outcomes are carefully monitored.
47. Procedures for monitoring and promoting good behaviour are very effective. The behaviour policy is well written and promotes positive behaviour by most children who are aware that the rules are there to protect them, and many classes display their own class rules. Support staff are very complementary about the behaviour of most children. Most of the staff apply the school systems of rewards and sanctions and teachers rarely have to remind pupils of the school rules. In most classes, the school procedures for promoting good behaviour are very successful.
48. Procedures for assessing pupils' attainment and progress are good in English and mathematics and teachers keep satisfactory records. However, in the other subjects of the curriculum, assessments are not regular enough nor are they based upon agreed criteria and the procedures for recording assessments are inconsistent leading to difficulties in monitoring pupils' ongoing attainment and progress. Consequently, short-term planning does not always identify the provisions for pupils of all abilities.
49. Procedures for child protection are good. The designated person responsible for child protection has received appropriate training. All staff are aware of child protection procedures and know what action to take if they have any concerns.
50. Overall, the school provides a safe and secure environment for the children. Regular checks of the premises are made. Procedures for the administration of medicines are good. Accident procedures are effective with trained staff available.
51. During the school's last inspection, assessment procedures were reported to be a strength of the school. Good assessment practice is still evident throughout the school. Formal assessment systems are well developed. Procedures for assessing pupils on entering the school are good. Procedures for assessing pupils' progress in English and mathematics throughout the school are also good. There are regular tests in reading, and pupils' attainment levels in English and mathematics are assessed each year against the levels of the National Curriculum. Test results are analysed and pupils are set targets on an annually basis each September. These targets are reviewed annually in February. Parents are informed of these targets. Older Key Stage 2 pupils participate in writing their own additional self-set targets in negotiation with their teacher. These procedures have a positive impact on the attainment and learning of pupils. Individual pupil progress in English and mathematics can be comprehensively tracked through the school. A portfolio of selected pieces of assessed work is retained for each pupil as a continuing record of achievement. This portfolio is an effective tool for monitoring pupil progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The previous inspection report found that links with parents, carers and the community were generally beneficial and helped to support the pupils' learning. This is still the case. The school makes satisfactory effort to involve parents in their child's education. However, information about what is taught and pupils' progress is limited. There are helpful induction meetings for parents of new children both in the Nursery and Reception classes, and parents are actively encouraged to become involved in their child's learning through workshops. They are encouraged to help in school with activities such as listening to readers. Some parents often give their time to accompany the pupils on school visits and events. They take part in residential visits with the pupils. Parents' work contributes well to the pupils' progress and is valued by the

school.

53. There are no formal newsletters, but letters from the school provide details of general matters relating to the school. Parents receive letters on more specific matters. There are satisfactory arrangements for parents to meet teachers formally to discuss their child's attainment and progress. These meetings are well attended. Parents of pupils with special educational needs are encouraged from the Nursery to be fully involved with the education of their children. They are kept informed of any developments and are invited to attend the annual reviews of the progress of their children.
54. An annual report to parents provides appropriate information on their child's progress at the end of the school year. Although the majority of parents said that they are made to feel welcome in the school and are invited to discuss any matters relating to their child's work, a minority of parents would like more information about their child's ongoing progress. The well-organised literacy and numeracy curriculum evenings for parents were well attended. The active Parents Teacher Association works hard to organise fund raising events and provides valuable additional funds that are used for the benefit of the children. Pupils are required to take home their reading books, learn spellings, mathematics and undertake some research for topics at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school is led and managed well; the headteacher provides firm leadership and clear educational direction. She has a good understanding of the strengths and weaknesses of the school. Performance data is well evaluated and this contributes to this understanding. Under her leadership, the school has made good improvement since the last inspection and has good capacity to improve further. The deputy headteacher is experienced and capable in the role and her expertise complements that of the headteacher well. Other members of the senior management team and staff work well together and share a commitment to improving the school further and continuing to raise standards for all pupils.
56. The school's aims and values are well focused and wholly appropriate. The school promotes them well. They have a beneficial impact on the pupils' achievement with pupils behaving well in classrooms and around the school and displaying a keenness to learn. The school is aware of the importance of meeting the learning needs of all pupils; it provides a good range of learning opportunities which include very good provision of extra-curricular activities.
57. There is a shared commitment to improvement with good structures and procedures in place to monitor standards and provision in the core subjects. The headteacher effectively monitors teaching in all classes giving teachers detailed written feedback. She monitors pupils' learning by scrutinising teachers' planning and pupils' work in books. Some subject co-ordinators monitor progress by scrutinising pupils' completed work and teachers' planning. Although monitoring by co-ordinators is satisfactory overall, practice is inconsistent. For example, monitoring of teaching and learning by the mathematics co-ordinator is very good and this enables her to give colleagues good support in response to identified need. In English and mathematics, there is detailed analysis of the attainment of individual pupils, classes and year groups, and results are used to set challenging targets for both teachers and pupils. This is a contributory factor to the improvement of literacy and numeracy throughout the school.
58. Appraisal of staff is well established. Staff development is used well to improve the effectiveness of teaching. This is amply demonstrated through the successful way in which the school has implemented the National Numeracy Strategy which is having a beneficial effect on standards of attainment. Arrangements for the induction of new staff and for supporting newly qualified teachers are fully in place. A recently qualified teacher is presently receiving good support from the headteacher, a colleague acting in the capacity of mentor and other senior members of staff. This support is having an enhancing effect on her teaching performance.

59. The effectiveness of the governing body in fulfilling its responsibilities is satisfactory overall. Members of the governing body have a good commitment to the school and confidence in the headteacher. They support her and the school well. The chair of governors meets regularly with the headteacher. Governors are kept well informed by the headteacher and the senior management team. However, the governing body is too reliant on these sources for information and has too few strategies for holding the school to account. Governors play only a limited role in monitoring standards within the school. However, they effectively monitor the impact of the literacy and numeracy strategies on the school and discuss target setting and pupils' annual performance in the national tests of attainment. As part of this process, the literacy governor has visited school and observed lessons. Some other members of the governing body have also visited classrooms to observe pupils at work but there is not yet a systematic programme of visits. At present, there is too little involvement of the governing body in the strategic management of the school. However, governors show a commitment to training and as a result, they are becoming better informed and better placed to play a greater role.
60. The headteacher is currently carrying out the responsibilities of special educational needs co-ordinator effectively. She has inherited secure systems and is ensuring that all procedures are carried out in accordance with the Code of Practice. Additional funds currently available are being used effectively to provide support assistants and teachers. However, in the larger classes at Key Stage 2, there is insufficient support to help class teachers meet the needs of all pupils. There is good liaison with outreach teachers who visit the school to work alongside pupils with behavioural difficulties.
61. The school's system for financial planning is good, as it was when the school was last inspected. The headteacher, in conjunction with the finance committee, carefully considers the budget each financial year. The budget is then set and submitted to the full governing body for approval. Spending is clearly focused on raising standards and addressing issues identified for priority. Funds have been targeted, for example at increasing the staffing level in order to meet the needs of the wide range of abilities in the large classes. This has been successful during the literacy sessions.
62. The school has effective procedures to ensure the cost effectiveness of the goods and services that it purchases and seeks several quotations for major items of expenditure before making a choice. Educational technology is used well in the administration of the school and provides the headteacher and governors with timely and relevant information for financial decision making. Regular reports about the school's financial position are presented to the governing body and governors are kept well informed, appropriately involved in making spending decisions and have a satisfactory oversight of the budget. Governors evaluate the effect of the school's spending decisions on standards. They receive regular reports from the headteacher, analyse statutory test results with the headteacher and make occasional visits. For example, the literacy governor has been in school to observe how resources allocated to the literacy hour are being used.
63. The school makes sure that all funds delegated for pupils with special educational needs and those with English as an additional language are used correctly and wisely. Grants for specific purposes, such as staff training, are carefully allocated to support school improvement initiatives as well as to meet the needs of all staff. Funds raised by parents are kept separate from the main school budget and are used well to improve the range of resources and equipment available for children. There are clear, effective routines in place for the day-to-day running of the school which are understood by staff, parents and children. As a result, the school operates very smoothly. The school's accounts have recently been audited and the minor recommendations have been addressed. Overall, the school makes good use of its available resources to promote children's learning and provides good value for money.
64. The school has sufficient well-qualified teachers to teach the subjects of the National Curriculum, religious education and children under the age of five. Many of the teachers have

been appointed during the last two years and they have a good range of experience. The subject co-ordinators have a clear understanding of their roles which include responsibility for the overall planning and resourcing in their subjects. There are five classroom assistants, three of whom provide support for pupils with statements of special educational needs. They work with the teachers and provide valuable additional support. In view of the large classes in the juniors, however, there is insufficient support for the significant number of pupils with special educational needs.

