

INSPECTION REPORT

MARTON MANOR PRIMARY SCHOOL

MARTON

LEA area: Middlesbrough

Unique reference number: 111597

Headteacher: Mr Andrew Dunn

Reporting inspector: Miss Joyce Taylor
4275

Dates of inspection: 8th – 11th May 2000

Inspection number: 190744

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

INFORMATION ABOUT THE SCHOOL

Type of school: Community
School category: Primary School
Age range of pupils: 3 – 11 Years
Gender of pupils: Mixed

School address: The Derby
Marton
Middlesbrough

Postcode: TS7 8RH
Telephone number: 01642 285001
Fax number: 01642 285002

Appropriate authority: The Governing Body
Name of chair of governors: Mr. G. Wilson

Date of previous inspection: 18th – 21st November 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 INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Joyce Taylor	Registered inspector	Mathematics Art Physical education Equal opportunities.	The characteristics and effectiveness of the school. The school's results and pupils' achievements. The leadership and management. Key issues for action.
Keith Osborne	Lay inspector		Pupils' attitudes, values and personal development. Partnership with parents and carers. Pupils' welfare, health and safety.
Mike Bowers	Team inspector	Children under five Science Religious education Design technology Music	The teaching and learning
Steve Rigby	Team inspector	English Information technology Geography History Special educational needs	Quality and range of opportunities for learning

The inspection contractor was:

Primary Associates Limited
West Lancs Technology Management Centre
Moss Lane View
Skelmersdale
Lancs
WN8 9TN

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	1
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?	5
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	7
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	9
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	11
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	13
HOW WELL IS THE SCHOOL LED AND MANAGED?	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	21

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Marton Manor Primary School educates 228 boys and girls aged 3 to 11. It is about the same size as most primary schools. The area served by the school is of privately owned houses and rented or council owned properties. There is an increasing number of children moving into the school part-way through their time in primary school. There is a below average number of children with special educational needs. However the school has admitted several children with autism. The number of children taking free school meals is below average although this number is rising. A higher than average number of children speak English as an additional language. The school includes a part-time nursery class for children before they begin in Reception and the general level of the pupils' standards on entry into the nursery class is average.

HOW GOOD THE SCHOOL IS

This is a good school with some very strong features. The overall effectiveness of the school is good, the children achieve above average standards in both key stages, and the quality of teaching is better than is usual with 25% of the teaching being very good. The leadership and management of the school are very effective. The school provides good value for money.

What the school does well

- The leadership and management of the head and senior teachers are very good. The governors give good support in helping the school make the right decisions. The developments are effectively checked and judged for progress.
- The children have very good attitudes to school; they behave and get on with each other very well. The provision for their personal development is very good. They come to school with great enthusiasm each day.
- The parents' view of the school is that it is excellent.
- The teaching is good and just over a quarter of it is very good or excellent. This is a considerable improvement since the last inspection.
- The standards are good in English, mathematics, science, information technology, religious education, art, physical education and geography. The support for children with special educational needs is good.

What could be improved

- The standards of the children's writing in Key Stage 1 should be higher.
- The curriculum in Year 6 needs to provide opportunities for art and design technology more frequently during the year.
- The range and accessibility of geography resources and books needs improving.
- Cultural development needs to be improved.
- The outdoor play area for the nursery children need to be used more frequently and regularly.

There are no significant weaknesses in the school and so there are no key issues for action. The improvement points should be considered by the headteacher, governors and staff for inclusion in the school improvement plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since then there have been good improvements to the quality of teaching as the proportion of very good teaching has risen from 7% to 26% and over 80% of the teaching is better than average. According to the results of the national tests the high proportions of children reaching average standards in

English and mathematics in Key Stage 1 have been maintained and in Key Stage 2 the standards in mathematics and science have improved considerably. Inspection findings show that standards have risen again during this year particularly in English in both key stages. In Key Stage 2 the proportion of children reaching above average standards in English has improved dramatically. Their work and standards are reviewed much more effectively now and the way the headteacher and senior staff lead the school is much better particularly in their drive to raise standards and in the way the teaching and learning are checked and supported. The school has a good capacity for further improvement in the future.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	C	C	E	well above average A above average B average C below average D well below average E
Mathematics	D	A	A	B	
Science	B	B	A	C	