65. The school has good arrangements for meeting the professional development needs of staff. The headteacher and co-ordinator for staff development actively support the teachers and the effectiveness of courses is carefully monitored. The teachers are encouraged to share newly acquired knowledge and skills with their colleagues in the school. The level of support and training for newly qualified teachers is very good.
66. The accommodation is unsatisfactory, particularly in some of the Key Stage 2 classrooms where the large classes lead to cramped working conditions. In the open-plan infant classrooms, outside noise occasionally makes it difficult for some of the pupils to hear what is being said by their teachers and this has an adverse effect upon their learning. There are plans to build an extension to the existing classrooms in the very near future and many of the current problems arising from the overcrowding will be eased. The large playing field, extensive hard play areas and the nature area provide attractive and valuable resources for teaching and learning. The Nursery building is modern and attractive and provides a very good learning base for the youngest children. However, the under-fives in the Reception classes do not have access to a secure play area for vigorous play activities.
67. Resources for the teaching of mathematics, science, design and technology, art, music and physical education are good. They are satisfactory in English, science, history and religious education. Where there are good resources, they are stored effectively and are well managed. Large equipment for the under-fives in the Reception classes is lacking. The facilities for information and communication technology are also unsatisfactory. Many of the computers are out-of-date and the printers are inadequate. The school is aware of the present shortcomings and there are plans to establish a new computer suite in the proposed new building. The school library is too small and does not provide sufficient space for pupils to browse or to carry out independent research. Many of the books are stored on shelves which are too high for the younger pupils to reach. Again, the plans to include a new library in the new building will provide opportunities to overcome these problems.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education the governing body, headteacher and staff should:

Raise standards in religious education throughout the school by:

- completing and implementing a scheme of work in religious education which meets the requirements of the locally agreed syllabus and clearly indicates to teachers what pupils should know, understand and have the ability to do by the end of each year.

(Paragraphs: 33, 140)

Improve the quality of short-term plans in subjects other than literacy and numeracy by:

- ensuring that planning identifies more precisely what pupils of different abilities are expected to learn and do by the end of the session.

(Paragraphs: 13, 25, 30, 109, 146)

Provide additional support staff to assist teachers in meeting the needs of all pupils in the large classes.

(Paragraphs: 13, 25, 64, 109, 121)

#Continue to seek ways of improving the accommodation to meet the needs of the large class sizes.

(Paragraph: 66)

Ensure that the governing body fulfils its statutory responsibilities by being directly involved in development planning, budget setting, target setting and the critical review of achievements.

(Paragraph: 59) #This issue has already been identified by the school.

In addition, the following less important weaknesses should be considered for inclusion in the action plan:

- Achieve consistency in the quality of teachers' marking of pupils' work so that comments encourage pupils and inform them about ways to improve their work.

(Paragraphs: 101, 111)

- Improve the quality of information to parents with reference to pupils' attainment and progress over the year.

(Paragraphs: 52, 54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	31	36	29	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	252
Number of full-time pupils eligible for free school meals	0	44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	67

English as an additional language	No of pupils
Number of pupils with English as an additional language	62

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	5.3
National comparative data	5.4

Unauthorised absence	%
School data	0.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	16	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	14	13	16
	Girls	16	15	18
	Total	30	28	34
Percentage of pupils at NC Level 2 or above	School	86	80	97
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	15	16
	Girls	17	17	17
	Total	30	32	33
Percentage of pupils at NC Level 2 or above	School	86	91	94
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	17	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	13	14
	Girls	16	13	16
	Total	24	26	30
Percentage of pupils at NC Level 4 or above	School	71	76	88
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	6	10	11
	Girls	14	8	13
	Total	20	18	24
Percentage of pupils at NC Level 4 or above	School	59	53	71
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	10
Black – other	2
Indian	23
Pakistani	13
Bangladeshi	1
Chinese	0
White	137
Any other minority ethnic group	17

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	27.4
Average class size	31.5

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	90

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	10.5
--------------------------------	------

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	472806
Total expenditure	472533
Expenditure per pupil	1738
Balance brought forward from previous year	52670
Balance carried forward to next year	52943

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

273

Number of questionnaires returned

68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	36	10	3	0
My child is making good progress in school.	45	49	4	0	1
Behaviour in the school is good.	35	52	12	0	1
My child gets the right amount of work to do at home.	26	46	17	4	6
The teaching is good.	46	46	4	0	3
I am kept well informed about how my child is getting on.	42	45	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	61	29	4	4	1
The school expects my child to work hard and achieve his or her best.	65	32	1	0	1
The school works closely with parents.	42	41	13	0	4
The school is well led and managed.	59	32	3	0	6
The school is helping my child become mature and responsible.	48	42	4	0	6
The school provides an interesting range of activities outside lessons.	33	36	17	0	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Children under five are taught in a purpose built unit and the oldest ones in this age group are in three mixed age classes where there are Reception and Year 1 pupils. Children enter the Nursery with a broad range of attainment. At the time of the inspection, there were 51 part-time children and one full-time child in the Nursery and 15 full-time children in the Reception classes. Seven of the Nursery children were new entrants at Easter while this is the fifth term for the oldest ones.
69. The last inspection reported that under-fives were given a sound start to school in all the areas of learning. Inspection evidence shows that children make good progress and exceed the nationally recommended Desirable Learning Outcomes by the time that they are five, with regard to their skills in speaking and listening, mathematics, knowledge and understanding of the world, creative, physical, personal and social development. Early skills in reading and writing are as expected for their ages. Children are well prepared for the National Curriculum and within the Reception classes, they are able to follow appropriate programmes linked to it, if they are capable.

Personal and social development

70. Children make good progress and by the age of five, attain standards above those expected in this area of learning. They respond positively to the experiences offered them and show an eagerness to explore new learning situations. During the inspection, Nursery children shared favourite books with an inspector and asked questions about the purpose of the visit. They were keen to show what they could do when counting the wooden animals that they were putting in their own Noah's ark and were happy to find animals for others so that they could make a pair. Most children settle down quickly to tasks and become involved in what they are doing. For example, they showed particularly good concentration and persistence when they observed how water flows downhill by pouring water on sloping pieces of guttering and endeavoured to keep the flow moving. They are encouraged to care for the plants in the garden and happily take out the watering cans without being reminded. Children in both the Nursery and Reception classes behave very well and are secure in knowing what is expected of them. They deal with their personal hygiene well and help each other when putting on coats. They treat school property carefully and help to clear away or sweep up. In the Nursery, they learn independence early by selecting materials and activities. They help each other to find their name cards and are sensible when having their drinks. Children with special educational needs are clearly identified at an early stage and are well supported to help them to develop skills of co-operation and perseverance. Children are helped to consider values within their lives. When considering what is precious to them, they acknowledge that although a teddy bear looks old, he is still loveable. This helps them to realise that people are important according to what they mean to us personally. Reception children reflect on what they can do to make everyone's day a happy one.

Language and literacy

71. By the age of five, children attain standards that meet the nationally approved recommendations for children of this age in early reading and writing activities. In speaking and listening, they exceed the expected standards. A few children in the Nursery speak only briefly but most can make themselves understood and they have good opportunities to explain what they are doing and what they have observed in their activities. Language work underpins all the areas of learning and staff purposefully intervene in the activities and engage children in conversation. By the time that they are in the Reception classes, many children are fluent, articulate speakers who are keen to talk about what they have done. They respond quickly to

instructions and often reply to questions by answering in sentences and using the appropriate vocabulary to convey meaning. Children in the Nursery enjoy listening to stories such as Noah's Ark and 'Not now, Bernard' and are encouraged to express opinions. Reception children know many traditional tales, songs and rhymes. They handle books well and realise that print gives meaning. Some can follow the text accurately whilst others tend to memorise the words in their reading books. They tell the story from the picture and are beginning to answer questions about the events in a story. Their knowledge of initial sounds is good and the oldest children know how to put sounds together to form words. They easily identify blends such as 'th' and 'ch'. A format of the literacy hour is tailored to meet the needs of the youngest children. Handwriting is developing as a result of regular practice and letters are consistently formed when copying the teachers' model. With help from the teacher, the oldest children learn to write about their favourite animals and complete a sentence. Some opportunities exist for children to practise emergent writing in the Nursery during play and drawing situations and during role-play in the Reception classes.

Mathematics

72. Attainment by the age of five in mathematics is higher than the level expected. In the Nursery, children begin to use mathematical language such as 'more than' and 'less than' 'empty' and 'full'. They practise incidental counting in a variety of situations and make sequential patterns by threading cotton reels on a string. Many know that they have a pair of shoes and that the animals went into the Ark 'two by two'. They learn to sort equipment according to criteria such as colour, shape and size and many can say that the giant pictures are taller than they are. They demonstrate this by showing the height charts they have made from painted handprints. They explore concepts of capacity and measures when they use sand and water and fill containers with various items. When pupils in the Reception classes work with these substances, lack of adult support restricts the development of their knowledge and understanding. The curriculum for children in the Reception classes dovetails well with the National Numeracy Strategy for children who are capable of tackling work at Level 1 or beyond. Challenging work is provided for all capabilities. Mathematical vocabulary is further extended when pupils make comparisons between items to discover which is the longest or shortest. Number games are thoughtfully planned and also help children to use their initiative and develop social skills. A good example is when children roll dice, write down the numbers and calculate what is 'two more'. Higher attainers successfully add and subtract with the help of number lines while those who are lower attainers are helped to see the sequence of numbers by joining up numbered dots to form a picture. Reception children confidently name squares, triangles and circles and identify identical shapes in a picture. Some of them can pick out a cone from a selection of solid shapes. By the time that children are in the Reception class, they have enough writing skills to carry out simple mathematical exercises in a commercial workbook.

Knowledge and understanding of the world

73. Attainment in this area of learning exceeds the standards expected by the age of five, and children make particularly good progress as a result of a wide range of first-hand experiences. The Nursery garden enables children to observe growth at first hand. They dig in the ground and notice minibeasts. This term the focus is related to discovering the properties of water in the work linked to Noah's Ark. With enthusiasm, they build a watercourse from lengths of guttering, learn about a 'flood' and watch how water alters substances such as paper and paint. They test out different containers for effectiveness and notice the different rate of 'disappearance' when water is poured on soil or through sand. By making rock buns, they notice that certain ingredients become changed when they are cooked. This work is further developed in the Reception classes when children heat chocolate and learn that it becomes a liquid, but hardens when cooled. Older children accurately identify minibeasts and realise where woodlice can be found. Observational skills are developing well when children sort and classify animals into different sets and decide how they know which flower is alive when they compare real flowers

and silk ones. This helps them to begin to explain the differences between living and non-living things and they learn that plants require light, water and food in order to grow. They realise how they have changed since they were babies and early geography skills are encouraged when they recognise aspects of their environment, such as changes in the weather and in the seasons. Nursery children have good opportunities to practise skills in cutting and joining materials. In the past, they have successfully designed and made simple boats and castles. Reception children design and make flags for a sandcastle and join fabrics by stitching and gluing when making hand puppets. A comprehensive range of construction equipment provides opportunities for children to test structures and assemble toys. Many children are confident when using computers and accurately operate a mouse to access different programs.

Physical development

74. By the time that they are five, children exceed the standards expected. They handle small tools such as pencils, scissors and glue spreaders with competency. Good opportunities exist for children to paint with different sized brushes and practise writing patterns, mould clay and play dough, and balance bricks. They take apart and build with construction toys, manipulate jigsaw pieces, pour water and sand into containers and place items accurately when engaged in small world play. They are adept at operating a mouse and pressing the keys on a computer. When dressing after physical education activities, they practise fastening buttons and putting on shoes. All these activities help children to develop fine muscular control. When working outside, Nursery children develop their co-ordination skills by pedalling tricycles, manoeuvring wheeled vehicles, carrying equipment, climbing and balancing on the adventure equipment. The staff make good use of the playground outside the classrooms but there is no dedicated enclosed play area for use by the under-fives in the Reception classes. This means that they do not have opportunities throughout each day to develop their large muscular skills. The school is aware of this current situation and the new building plans should rectify it. Reception children have access to the playground and the hall for physical education during the week. Most children show that they are developing good skills when running, jumping, using small apparatus and throwing and catching a ball or a beanbag. Where skills are proficiently taught, as was seen in a mixed class of Reception and Year 1 children, progress is often rapid.

Creative development

75. Children's creative development is higher than expected for their age by the time that they are five. Nursery children paint accurate pictures of rainbows and name the colours that they use. They experiment with different shades of blue, add white and also test how colours run together to give an effect like the sea when paint runs together when applied to wet paper. Opportunities to look at rainbows and reproduce them show that children are developing good skills. Reception children know how to mix paints to produce other colours and paint effective portraits. Nursery and Reception children print using their hands, string, sponges and classroom equipment. Collage work is well featured and is linked to the investigation of different types of materials. Children discover that they can weave using paper and fabric and they also experiment with stencils. They learn to paint boxes when using these to construct a building and realise that the paint must be of a certain consistency to cover the cardboard. Class pictures sometimes call for a corporate effort and others reflect part of a story such as the 'Three Little Pigs'. These examples are striking and are useful for developing social and language skills. Nursery children enjoy Nursery rhymes with actions and explore the beat in a song such as 'This old man'. Children in the Reception classes sing competently. They memorise the words and follow simple tunes accurately, and when marching, they keep to the beat. During assemblies, they try hard to join in. When using percussion instruments, they investigate the different sounds that can be produced, make up group compositions and follow a conductor. They are particularly adept at watching when particular coloured squares are shown, as these are the signals for them to play. Role-play activities allow children to engage in dramatic play but these are not always linked to the imaginative topic themes or considered within the daily plans.

76. The quality of teaching and learning in the Nursery and Reception classes are good overall in all the recommended areas of learning. In creative elements, knowledge and understanding of the world and aspects of language and literature, very good teaching was seen with some excellent teaching in physical education in one Reception class. Strengths in the teaching relate to teachers' positive and imaginative approaches and their skills in managing children. These are often very accomplished when individuals present difficulties and need personal support as was seen during sessions in the Nursery. Similarly, competent skills in organisation were seen in the Reception classes. On one occasion, a supply teacher, new to the school during the week of the inspection, coped admirably in a literacy session with a class of the youngest Reception children in the school, the majority of whom were under five. The only support she had was from a student nursery nurse. Staff work together well and in the Nursery there is good support from the nursery nurse. Children relate well to adults and accept those who sometimes come in to help with practical activities.
77. In the Nursery and Reception classes, although activities are thoroughly planned, they are not always appropriately referenced to the Desirable Learning outcomes for five-year-olds. Within the Reception classes, planning tends to be subject focused and the accommodation limits some of the creative, physical and role-play possibilities. Structured and self-chosen play which often helps children to build up early concepts of language and mathematics through first-hand experience is not particularly well defined in planning and practice for the children who are under five in the mixed age Key Stage 1 classes.
78. The provision for children aged under five is satisfactorily managed. Although there is no separate early years scheme of work, each of the curriculum areas has identified provision for the under-fives. Currently, there is monitoring of the teaching and learning for children in the Reception classes by the early years co-ordinator who is based in the Nursery. The local education authority's baseline assessments are implemented in the early weeks of the Reception intake to assist teachers in establishing starting points for learning. Good observations of the children's stages of development occur in the Nursery and these help the staff to chart progress in areas such as skills in drawing, manipulative control, children's understanding of numbers and their ability to put items in a sequence. All teachers make good use of ongoing assessment to guide children, intervene where appropriate and give praise and encouragement.
79. Induction procedures are good and parents are kept well informed about their children's progress. They have opportunities to visit the school formally but are welcome to discuss problems and concerns on a day-to-day basis. Resource provision is good in the Nursery and parents make important contributions to the equipment by successful fundraising. The outdoor area in the Nursery is used well for a range of imaginative activities. In the Reception classes, resources are adequate for the under-fives but they do not have their own large equipment, toys and sufficient space for the necessary outdoor play and indoor role-play areas.

ENGLISH

80. At the time of the last inspection, standards were well above average and particularly high at Key Stage 1. Standards of attainment in the 1999 National Curriculum tests show that in Key Stage 1, the number of pupils reaching Level 2 and above is close to the national average. Writing at Key Stage 1 is below the national average at Level 2 and above the national average at Level 3. When compared to schools in similar context, pupils' standards are broadly in line in reading and above the national average in writing. Girls outperform boys; girls attain above the national average in both reading and writing whilst boys are close to the national average in reading and writing.