The school's results show a strength in mathematics and they show an improvement since 1997 in both mathematics and science. The results for English have been static for several years. In 1999 the school's results in English, when compared with similar schools, were well below average. This was because although a typical number of children reached the average standard, fewer children reached above average standards than in similar schools. The school has set targets to raise the standards in English by giving more advanced work to the potentially higher attaining children. This has been most successful and the work seen during the inspection showed that a greater proportion of the children are working at the higher level than last year. The test results for 2000 are likely to show a marked improvement. The school's targets for mathematics and science are for more above average results and this also is likely to be achieved as the work is very carefully matched to the needs of the children and challenges them to try hard.

In Key Stage 1 almost all of the children reach average standards in reading, writing and mathematics but there has been a considerable number of children who only reached the lowest level of the standard, particularly in writing. The school target, to reduce the number at this level, has been achieved well by improving the learning of the basic skills of literacy and numeracy. The children in the Nursery reach good standards in personal development, language and literacy, knowledge and understanding of the world and creative development and average standards in mathematics and physical development. They make good progress in all the areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The children are very committed and enthusiastic.
Behaviour, in and out of classrooms	Very good. The children respond very well to the school rules, they move around the school carefully and play well together in the playground.
Personal development and relationships	Very good. The children are very polite and careful in their dealings with each other. They look after each other very well.
Attendance	Good. Attendance is above the national average and the children arrive punctually for school.

There have been no exclusions for several years. The children are very interested in their lessons and they come to school early each morning and start work at once. In Key Stage 2 and Year 2 the children do extra mathematics work, sometimes with their parents, during this early time and the children in Reception and Year 1 also work at a range of tasks identified by their teachers.

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. 'Good' means that the teaching is above average.

The quality of teaching is good overall. 19% is satisfactory, 55% is good and 26% is very good or excellent. There are examples of very good teaching in all key stages and the teaching is particularly good in Years 1, 2 and 6. The teaching is almost always good and often very good in English and mathematics where the teachers show a good understanding of the subjects. They plan work that is challenging for the children and skilfully help them achieve their individual targets. The teaching is lively and the work interests the children. As a result they are reaching good standards and enjoy their lessons. The children with special educational needs are given good support in lessons and sometimes in small groups; their work is planned to support their specific difficulties and as a result they are making good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Strong emphasis on the skills for literacy and numeracy. Good range of learning opportunities for almost all children but in Year 6 there is no art and design technology until June each year.
Provision for pupils with special educational needs	Good. The children are supported well and their work is planned carefully to extend their learning.
Provision for pupils with English as an additional language	Good. There are not many children with English as an additional language but the opportunities for them to learn are planned and supported well.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Opportunities for social development are very good, for moral development good and for spiritual and cultural development are satisfactory. The children need more experience of cultures from some other countries in the world.
How well the school cares for its pupils	Good. The children's personal development is monitored well though the school only keeps records of any problems. Child protection procedures are good and the school checks very thoroughly on how good the children's work is.

The school works very well with the parents. They are welcomed into the school and many help their children in the early morning when they work together for up to half an hour. The parents' views of the school are that it is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear view of the strengths and weaknesses of the school. He is supported very well by senior staff and together they have worked very effectively to improve the quality of teaching.
How well the governors fulfil their responsibilities	Good. The governors are supportive and they check on developments. They work hard to make the school better.
The school's evaluation of its performance	Very good. The teaching is observed by the head and senior staff and advice on improvement is given. The children's test results are checked carefully and the information is used to set and check targets.
The strategic use of resources	Good. The finance and office systems are very clear and effective, the budget is used appropriately to improve aspects of the school.

There are sufficient suitably qualified staff and learning resources to teach the curriculum. The accommodation is cared for well and provides appropriate space. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> Behaviour in the school is good. The teaching is good. Parents feel comfortable about approaching school with questions or a problem. The school expects the children to work hard. The school is well led and managed. 	<ul style="list-style-type: none"> A wider range of activities outside lessons.