81. At Key Stage 2, the 1999 National Curriculum tests show that standards of attainment are close to the national average at both Level 4 and Level 5. In comparison with similar schools, the standards are average. Girls outperform boys; boys are close to the national average whilst girls are above.
82. As in the last inspection, standards of speaking and listening are above the national average at the end of both key stages. Some pupils already speak confidently when they start in the Nursery and Reception classes. The teaching for these younger children ensures that this good foundation is built upon effectively. Most pupils listen carefully to clear instructions. The targeted questions in the word level work build well on pupils' vocabulary and many are articulate when explaining the meaning of the words in the text.
83. The re-grouping of the Reception and Year 1 classes for the literacy hour is effective in promoting listening and speaking. The teachers are able to target their questions specifically to the narrower range of ability. In spite of the open-plan nature of the accommodation and associated noise levels, the quality of most pupils' learning is good. Good teaching in Year 2 ensures that all the pupils listen attentively when revisiting the current big book story. Most pupils, and particularly the higher attainers and average pupils, reply clearly and succinctly to the questions. However, some lower attainers and pupils with special educational needs do not have sufficient opportunities to answer at length during these sessions. Learning in listening and speaking is good at Key Stage 2. However, there are variations. In spite of the teachers' best efforts, it is very difficult for them to include the full range of pupils in question and answer sessions and discussions.
84. By Year 6, most pupils have good opportunities to extend their speaking and listening skills. For example, in a lesson looking at language conventions, the interesting material and lively presentation ensured enthusiastic participation. The teachers' skilful questioning enabled most pupils to contribute to the discussions. Pupils with special educational needs and those with English as an additional language are given some good opportunities to extend their listening and speaking skills. For example, in Year 2, after the shared text session, a support teacher worked with a small group, ensuring that they had more opportunities to talk at length about their ideas. Similarly in Key Stage 2, additional support was also provided for these pupils to listen, talk and discuss in a small group after the shared text session. As a result, the quality of learning for these pupils was good.
85. As in the last inspection, by Year 6, many pupils read fluently and with confidence. Progress in reading is overall satisfactory, and for higher attainers throughout the school, it is good. The school has judiciously tried to include the best of the previous practice, such as hearing individual readers with the introduction of the literacy strategies such as word level work and guided reading. At Key Stage 1 again, the re-grouping of the Reception and Year 1 pupils and the systematic and effective teaching of phonics within the literacy hour ensures good learning for most average and high attaining pupils. The carefully planned structured text and word level work enables most pupils to make good progress in relating the written word to sounds. The pupils enjoy the teachers' approach to this aspect of literacy. In one lesson, rhymes were used to help the pupils to understand the sounds made by two different vowels in the same word, for example 'boat'. The pupils learned that 'as the boat goes out, the first vowel 'o' does the talking and the second vowel 'a' does the walking'! In an enjoyable fashion, the pupils quickly learned this and were able to apply this learning later in the lesson.
86. By Year 2, high attaining pupils read accurately using all the strategies. They can retell a story and talk about a favourite character. They understand the use of index and content. Average pupils use most, but not all the strategies they need to have in order to become competent readers. Low attaining pupils read texts which match their ability and can retell a story which they have enjoyed. Pupils with special educational needs, when supported by an adult, make

good progress. When this is not available, satisfactory progress is made towards their individual targets.

87. A wide variety of reading schemes is used well to provide progression in skills and also to enable progress to be recorded. A wide range of reading books is also available within the classroom. Reading books are taken home regularly, and comments in the reading record show that most parents are actively involved in their children's learning.
88. Good progress is made in reading throughout Key Stage 2 for the high attaining pupils, who have a genuine love of books. By Year 6, they are enthusiastic readers of a range of authors and genres and are developing the difficult skills of inference and deduction. Progress for average pupils is steady and by Year 6, the standard of their reading is in line with the national average. These pupils read self-chosen texts independently using all the strategies. The progress of low attaining pupils and pupils with special educational needs is variable. Although they read the words accurately, their reading lacks expression and they do not always fully understand the plot. The wide range of reading books which has been extended and improved since the last inspection is used very effectively. The study of literature enhances the provision for both the cultural and spiritual development of the pupils. Most pupils can use information, index and contents pages. As in the last inspection, the library is underused.
89. By the age of seven, standards in writing are average. Some pupils by seven can join their writing and most attempt to join their writing. The high expectations of teachers have ensured that both handwriting and presentation have improved since the last inspection. The teaching of writing during the inspection week and evidence from pupils' books showed a good understanding by the teachers of the range and purposes of writing and the need for the progressive teaching of skills in a meaningful way. For example, in Year 1, using a poem, the pupils were reminded about capital letters and practised the use of commonly used words. In Year 2, in learning to plan a story, the high attaining pupils effectively used their skills in spelling and punctuation to write about 'Julia and Huey's Surprise'. As a result, high attaining and average pupils use the basic punctuation of capital letters and full stops and write clearly and legibly. These pupils spell key words correctly. The handwriting of low attaining pupils and those with special educational needs has improved greatly since September. Their letters, although large, are clearly shaped and positioned. High attaining pupils are writing in extended sentences, but not always at greater length.
90. Attainment in writing at Key Stage 2 in most lessons during the week of the inspection was good for the majority of pupils, but over time, there was some variation. Over time in all classes, the pupils continue to develop the range and purpose of their writing effectively using the guidance suggested in the literacy strategy. Examples include stories, factual accounts and persuasive writing. In some classes, the pupils' poetry writing was of high quality. Well-developed links with other subjects are made in some classes. For example, the story of Theseus in an historical study of Ancient Greece and a factual account of everyday life in Tudor England. However, this is not consistent and there is insufficient evidence of writing across the curriculum in other subjects such as geography, history and religious education. By Year 6, high attaining pupils use a broad vocabulary and a wide range of punctuation effectively. Average pupils' writing is organised, clear and legible and punctuation is accurately used. Pupils with special educational needs, when receiving additional support, make good progress in their writing. Information technology is being increasingly used to support drafting skills and presentation.
91. The quality of teaching throughout the week of the inspection ensured that in most lessons, the pupils behaved well, co-operated together effectively and worked hard. The introductory sessions were successful in interesting and challenging the pupils. However, in some larger classes at Key Stage 2, some low attaining pupils and pupils with special educational needs had difficulty in sustaining concentration for the whole period. In independent sessions, although again behaviour was good, when the planned task did not accurately match the pupils' ability and they did not receive the help they needed, the pace of their work slackened. During

the week of the inspection, at both key stages, a high proportion of teaching was good and this was reflected in the good learning which took place. Over time, evidence from the pupils' work shows that the teachers have high expectations of presentation and quality and the majority of them add constructive comments to pupils' work in order to help them improve. In all classes at Key Stage 2, significant amounts of writing are produced. In some classes, the written tasks show that they are based on the pupils' attainment. For example, more challenging tasks are set for the high attainers. The teaching throughout is characterised by an appropriate emphasis on basic skills, a high level of teacher knowledge, very good management of pupils and effective quality and use of assessment. Of particular value in the development of listening and speaking is the consistent use of drama. In some classes, homework is used effectively to extend the work done in school, but this is not consistent.

92. In all classes, the support for special educational needs pupils is used well and there is effective liaison between the teachers and the support staff. In some larger classes at Key Stage 2, the significant proportion of low attainers and pupils with special educational needs means that support provided is insufficient and the pace of learning for these pupils is reduced.
93. There has been, and continues to be, a consistent drive to raise standards. Pupils' progress is regularly monitored and assessment information is used well. Resources for use during the literacy hour have been purchased, but much is still reliant on the individual teacher's initiative in preparing material for the independent session. Reference material in the library is adequate but because of its cramped nature, some shelves are inaccessible to pupils. The wide variety of well-presented work on display enhances the environment and celebrates the pupils' success in many areas of the school. The recently appointed co-ordinator for English, currently working alongside many teachers in the classroom, is well placed to monitor and assess the effectiveness of the literacy strategy.

MATHEMATICS

94. The good standards in mathematics reported on at the end of both key stages in 1996 have been at least maintained and in some areas built on. As a result of the successful implementation of the National Numeracy Strategy, standards of numeracy have improved throughout the school.
95. In the 1999 national tests for seven-year-olds, 97 per cent of pupils attained Level 2 or above. This is well above the national average. The percentage of pupils achieving Level 3 or above was 29 per cent, which is above the national average. Pupils performed well in all aspects of mathematics, including number and algebra, shape, space and measures, and using and applying mathematics. When compared with schools deemed to be similar in nature and context, the pupils' performance in the mathematics tests is above average. Taking results from the four years 1996 to 1999 together, performance of pupils in tests in mathematics is above the national average.
96. In the 1999 national tests for eleven-year-olds, 76 per cent of pupils attained Level 4 or above. This is above the national average. The percentage of pupils achieving Level 5 or above was 41 per cent, which is well above the national average. When compared with schools deemed to be similar in nature and context, the pupils' performance in the mathematics tests is above average. Taking results from the four years 1996 to 1999 together, performance of pupils in tests in mathematics is slightly above the national average. The performance of boys was not as good as that of the girls at Key Stage 1 but was better than the girls in Key Stage 2.
97. Discussions with pupils, observation of mathematics lessons and a careful study of pupils' previous work largely confirm the results of the statutory assessment tests. Inspection evidence shows that the attainment levels of the present seven-year-old pupils are above national expectations. Taking the same elements into consideration, the work of the present eleven-year-old pupils is in line with national expectations. The reason for the slight discrepancy in

performance of this year group of pupils compared to last year's group is due to the fact that the present Year 6 contains a significant number of pupils with special educational needs.

98. The pupils show a positive response to their work in mathematics. Pupils of all attainment levels make good progress throughout both key stages. This is largely due to good lesson preparation. Teachers prepare work which meets the learning needs of all pupils, challenging the high attaining pupils and meeting the requirements of pupils with special educational needs. Pupils with special educational needs and those with English as a second language are well supported. These pupils are set appropriate targets for numeracy work. The level of support they receive and the realistic targets set contribute to the good progress they make,
99. Overall, standards of numeracy of seven-year-olds are good. In Year 2, most pupils add and subtract numbers to 20 accurately using appropriate strategies. They explain, with encouragement, how they find the answer. They can count sequentially and order numbers up to 100. They can count on in twos, fives and tens. The higher attaining pupils can continue a given sequence by counting on and can recognise the point at which the sequence is broken. This represents good achievement. Pupils are developing their understanding and knowledge of shape well. For example, higher and average attaining pupils can describe the properties of a square. Pupils' understanding of movement and direction is good. Higher and average attaining pupils use a good range of mathematical vocabulary when discussing their work, for example they use words like 'clockwise', 'anticlockwise' and 'right angle' when describing directional turns. Lower ability pupils correctly use the terms 'straight line', 'forwards' and 'backwards' when describing direction. There is an appropriate emphasis on numeracy and this makes a significant contribution to the pupils' understanding. By Year 6, pupils have a secure grasp of number. They confidently use a range of strategies when calculating and applying the four rules of number. For example, when multiplying a two digit number that is either one short of or one above a multiple of ten, they will multiply it by the multiple and then deduct or add as appropriate the number from their answer. Year 6 pupils have a good understanding of decimal fractions. They use this understanding to describe and compare proportions of a whole. Higher attaining pupils can calculate fractional parts of quantities and measurements. They use their understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. Average attaining pupils order decimal fractions to three places of decimals. Lower attaining pupils are beginning to use decimal notation. Above average pupils have good knowledge of data handling. They collect discrete data which they record using frequency tables. Standards of numeracy of eleven-year-old pupils are good.
100. The teaching of mathematics is good. Teachers have a good knowledge of mathematics. They encourage pupils to explain their mathematical thinking and place an appropriate stress on the development of mental mathematics. They use ends of sessions well to consolidate and assess pupils' learning. Throughout the school, pupils' mathematical vocabulary is being systematically developed. Teachers have good expectations of pupils of all levels of attainment.
101. Teachers make good use of both formal and informal assessment. They mark pupils' work regularly and most make helpful and encouraging comments in pupils' books. This contributes to pupils' learning. Satisfactory records in their monitoring of pupil progress are maintained which enable the teachers to plan well. Most lessons include a range of appropriate activities that meet the learning needs of most pupils, including those with special educational needs. Some activities consolidate previously learnt skills and others help pupils to develop new skills and understanding. Most lessons have well-defined learning objectives which are made clear to pupils. For example, in one good lesson observed, a class of Year 2 pupils were studying movement and direction. The teacher made it clear to the pupils what they would be doing in the lesson, gave them clear instructions and set them a range of tasks that were appropriate for their learning needs. In this lesson, pupils with special educational needs and the below average attainers were well supported throughout. Towards the end of the lesson, the teacher went back over previously covered teaching points and spent some time re-inforcing learning.

Throughout this lesson, pupils sustained good levels of concentration and pupils of all ranges of level of attainment made good progress.

102. Pupils behave well in mathematics. Their consistently good behaviour in mathematics lessons contributes to the pace of learning in the subject. They co-operate well when working in groups, particularly when solving mathematical problems together. For example, a group of lower attaining pupils was observed working together with teacher support successfully programming a *Roamer* floor robot with quite complex directions in order to make it follow a prescribed path. Pupils are keen to respond to teachers' questions.
103. Pupils use mathematics in other areas of the curriculum and this contributes towards learning. For example, children in the Reception classes sing and play number games. Year 2 pupils count beats in music and sometimes use numbers when describing rhythm. Key Stage 2 pupils measure weight, length and capacity in science. Key Stage 2 pupils use their knowledge of symmetry to produce graphic designs in information and communications technology. In several classes, pupils use time-lines in history to represent events chronologically.
104. There have been significant improvements in the provision for mathematics since the last inspection. The school has successfully implemented the National Numeracy Strategy and this has contributed to the pupils' good progress in numeracy at both key stages. The co-ordinator gives very good leadership. She is experienced and knowledgeable and she is committed to raising standards of all pupils. Her management of the subject is effective and efficient. For example, teaching, pupils' work and planning is carefully monitored and in-service training is arranged for staff. In this way, teachers are well supported in their teaching. Good assessment procedures are in place. The co-ordinator examines assessment test results thoroughly and uses the results of her analysis to build a clear view of the subject's strengths and weaknesses. Learning resources are good and teachers use them effectively. Insufficient use is made of information and communication technology and homework to support pupils' learning in mathematics.
105. In light of the co-ordinator's good influence, the continuing impact of the successful implementation of the numeracy strategy and the teachers' commitment to raising levels of attainment, the school is well positioned to sustain or improve upon its performance.

SCIENCE

106. Pupils' attainment at the end of Key Stage 2 is at the expected level and is above national expectations at the end of Key Stage 1. The previous inspection deemed standards to be above national expectations at the end of both key stages. Analysis of the national end of Key Stage 2 tests for Fullwood School in 1999 shows that, compared with all schools, standards were above national expectations at both the average Level 4 and the higher Level 5. When compared with schools in similar contexts, the test results showed pupils to be attaining above average standards. The assessments made by teachers were not similar to the test results. Trends prior to 1999 reveal that standards are close to the national average. There was no significant difference in the performance of boys and girls. In the 1999 assessments by teachers at the end of Key Stage 1, standards were above average at Level 2 and well above at the higher Level 3 when compared with all schools as well as with similar schools. The difference between the National Curriculum tests and the findings of the inspection arise because: the group of pupils at the end of each key stage being tested was different from those being inspected; the inspection takes account of a wider range of knowledge, skills and understanding than do national tests.
107. In Key Stage 1, younger pupils are beginning to use scientific vocabulary with increasing confidence and understanding and make good progress in their investigative skills. For example, they investigate the properties of a range of materials and understand why some materials are useful for specific purposes. For example, that plastic is best suited for a rain hat

and that some materials absorb water better than others. Most know that materials change their state by heating and higher attaining pupils know that bread once toasted is in a permanent state. Pupils compare the difference between real and plastic flowers and know about the life cycle of a frog. By the end of the key stage, they enthusiastically investigate the best place for keeping ice frozen and most know that when water is heated it changes into steam. They make satisfactory predictions about the outcomes of an experiment and most have some understanding of a fair test. Pupils investigate the immediate environment when looking at the habitats of various creatures and know that it is important to take care of the environment.