The parents are extremely supportive of the school and inspection findings agree with these positive views of the parents. The range of extra curricular activities is the same as that found in most schools although the extra time made available by the teachers every morning for extra learning or for discussion with the parents is exceptional and very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The children who are under five years old attain good standards in language and literacy, mathematics, knowledge and understanding of the world and creative development. They reach satisfactory standards in physical education. The children enter the nursery with average standards and by the time they enter Key Stage 1 their standards are above average in literacy, numeracy, personal development, knowledge and understanding of the world and physical development. During their time in the reception classes they make good progress in all the areas of learning identified in the curriculum for children under five.
2. At the end of Key Stage 1 the 1999 test results for the children aged seven give a picture of continuing good standards for mathematics with results above the national average. There are typical standards for reading and writing with reading being slightly better than writing. When compared to similar schools the results show that in mathematics the children reach average standards and their standards are below average for reading and writing. This is because, although almost all of the children reached the typical level, (Level 2) not enough of them reached the higher level in all three subjects. In writing too many of the children achieve a lower level than they should. In 1997 the results for reading and writing dipped steeply and then in 1998 they began a steady climb which took them past the national averages. In mathematics the results have remained above average overall. In science the teachers' assessments show that the children's standards reflect the overall picture of the other subjects.
3. At the end of Key Stage 2 the 1999 test results for mathematics and science are well above the national average and the results for English are average. When compared with similar schools the results for mathematics are above average, science results are average and English results are well below average. The school has set targets for the children to reach in the tests in 2000. These are fairly ambitious, expecting a rise of 10% in mathematics and 14% in English but it is likely that these targets will be reached.
4. The inspectors' observations of the work of the Year 2 and Year 6 children show that their standards in English, mathematics and science are above the national average and in mathematics there is an improved number of children in both key stages reaching the higher levels. In Key Stage 1 in English there is an improvement in the standards of the lower attaining children and a considerable improvement in the higher attaining children in Key Stage 2. When their national test results are analysed later in the term it is likely that the school's results will be higher in these subjects than they were last year. The standards in science of the higher attaining children are also improving but not so rapidly. During the inspection the standards achieved boys and girls were judged to be similar.
5. The basic skills of reading and writing are taught regularly and effectively during literacy lessons and almost all of the children throughout the school are making good progress. The staff are good at teaching the early skills and as a result there are many children who are working at appropriate levels in Key Stage 1 and at

higher than average levels in Key Stage 2. The pupils' standards in reading and writing mean that in all subjects their performance is supported by a secure and sometimes good understanding of written tasks and the ability to record their own information effectively. The basic calculating skills of numeracy are being taught systematically and well and almost all of the children are able to recall number facts like their tables and calculate in their heads. Significant improvements in the teaching of numeracy mean that most of the children are achieving at an above average level. The good progress they make in each year means that in Key Stage 2 the gap between the children's standards and the standards expected nationally is gradually widening. In science the standards are above average in Key Stage 2 and have improved significantly since the last inspection. They are average overall in Key Stage 1.

6. In Year 2 and Year 6 the children's attainment in information technology is good; they have a wide range of skills and a very secure understanding. The direct teaching of computer skills is raising the children's standards. The children use information technology to support other subjects and good examples of work were seen linked to English, mathematics, geography, history and art. In religious education, geography, art and physical education the standards are good and in music, history and design technology the standards are satisfactory.
7. The pupils with special educational needs make good progress as a result of very well managed and carefully planned provision which gives the extra help the children need. Their needs are precisely identified and the class teachers use the children's individual education plans to ensure they provide work at the correct level. The school has identified one pupil whose talent in mathematics enables her to work successfully with children two years older. Additionally the teachers have rightly begun to identify the potentially higher attaining children and expect higher standards from them. As a result the standards achieved by some of these children are improving, particularly in mathematics, because they receive a challenging and yet supportive curriculum. This initiative has yet to be applied fully to the higher attaining children in Key Stage 1 in literacy. Overall the pupils receive good support and during the inspection, there was a positive atmosphere created for learning in all lessons.

Pupils' attitudes, values and personal development

8. The pupils' attitudes to the school are very good. They show excellent enthusiasm. Nearly all of the children arrive early to take part in the voluntary additional mental mathematics sessions. They like attending school because lessons are interesting and they appreciate the teachers' use of humour. They work hard in lessons; for example in a Year 6 physical education lesson they were active for 45 minutes without stopping. The pace of work in the nursery is just as lively. In all lessons children show good interest and concentration. Perseverance and involvement in activities is good. The school has several sports teams which play football against other schools on Saturdays. The choir performs in the community, for instance at the Christmas concert at Middlesbrough Roman Catholic Cathedral.
9. Behaviour is very good both around the school and in the playground. There have been no exclusions recently. The school has successfully created a climate where there is no bullying or oppressive behaviour between the pupils. All of the children are well integrated into the school and get on with each other. The small number of pupils from ethnic minority cultures, and those with special educational needs, are

supported very well by the others. The pupils' understanding of the impact of their actions on others is very good and is fostered through assemblies and the example and direct teaching of the staff. For example in a Year 3 assembly, the teacher used the story of 'Pumpkin Soup' to encourage a sense of tolerance and fairness, and the pupils reacted sympathetically to the fate of the bossy but incompetent duck who was ostracised by the other animals.

10. The children's personal development and relationships are very good throughout the school. They show good respect for the feelings, values and beliefs of others. For example they listened and waited attentively in a class assembly while a Muslim boy read from the Koran, and ritually washed his hands before opening the holy book. The pupils display good initiative and personal responsibility. The names of the duty monitors are displayed in all classrooms, even in the nursery. The Year 6 children run the tuck shop, and help Key Stage 1 pupils through the Adoptareader scheme. They organise and run the school's summer fair to help raise funds. The youngest children, in the Nursery and Reception, show particularly good responsibility in collecting and returning resources.
11. Relationships are very good. The pupils get on well with each other, and although they accept that arguments and disputes sometimes occur, know how to solve them with adult help. The children have very good relationships with all the teachers and other staff. One little girl was overheard saying to her teacher, 'You are my mummy at school.' Lunchtime supervisory staff, 'dinner nannies', are also treated with appropriate respect.
12. Attendance is good, and has improved during the past year. The rate of attendance is above the average for primary schools.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good overall and contributes significantly to the quality of the pupils' learning, their attitudes and the progress they make. It is good or better in 81% of the lessons and 26% are very good or excellent. There was no unsatisfactory teaching. This represents an improvement on the findings of the previous 1996 inspection when teaching was judged to be unsatisfactory in a minority of lessons and considerably fewer were of very good quality. During the inspection none of the shortcomings identified in the previous report were in evidence. In both key stages there are significant strengths in the teaching of English, mathematics, science, religious education and information technology. In these subjects all teachers have high expectations of the pupils and set tasks that build on their earlier learning. In both key stages the teachers have a good understanding of the subjects of the National Curriculum and religious education. All are competent to teach the basics of literacy and numeracy.
14. The teaching of the children aged under five is good overall and there are some very good features. Careful planning results in an appropriate focus to all lessons and there is a very good balance between focused and direct teaching and practical activities chosen by the children where adults intervene to encourage and support. The warmth and care of the teachers together with the close partnership between teacher and classroom support staff, promotes learning well.