108. In Key Stage 2, pupils build on their earlier knowledge of materials. They understand that materials can be solids, liquids or gases and that the properties of certain materials make them suitable for different uses, such as insulators and conductors. Younger pupils confidently build switches and make good use of them when designing toys with lights. They know that a break in the electrical circuit will not make a bulb light up. Most understand the importance of a fair test and predict, test, refine and evaluate their work when investigating which paper glide falls to the floor in the shortest time. By the end of the key stage, most pupils have made considerable progress in answering factual questions, using appropriate scientific terminology and planning and recording experiments in a logical manner. For example, they describe the function of the heart, know that Newton measures are used to measure the force needed to move different objects and the fair test during investigations. Most use scientific vocabulary well and demonstrate a good understanding of such terms as 'photosynthesis' and 'ecosystems'.
109. The quality of teaching and learning, including that for pupils with special educational needs and those with English as an additional language, are good in both key stages. Teachers have a secure understanding of the science curriculum and there is a clear emphasis on experimental and investigative science throughout the school. However, teachers' planning and a scrutiny of pupils' work show that although teaching is good overall, there are some weaknesses in current practice which limits the progress that pupils make in Key Stage 2. For example, all pupils are often given the same task regardless of their abilities. This is sometimes too challenging for the lower attaining pupils because support is not always provided in science lessons in the large classes to assist the teacher in meeting the needs of all pupils. Medium- and short-term plans do not always provide sufficient detail of how the work is to be matched to the different groups of pupils or what pupils are expected to experience or learn in each lesson. Neither do they make appropriate reference to the levels of attainment that pupils are expected to reach. Consequently, it is difficult for teachers to assess pupils' attainment and progress and set work which is suited to pupils' needs.
110. In the lessons observed, the objectives were discussed with the pupils so that they knew what they were supposed to learn thereby enabling them to make good progress in the session. Questions were used well to make the pupils think for themselves and to apply previous learning – 'How can we calculate the volume of water displaced'? In response to this, pupils willingly answer questions and often make valuable contributions to class discussions. This was particularly noticeable in a Year 6 lesson about the displacement of water. Pupils made informed and pertinent comments and accurately recalled previous work covered on volume in mathematics which enabled all pupils to share their knowledge and make progress. The management of the large class size was very good and promoted a good working atmosphere. Pupils enjoy their lessons and are eager to do well and reach the highest possible standards. They take turns and handle resources confidently Behaviour is good in lessons and pupils work together well and listen to the views of others. However, younger pupils become restless when introductions are too long.
111. The subject is well managed by a knowledgeable and competent co-ordinator who is well aware of the strengths and weaknesses of science in the school. She has produced an action plan which includes the review of the present scheme of work and the arrangements for teaching science consistently throughout the year. Teachers' planning and pupils' work, especially in experimental and investigative science, are monitored. However, there have been no recent

opportunities to monitor the teaching and learning of pupils in lessons due to the national focus on literacy and numeracy, and staff absences. This was identified as an area of improvement at the time of the last inspection. In both key stages, teachers mark pupils' work regularly. However, comments do not always provide guidance to pupils as to how they can improve their work. Information technology is not well used as a tool to support work or to improve presentation in science and limited use is made of homework to enhance learning. Resources are very good and fully support the teaching and learning of science throughout the school.

ART

112. During the course of the inspection there were limited opportunities to observe the teaching of art and no teaching was seen in Key Stage 2. Evidence gained from displays, teachers' plans, photographs, the scrutiny of work and discussions has been used as a basis for reaching judgements. These show that standards in art continue to be higher than would be expected for the pupils' ages at the end of both key stages. The quality of detail in observational drawing and skills in the application of painting techniques across the school are of a particularly high standard. Pupils, including those with special educational needs, make good progress throughout the school.
113. By the age of seven, pupils know about the visual effects of hot and cold colours when they mix shades of paint to produce striking pictures of the Great Fire of London and winter tree prints. Good pencil control, an understanding of techniques and pleasing use of colour are demonstrated in pictures about the changing seasons. The youngest pupils observe carefully and represent objects well when they work together to make collages of 'The Three Little Pigs'. Individuality is expressed through the use of clay and computer generated symmetrical patterns. Pupils use their imaginations when they produce their first impressions of Tesco and paint pictures of 'How we will live after another 100 years'. They discuss their work as they test out the effects of printing, and measure, cut, sew and model with care. Achievement is good because of the impact of the quality of teaching, regular opportunities to apply skills across the curriculum and the wide range of resources that are available.
114. Throughout Key Stage 2, pupils continue to develop their skills. They show a good eye for detail and give sensitive responses to a range of media and stimuli. Pencil, charcoal and pastel drawings of electrical items, plants and animals, and Greek artefacts demonstrate well-developed skills of the use of shading techniques. Watercolours based on local history scenes, landscapes and spring flowers show their ability to mix colours and use subtle shades. Various pieces of work on the theme, 'Nature through the eyes of artists' and 'Famous Paintings reproduced', are mature and accomplished. In their work on sources of light, Year 3 pupils have produced outstanding pictures based on Giacomo Balla's 'Street Light' pictures by applying imaginative wax crayoning and textured techniques. Portraits of the Tudors by Year 4 pupils are intricate and carefully executed. 'Magical moments in the ecology area', produced by Year 5, shows how pupils are able to produce exceptionally detailed sketches of trees and ponds and skilfully incorporate pen and painting techniques within their sketches. By Year 6, pupils paint complex scenes about Ancient Greece, copy designs, use papier-mâché and know how to make clay pots.
115. The previous inspection findings were that the quality of teaching was judged to be 'sound and occasionally good or excellent'. Currently, the quality of teaching and the quality of learning are consistently good.
116. Teachers have good subject knowledge and prepare stimulating lessons that take advantage of high quality and easily accessible resources. They demonstrate techniques well and teach the necessary skills as was seen when Year 1 pupils investigated the properties of clay and learned how to make textured finishes with tools when producing houses. This is an example where careful preparation and particularly good intervention by the teacher enabled pupils to learn in a pleasant atmosphere. As a result of skilful organisation and management, frustration was

minimised and pupils could concentrate on adding details to their work. They were secure in understanding what was expected, behaved well and learned to work together productively, sharing tools and equipment sensibly. Teachers in Key Stage 2 help pupils to apply their knowledge and skills through broadening their exposure to art and artists from other times and by planning imaginative artistic aspects to the work in history, science, religious education and design and technology. These opportunities make an important contribution to pupils' cultural development, although there are fewer examples of the study of art from around the world.

117. The quality of subject management is good. The headteacher is overseeing art at present in the absence of a co-ordinator. Pupils' visual education is extended by visits to galleries and by observing artists and crafts people at work. Sketchbooks are used as a form of recording progress in Key Stage 2 and folders are kept with examples of work but there is no whole-school format for tracking the development of skills. Teachers and pupils appraise each other's work, however, and the many examples of art on display allow members of the school community to see the progress that is being made across the school. The scheme of work provides useful support when planning. Resources continue to be good and are used well.

DESIGN AND TECHNOLOGY

118. There were few opportunities to observe the teaching of design and technology during the inspection. Evidence from displays, photographs, pupils' written work and discussions shows that pupils, including those with special educational needs, make good progress and by the end of both keys stages, they attain standards that are above average for their ages. This represents an improvement since the last inspection when attainment in skills, knowledge and understanding was judged to be 'at least in line with national expectations and often good'.
119. By the time that they are seven, pupils have experimented with constructional equipment to discover which structures are the strongest when they attempt to build tall towers and make houses for animals by constructing boxes with paper and card. They know how to mark out paper and textiles with simple shapes, cut them out and join them by glueing and stitching. They understand that the making process begins with a plan. With support, they make paper patterns of hand puppets, evaluate them, identify appropriate materials and select them accordingly. The quality of stitching is of a particularly high standard for such young pupils, and teachers have allowed pupils to develop their own original ideas and produce individual end products. Pupils in Year 1 are developing a good knowledge of levers and sliding mechanisms when they investigate pop-up books and lift-up flaps. They quickly make their own levers and pivots, learn to punch holes and apply split pins to make animal pictures with moving ears and legs or a crocodile with an opening and closing mouth.
120. As pupils move through Key Stage 2, the design process continues to be developed. In Year 3, pupils design a bag that will carry two tins of baked beans and use tools adeptly to join wood at right angles in order to produce picture frames. Pupils in Year 4 decide what they will need to make their favourite sandwich and recognise a cam movement when designing a toy with movable parts. Year 5 pupils investigate slippers by taking them apart and then designing their own. This involves careful measurement and real design for a purpose. Thorough evaluations of their finished efforts are honest and in some cases, pupils register their disappointment that the slippers do not fit their feet properly. This leads them to realise the need to problem solve and refine their work. By the time that they are eleven, pupils have designed and made models powered by electric motors and with a gearing system. Photographic work shows the use of a digital camera as a record of the 'making process'. Some of the work reinforces aspects of science well when pupils use switches and bulbs in their models, and design a healthy menu. Over the last two years, work has also included sophisticated work on pneumatics when Year 5 pupils designed and made imaginative gardens with two moving parts.
121. The quality of learning and teaching is at least good. Pupils with special educational needs in Key Stage 1 make good progress because teachers are aware of their needs and provide

effective support. This is not the case in the large classes in Key Stage 2 where support is limited. Pupils with English as an additional language make good progress, in line with other pupils in the same classes. In the two lessons seen, the teaching was good and very good. Preparation was thorough with excellent examples of models and demonstrations of techniques in the 'Blue Peter' style to show pupils 'ones that I have made earlier'. This approach did not encourage them to reproduce work just as they were shown but helped them to see the possibilities of adapting the techniques to their own designs and original ideas. The management of pupils and the organisation of activities were very accomplished and purposeful. Teachers have very positive relationships with pupils and give them support and encouragement, especially when they are very young and have grand plans but have not yet developed the skills to put them into practice.