15. In Key Stage 1 the quality of teaching is especially good in English, mathematics, science, information technology and religious education. The national literacy and numeracy guidelines have been implemented well and planning for both is very effective. A strength of the teaching of literacy and numeracy is the consistently good matching of activities to the pupils' needs and the identification of suitable and relevant targets, together with work that is effectively planned. The quality of learning is good because of the direct teaching of key skills such as phonics, grammar and number bonds. Effective use is made of texts of good quality in literacy lessons. Science is taught well and includes an appropriate balance of teaching of scientific knowledge and investigative work. Scientific knowledge and skills are applied to design and technology activities. Very good teaching of religious education enables the pupils to write prayers which they personalise to include themselves, their friends and families.
16. In Key Stage 2, the teaching is good overall in English, mathematics, science, religious education, information technology and physical education. It is satisfactory in design and technology and music. Good account is taken of the national guidelines for literacy and numeracy in all year groups. Challenging questions to extend the children's thinking are important features of the very good teaching observed. In science, good investigative work commences in Years 3 and 4 but is not sufficiently challenging in Years 5 and 6 because too much emphasis has been placed on the teaching of scientific knowledge in preparation for the national assessment tests. Consequently, pupils' scientific knowledge is well developed and their investigative skills, while satisfactory, are not so good as other aspects of their learning in science. The teaching of art and design and technology is marginalised in the older classes and is only satisfactory.
17. The teachers' planning has improved considerably since the last inspection because the school has identified clear guidance and has written schemes of work for all subjects. It is now good across all key stages. Weekly lesson plans are detailed and include the specific skills to be taught. Throughout the school the teachers use a good range of teaching methods and classroom organisation. They include opportunities for the pupils to work as a whole class as well as individually or in small groups. When the teaching is very good, lessons include lively introductions and practical activities that make the learning interesting for the pupils. This was evident in a science lesson with Year 1 pupils who explored the forces that cause everyday objects to function. They were challenged to find a way to record their findings using graphs and charts introduced in mathematics.
18. Good use is made of planning and question and answer sessions in several subjects to teach new skills or to review pupils' understanding. A strong feature of very good teaching in religious education is the way that the teachers link moral or spiritual ideas to the pupils' own experiences and ask them to think and offer comments. Common strengths of very good teaching include clear and appropriate objectives for learning which are shared with the pupils and a brisk pace in pupils' learning.
19. The management of the children's behaviour is unobtrusive and very good. It was a key feature of the lessons observed. All of the teachers base their discipline on the very good relationships that are firmly established throughout the school. This aspect

of teaching makes a significant contribution to the quality of learning because the pupils can be trusted to take some responsibility for their own learning. Occasionally in music lessons there is some inappropriate behaviour because the choice of song is not suitable and the pupils are over challenged in what they are expected to do.

20. The use of time and resources is very good throughout the school. Lessons are organised well and start on time. They move along with brisk pace and this keeps the children involved in their learning. In many good and very good lessons plenary sessions are successfully utilised to help the pupils evaluate their learning. The skilled and enthusiastic classroom support assistants are effectively deployed making good contributions to pupils' learning. The teachers make appropriate use of the local environment and visits are organised to make subjects such as history and geography more relevant learning experiences for the pupils. However, this has not been fully extended to include religious education.
21. The teachers are good at advising pupils as they work and, in offering to help to ensure that they make progress. The pupils' work is marked regularly and is supportive of good effort. The best practice includes informative comments to suggest ways of improving. The setting of targets for individual pupils is very effective in helping them to focus on the next area of learning. Homework is a regular feature of the life of the school and makes a good contribution to learning.
22. The teaching of pupils with special educational needs or those who speak English as an additional language is good. A key aspect of this provision is the regular availability of skilled classroom support staff who are aware of the pupils' needs, have developed a positive relationship with them and work in response to the targets of their individual education plans.

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

23. The school provides a good quality and range of learning opportunities. For the children under five and for the pupils in both Key Stage 1 and Key Stage 2 the provision is good. The school provides a relevant and broad curriculum although there is not enough time given to art and design technology in Year 6 in the autumn and spring terms. This is because the school has decided to give more of its time to the implementation of the literacy and numeracy strategies. The curriculum meets statutory requirements in all subjects and religious education. Acts of collective worship meet statutory requirements.
24. The curriculum for the children under five heavily emphasises the importance that the school places on gaining good skills, knowledge and understanding in all the areas of learning and in literacy and numeracy in particular. The curriculum appropriately follows the nationally agreed early learning goals and there are good opportunities for the children to learn through exploration, investigation and play. The curriculum emphasises personal, social and emotional development, helping to establish a firm foundation for the very good behaviour and attitudes to learning of the older pupils. The school's provision of large play equipment in the secure and attractive outdoor area is satisfactory but not used sufficiently regularly.

25. In Key Stages 1 and 2 the teachers work effectively to plan and provide a wide range of opportunities for the children to gain experience in most of the subjects of the National Curriculum. There are weaknesses in art and design technology in Year 6. The recommended literacy and numeracy guidelines have been implemented and the teachers plan carefully to ensure that the children cover the curriculum at a good pace. The curriculum provision and planning has improved since the last inspection and it now includes effective implementation of the religious education curriculum and ensures continuity in learning from one year to the next. There is a wider range of opportunities for the children's spiritual development. The provision for cultural development has improved but still needs further development. In Key Stage 2 the curriculum provides the pupils with a secure foundation for the next stage of their education, when they transfer to their secondary schools.
26. There is good provision for the pupils with special educational needs. The children have appropriate individual education plans, work is set to meet the targets in the plans and teachers regularly evaluate progress towards the targets. The class teachers and special needs support assistants make good provision for the pupils by giving them work to match their abilities and monitoring their progress towards targets for learning. This ensures that the plans are implemented well. The parents are informed regularly about their children's progress and the provision that the school makes. They contribute to assessments and reviews of statements. The children reach good standards of attainment against the learning targets set for them in their individual education plans and their progress is good. Higher achieving pupils receive appropriate provision and they make good progress overall, although the higher attaining children in Year 2 need further support in writing.
27. The school's provision for extra-curricular activities is satisfactory. Good opportunities for sports are provided especially in Key Stage 2 and this has helped the school become very successful in local sport tournaments. There is also instrumental tuition. All of the teachers provide very good opportunities for the children each morning before school begins by offering additional general tuition in Key Stage 1 and mathematics tuition in Key Stage 2. This is very effective and contributes to the high standards achieved.
28. The provision for the children's personal, social and health education is good; in the early years it is very good. Sex education is provided with the help of the school nurse. Health and drugs education are built into the science curriculum, for example caring for teeth. An appropriate policy is in place to cope with drug-related incidents, for example when syringes are found on the school field. The nursery has adopted a healthy eating policy, and mid-session snacks of fruit and milk are provided. This is not reflected to the same extent in the school meals.
29. The local community makes a good contribution to pupils' learning. A particularly good feature of the school is the number of older residents who give valuable additional help in the classroom and make a contribution to pupils' personal relationships. Local industry has helped with sponsorship and by allowing link governors to spend time in the classroom talking about their work. Local shops are used as a resource for geography, and visits are made to museums, field centres and other local cultural resources.
30. Relationships with the secondary schools to which the pupils transfer are satisfactory and constructive. When the children are 11 years old they move on to at

least four different secondary schools, mostly in neighbouring local education authorities.

There is a formal link with these schools. The pupils' records of achievement and work samples are helpfully offered to every secondary school. The school plays a valuable role in initial teacher training, and has a number of student placements each year.

31. The provision for the children's spiritual, moral, social and cultural development is satisfactory. A framework for assembly themes throughout the year provides a structured cycle of religious, spiritual, moral and cultural themes. The teachers are expected to build spiritual, moral, social and cultural development opportunities into the curriculum whenever possible. The ethos of the school stresses happiness, social responsibility and care for others.
32. The provision for the pupils' spiritual development is satisfactory and has improved since the last inspection through the implementation of a new religious education syllabus, and staff development activities. The teachers grasp opportunities for children to express wonder; for example Year 3 pupils have written responses to the beauty of the world seen through the classroom window. Well-chosen stories also help pupils to respond to emotions and feelings.
33. The provision for the pupils' moral development is good. Concepts such as telling the truth, or admitting when you are wrong are built into the life of the school, and reinforced effectively within the classroom and in assemblies. The children have a very clear understanding of right and wrong. Provision for the pupils' social development is very good. The school places an emphasis on team play, competition, caring for others and taking responsibility. Field visits and residential courses contribute to individual development, as do charitable activities. For example the pupils raise money for the NSPCC and they collect shoe boxes filled with gifts to be sent to Kosovo. They welcome a range of adults into their classrooms, and the older pupils help the younger ones with reading.
34. Provision for the pupils' cultural development is satisfactory. They hear a range of musical styles, and have an opportunity to watch or take part in English country dancing. Local sports are represented well with coaching by and visits to the Middlesbrough Football Club. Visiting theatre and music groups widens the children's experience of the arts and visits to museums support parts of the history and geography curriculum. The wider multi-cultural nature of British society is not so well reflected, even though 5% of the pupils at the school are from a non-European background.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Arrangements for the assessment of the pupils' knowledge and skills are very good. They are much improved since the last inspection when there were no methods for checking standards as children moved from one year to the next. There is now an overall policy document that identifies the range and purposes of assessment strategies used by the school. Indications of overall targets for each year group of children are analysed thoroughly and are based on the Key Stage 1 and 2 test results. This analysis is used to provide targets for future Year 2 and Year 6 pupils. Information gained when these assessments take place is analysed to identify the levels reached by individual children. The information is used to help the teachers when they plan lessons and to target specific weaknesses. For example for several years a group of children have been reaching standards which are lower than they should be in writing in Year 2 and this has resulted in extra support for them. The