122. The quality of the finished work and the effort taken to display it attractively shows that teachers have high expectations and these are conveyed to pupils. As a result, pupils set themselves challenging goals, concentrate and persevere with the tasks, pay attention to detail and take an evident pride in presenting their work well. Several have evidently worked together on projects and this in itself promotes their social development. Pupils benefit from the good quality resources and their accessibility.
123. The subject receives a very good lead from the co-ordinator who organises the subject documentation well, supports staff and has a clear view of the future direction of the subject. The Qualifications and Curriculum Authority scheme has been carefully adapted according to the school's needs. This includes assessment opportunities but at present there is no consistent format for the tracking of skills as pupils move through the school.

GEOGRAPHY

124. It was possible to see only limited teaching of geography during the inspection. However, other evidence indicates that the pupils' levels of attainment by the end of both key stages are at least in line with the levels to be expected nationally in this subject. By the end of Key Stage 1, pupils show a good understanding of the seasons and weather and this is extended to the wider world when they look at deserts, polar regions and the equatorial rain forest. They undertake a survey of the school environment looking at the different areas and how they are used. They develop a sense of caring for their school environment and are able to suggest ways in which it might be improved. In the lower juniors, pupils show a clear sense of place and direction when they plot their homes and journeys to school on a local map and they are able to use skills in information and communication technology to record their findings and draw conclusions. They are able to undertake fieldwork and examine issues as, for example, when they study the local High Street and compare it with the roads around the school. They undertake a study of a village in India and use the information they gain to make comparisons with the British Isles.
125. Only one lesson in geography was seen in each key stage. However, those lessons, taken with evidence of the teachers' planning and from the pupils' work, indicate that teaching is at least satisfactory and sometimes good. There is a wide range of ability in classes and teachers do not always match the tasks set to the needs of differing individuals to enable them to make the maximum progress. The teachers use geography well, in line with their stated aims for the subject, to give pupils a better understanding of important environmental issues. This was clearly demonstrated in a lively discussion about some of the problems caused by traffic in the High Street but balanced by a consideration of some of the advantages of the motor car. The lesson was well managed and the majority of the pupils were encouraged to contribute. The pupils are keen to take part in discussions and they value opportunities to learn about their local environment and the wider world. The teaching has helped to develop in the pupils the sense that geography is both an interesting and useful subject. The teachers make good use of the school grounds and immediate locality which are used to provide opportunities for real and worthwhile investigations.

126. The newly appointed co-ordinator for geography has quickly gained an understanding of the strengths and areas for development in this subject. The draft plans described in the last report are now fully in place. The plans show good progression through the two key stages and will form a good basis for the introduction of the revised National Curriculum.

HISTORY

127. It was not possible to observe any history lessons in Key Stage 1 during the inspection. There was insufficient evidence available to support a judgement about standards of attainment reached by seven-year-olds. However, drawing evidence from a scrutiny of pupils work in history, teachers' planning and discussion with teachers, the evidence indicates that the planned programme of work is ensuring that pupils make satisfactory progress through Key Stage 1 in extending their knowledge of the past. Eleven-year-old pupils reach standards that are appropriate for their age.

128. Pupils in Key Stage 2 have a good knowledge of what life was like for the Ancient Greeks. They have carried out an extensive study of Ancient Greek civilisation, studying its culture and living conditions. They have a good understanding of the impact made by the Ancient Greeks on World history. These pupils also have a good grounding in history study skills. They are encouraged to find out about conditions in earlier times by studying a range of sources of information, including the examination of artefacts from bygone days. They are beginning to find answers that go beyond simple observation. By selecting and combining information from a range of sources, they are making simple deductions. In one observed lesson, Year 6 pupils were examining a collection of discarded rubbish from an unknown person and trying to assemble some picture of the person's lifestyle from the collection. With good support from the class teacher who posed a range of astute open-ended questions, they were encouraged to make a wide range of deductions from evidence. They both asked and answered a range of pertinent questions and successfully selected and recorded much relevant information.

129. As there were no opportunities to observe teaching and learning in Key Stage 1 there is insufficient evidence to support a judgement about teaching at this key stage. Teaching in Key Stage 2 is good overall and sometimes very good. All teachers successfully communicate a genuine enthusiasm for the subject to which the pupils respond well. Medium-term plans are satisfactory but short-term plans do not consistently identify the provision for the range of abilities. Teachers effectively engage pupils in discussion in which they participate enthusiastically. In one good lesson observed, the teacher discussed with pupils about how they knew toys they were examining were old or not, focusing on the materials of which they were made. She provided good opportunities for all pupils to contribute and extended or reinforced their vocabulary most effectively. Teachers make good use of various sources, including documents, photographs and artefacts, in their work. When studying the past, teachers encourage pupils to make comparisons between their own lifestyles and experience, and those who lived in other times. For example, when studying Victorian times, pupils from Years 3 and 5 are able to reflect on their experience of present times when comparing such things as Victorian schooling, toys and pastimes and the treatment of the poor in the Victorian era with the present day.

130. Teachers give pupils good opportunities to extend their literacy skills in history. They learn to search for information, for example, using reference books and other source materials. Older pupils are given opportunities for extended writing of their own in history. For example, Year 6 pupils were able to write about life in Ancient Greece, imagining themselves being transposed back in time.

131. The last report expressed concern over the absence of a detailed programme of work. This situation has now been remedied and there is satisfactory guidance available to teachers

detailing what should be taught in order to ensure that progress in learning meets National Curriculum requirements. The subject co-ordinator has only recently been appointed and is at present reviewing the teaching of history. He is beginning to identify appropriate priorities for development. One of these is assessment which is unsatisfactory, making it difficult to track individual pupil's progress in history.

INFORMATION TECHNOLOGY

132. Attainment in information and communications technology by the end of Key Stage 1 is in line with that expected nationally. Although no direct teaching was observed in Key Stage 2 during the inspection, other evidence indicates that standards of attainment are in line with national expectations by the end of the key stage. Pupils in Reception class control a mouse competently and use it to manage a variety of programs. By the end of Key Stage 1, pupils confidently load and save their work and use a word processor in their writing. They control a floor turtle and use a program to explore symmetry and produce symmetrical patterns. In Key Stage 2, younger pupils confidently record aspects of their local area on a database and produce information in graphical form in order to explain their findings. By the end of Key Stage 2, pupils use recorded voice, graphics and writing all combined in one presentation, as seen for example, in their work on Greece. They use their word processing skills in English to produce interesting accounts and poems. Although the level of attainment overall is satisfactory, the pupils in both key stages have too few opportunities to use information and communications technology to support learning in other areas of the curriculum.
133. Teaching in Key Stage 1 is satisfactory and there is a good balance between class discussion and individual or group work. The teachers have a good subject knowledge and the work in information and communications technology is soundly planned and meets the requirements of the National Curriculum. This is an improvement since the last inspection. Teachers establish good routines where pupils make sensible choices about using the computers. There is a good balance between group work and whole-class teaching. Class lessons seen where pupils were shown how to program a floor turtle and how to change the size of font had a very positive effect on how the pupils gained new skills. The pupils enjoy their work and they co-operate well together. No direct teaching was seen in Key Stage 2 but evidence from the pupils' work and from the teachers' planning indicates that teaching is at least satisfactory although it does not identify provision for the range of ability. Pupils in Year 6 enjoy showing their work on Greece. They work well together and offer good support when needed.
134. Resources have not improved significantly since the last inspection. Many of the computers and printers are now old and out-of-date. Not all the computer trolleys are at the right level for the younger pupils who have to stand in order to reach the keyboard and to see the screen. This limits their progress. Finance is available to upgrade the information and communications technology equipment and firm plans are in place to develop a new computer suite in the proposed new building. There are also plans to increase the level of adult support in information and communications technology lessons. These proposals will provide good opportunities to improve the teaching and learning in this subject and for pupils to have more opportunities to practise their skills. The school has produced a good information and communications technology development plan which includes detailed proposals for assessing and recording pupils' progress. The plans show a good level of detail and describe how pupils will acquire new skills and also how information and communications technology supports other subjects.

MUSIC

135. By the age of seven and eleven, the majority of pupils attain standards that are above those of most pupils of similar ages. This represents an improvement since the last inspection when standards at both key stages were judged to be broadly in line with national expectations.
136. The youngest Key Stage 1 pupils sing a variety of songs from memory, they remember words

well and standards of singing are good. They are developing a good sense and understanding of rhythm. These pupils repeat rhythm patterns by ear by clapping and the higher ability pupils can repeat similar patterns using learnt symbols. Year 2 pupils contribute some very creative ideas when working in groups using a range of percussion instruments. They demonstrate a good sense of rhythm and an ability to interpret mood and emotion through music making. The standard of singing throughout the school is good. Older pupils in Key Stage 2 sing well in two-part harmony.

137. The quality of teaching at both key stages is good. It was clear in a lesson in Year 2 that a good level of teaching expertise has been making a significant contribution over time to the above average standard of attainment, the good quality of learning skills, and the good progress made by all pupils. The lesson was taught very confidently and pupils responded with interest and enthusiasm. Pupils are expected to listen very carefully and this is helping them to respond well to music and to describe in some detail moods and emotions it evokes. When listening to music, they recognise the musical elements of pitch and duration and can reproduce simple rhythms by clapping them out. Teaching moves at a brisk pace and this allows pupils to make good progress in learning skills in a short space of time. Almost all pupils enjoy the subject and it is clear that they are pleased and proud of their performance when singing or playing instruments.
138. Pupils develop their social skills through group music-making activities. In class lessons, they work well in groups, rehearsing and sharing their music making. For example, Year 2 pupils listen to each other making music and constructively appraise each other's performances. A proportion of pupils has access to peripatetic string, woodwind, brass and guitar tuition. The selection of pupils to receive this tuition is made on musical ability from those who express an interest. In addition, a number of pupils learn recorder in a recorder club that is open to all pupils. The whole school regularly makes music together, as for example, in the production of a musical operetta 'Goliath'.
139. The co-ordinator has a clear vision for the future development of the subject and helps teachers plan the curriculum to include a good balance between performing, composing and listening. The youngest pupils are encouraged to appraise music. As they move through the school, pupils gain confidence in performing their own compositions and make good progress in learning how to listen to music and form opinions about what they hear.

PHYSICAL EDUCATION

140. Standards in physical education are very good in both key stages. At Key Stage 1, pupils work with very good self-discipline. They exercise good control in their movements and they show very good quality in the way they carry out jumps, turns, landings and rolls. They are very good in handling the larger apparatus and they work very well indeed in small teams. The pupils are able to evaluate the work of other members of the class and make helpful, constructive comments. The older pupils in the juniors show very good skills in games and athletics. They are able to throw accurately and show good control when hitting with the cricket bat and tennis racquet. Swimming is taught mainly in Year 6 and almost all pupils reach the required standard. The physical education curriculum is supported by soccer and athletics extra-curricular clubs and the school enthusiastically takes part in several local competitions. The pupils enjoy their lessons and they work well together.
141. The teaching in physical education is very good in both key stages. The teachers have a good subject knowledge. They plan their lessons very well and encourage all pupils to do their best and this has led to the achievement of high standards. Lessons were observed in both key stages where pupils were taught how to assess the quality of their work and this also helped pupils to gain an understanding of quality in movement and games skills. Teachers also made very effective use of demonstrations by pupils. Their management of the lessons is very good. They achieve high standards of behaviour and make the best use of the time available. This results in high work rates and the rapid development of skills on the part of the pupils. The

school provides very good opportunities for pupils to develop their personal and social skills through the physical education lessons.

142. The headteacher manages and leads the subject well. The plans are comprehensive and detailed and the monitoring of physical education helps to ensure high standards and to maintain a broad range of activities. The resources for games and indoor physical education are very good.

RELIGIOUS EDUCATION

143. Standards of attainment are below the expectations of the locally agreed syllabus at the end of both Key Stages. This is a decline in standards since the previous OFSTED inspection when standards were deemed to be broadly in line with local expectations. This lowering in standards is partly due to the national emphasis on literacy and numeracy and the lack of depth of coverage of the agreed syllabus. Scrutiny of teachers' planning, a very limited amount of work, displays and discussions with pupils show that the majority of pupils are not achieving appropriate levels for their age and ability at the end of both key stages. This is partly due to insufficient coverage of the beliefs, symbols, traditions and literature of the world's great faiths and weak planning. Over time, progress throughout the school is unsatisfactory and pupils do not make the progress of which they are capable. However, progress within the lessons observed was at least satisfactory with pupils showing an increasing ability to express ideas, values and feelings.
144. In Key Stage 1, some younger pupils know that Jesus is a special person to Christians and know the significance of gold, frankincense and myrrh in the Christmas story. They reflect on the things they are good at and think about the people who are special to them. By the end of the key stage, pupils have been taught some of the stories and people common to the world's great faiths, such as the Easter Story, the life of Jesus and Ram and Sita as part of the Diwali story. Some higher attaining pupils have an understanding that different religions have their own religious building but many are unclear about which religious group worship in a church or mosque and have limited recall of previous work.
145. In Key Stage 2, the youngest pupils following a visit to a local church, reflect on the different types of music and know that music plays a special part in Christian worship. Some pupils in Year 4 know that birthdays and christenings are special occasions. A few recall that Hindus celebrate Diwali but most show little understanding of the importance of this festival, how people celebrate and why. Pupils in Year 5 have been taught the importance of the Sikh festival of Baisakhi and learn about the life of Guru Gobind Singh. By the time pupils leave school at eleven, they know some of the customs, practices and artefacts used by Judaism and know some of the main features of a Christian church. However, despite examples of good practice, attainment overall by the end of the key stage for the majority of pupils is below expectations as aspects of the subject are covered in a superficial way. In particular, different faiths are not fully explored and pupils' awareness is not sufficiently reinforced.
146. Although some good and very good features are common in the teaching and learning of religious education at Fullwood, overall teaching is unsatisfactory because not all aspects of the syllabus are fully covered. Consequently, pupils make too little progress over time. Learning is also limited when pupils of different abilities are set the same task. However, during the inspection, satisfactory and good practice was observed. In Key Stage 1, the use of story is a strong feature of the religious education programme. Stories are well chosen to deliver the main messages. A good example of this was 'Forget-me-not' which was satisfactorily delivered to address precious things. The most successful teaching motivated pupils because they were told by the teacher what they would learn and resources were well chosen to reinforce the learning intentions, as seen in the Year 3 lesson. Good opportunities were provided for pupils to contribute their own ideas and suggestions and effective use of questioning enabled the teacher to assess pupils' knowledge and understanding. In this session, sufficient time was

given for pupils to reflect on the important points. Teaching is just satisfactory where there is insufficient discussion or reflection and where the pace of the lesson is slow and the religious education content is limited

147. Pupils' response to the subject is good. Throughout the school, they are interested in and respectful of one another's views and sensitive to other people's feelings. Although they are attentive listeners, the majority do not recall their previous work well. Most contribute to discussions, listen carefully to their class teachers and to each other, tolerating and respecting the views of others.
148. The co-ordinator is knowledgeable and is supportive of colleagues, offering advice and resources when asked. The current scheme of work is in draft. However, the agreed syllabus is used to inform planning. Assessment procedures are underdeveloped and there are no records kept of pupils' ongoing attainment and progress. Consequently, there is no guarantee that work is well matched to pupils' abilities. Satisfactory use is made of resources within the locality, for example, through visits to the local church. The subject makes a satisfactory contribution to the moral, social and cultural development of the pupils but not as well as it should to pupils' spiritual development.