data is also used to compare year groups and analyse the differences in their overall attainment.

36. When the teachers have identified the children's personal strengths and weaknesses they set targets for improvement. These are discussed with the parents during consultation evenings. The targets are fastened inside the children's English, mathematics and topic books (for history, geography and science) and are very effective. The staff ensure the children work towards their targets which are designed to increase the rate of progress of individual children. The pupils with special educational needs are assessed regularly, and their targets are linked with their individual education plans. These documents are used to inform planning and are scrutinised carefully to identify progress and future targets.
37. The procedures for child protection and ensuring the pupils' welfare are good. The school's procedures for child protection are clearly laid down in the staff file, and the head teacher is experienced in handling child protection issues. Helpfully the school's special needs coordinator is the child protection designated teacher and has received detailed training, which would enable any possible situations of child abuse to be referred to either male or female staff as needed.
38. Systems for health and safety are good. Appropriate inspections and risk assessments are made by the school and the local education authority and systems are in place for ensuring that safety issues are dealt with promptly. Daily routines within the school are generally safe, for example safety warnings are given at the start of swimming and physical education lessons and a trailing cable for the overhead projector is securely stuck to the floor. The written assessment of everyday risks has not been completed however. Good procedures are in place for first aid and the care of children feeling unwell and the school's administration assistant plays a valuable role in this.
39. Procedures for monitoring and improving attendance are very good. All absences are checked daily and if no reason is provided by letter or phone call they are followed up immediately. Certificates are awarded for 100% attendance. The main method of improving attendance is the provision of an interesting curriculum by effective and concerned teachers and staff, which makes children want to attend school.
40. The school has very good procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour. Good behaviour is promoted through high expectations, which are set out in the school's policies, and enforced in a low-key way by all of the teachers. A system of warnings leads ultimately to an interview with the head teacher or deputy head, and as a last resort, parents can be involved. During the inspection no poor behaviour was observed but pupils interviewed were well aware of the system. Good behaviour and consideration for others are reinforced in assemblies and by constant reminders as necessary within the classroom.

41. The procedures for monitoring and supporting the pupils' personal development are good. Medical notes, for example for pupils with allergies or asthma, are kept with class registers. Special educational needs support staff are very knowledgeable about autism and its effects on behaviour. The teachers are well aware of the development needs of their pupils although a continuous record is only made when there is a cause for concern. However they occasionally do not appreciate the problems which the pupils face, for example the way in which left-handed pupils can be impeded in writing by their right-handed partner.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The parents' view of the school is that it is excellent. Their responses to the parents' questionnaire, and at the parents' meeting with the registered inspector, were overwhelmingly positive, and they hold the head teacher in high regard.
43. The school's links with parents are very effective. Visits are made to the home of every pupil coming into the nursery and useful information is provided about helping with basic skills such as reading. The relationship between the head teacher, staff and parents is very good, and contributes strongly to the success of the school. The parents have a very good impact on the work of the school and positively affect the quality of education through their active involvement. For example many of them stay in the classrooms in the morning and help their children with mental maths. The school's parent-teacher association, Friends of Marton Manor Primary School, continues to raise considerable amounts of money to enable the school to provide a better range of books and equipment.
44. The quality of information which the school provides for the parents, especially about their children's progress, is good. Written reports are produced by computer and although the quality varies slightly from one teacher to another, the best are very good. They contain examples of useful information about what pupils have studied, are capable of achieving and include clear targets for the future. The school provides additional opportunities twice a year for the parents to discuss their children's progress. Training sessions, for example about literacy and numeracy, are held, which improve parents' ability to help effectively with homework.
45. The parents make a very good contribution to children's learning at school and at home. Homework is welcomed, and parental involvement is greatly encouraged. Many of the children have computers at home and bring information technology skills into the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The quality of the leadership and management given by the headteacher are strengths of the school. They are both very good. This is because the headteacher has identified the need to improve the standards of attainment and the quality of teaching and has set in motion the necessary action to make this happen. He has accurately analysed the strengths and weaknesses of the school and created a very clear vision for its future direction. He has a firm and careful approach to change and is realistic in the steps he takes to bring this about. He has built a senior management team of the deputy and two senior teachers and this provides him with appropriate support and gives strong guidance to the teachers. The influence of the senior management team has a very effective impact in the key areas of staff development and raising standards.

47. The governing body also makes a very good contribution to the leadership of the school. The governors have a good understanding of the school's strengths and weaknesses and offer the headteacher very good support in his drive for school improvement. The governing body fulfils its statutory duties well and is knowledgeable about the school's priorities thanks to the good quality information that is received from the headteacher. His reports to governors rightly emphasise aspects of the school's performance so that the governing body is increasingly well-placed to influence the future direction of the school
48. Communications are also very good within the school. The headteacher, supported by the senior management team, has built a committed team of staff who work well together towards shared goals of a happy learning environment, mutual respect and improved standards. The aims of the school are quite clear in its daily life.
49. A key issue in the last inspection report noted the need for the role of the coordinators to be developed as a means of improving the curriculum leadership and management. The headteacher has developed and strengthened the role of the curriculum co-ordinators so that they now feel confident and effective in leading their subjects. The literacy and numeracy co-ordinators have already had the opportunity to monitor and evaluate the teaching and learning in their subjects and have made valuable improvements to them. All the other coordinators have reviewed their subjects and collected samples of the children's work. The headteacher skilfully delegates responsibility and is building a strong layer of middle management in the school.
50. The school has become experienced in monitoring and evaluating its work since the time of the last inspection. The headteacher and key subject coordinators have assessed the needs of the school through the monitoring and evaluation of teaching, learning and standards. The outcomes of this have been used to identify necessary developments, for example in the teaching of mathematics. The changes needed have been implemented very well and have had a beneficial impact on the practice. As a result the quality of teaching is now higher than before.
51. The school development plan is good because it focuses on the school's priorities for improvement. Very important developments like improving the teaching and implementing national strategies have been managed very well. The format of the plan is suitable for staff to use readily as an everyday working document. The headteacher has successfully involved the staff and governors in reviewing and implementing the plan.
52. The strategic use of resources, including specific grant and other funding is good. The school's income per pupil is below the national average, but by careful planning a working balance has been built up, with plans for maintaining and improving the premises. The head teacher has a high teaching load, which reduces overall staffing costs. The overall level of classroom support staff funded by the school budget is very low, although very good use is made of the special educational needs support assistants and the part-time assistant funded for additional literacy support. Specific grants are used effectively for their designated purposes. The amount available for the purchase of books and learning resources is low, and this is reflected in the condition of many of the library books.

53. Educational priorities are supported very well through the school's financial planning. Appropriate resources have been purchased to support school priorities and national initiatives for mathematics and literacy. Classrooms have been enclosed to permit more effective whole-class teaching.
54. Very effective use is made of new technology in the management and administration of the school. In partnership with the Local Authority finance department a new version of the school financial management software has recently been installed as a pilot scheme for all primary schools in Middlesbrough. As a result the administrative officer has developed very efficient systems for example in providing better access to data on the school's budget. The pupils' records and statistical returns are also maintained on computer, and there are E-mail links to the town hall. A digital camera allows pictures to be included alongside word-processed text in useful publications such as the parents' guide to reading.
55. The principles of best value are applied very well. The school's administration officer effectively looks for a balance between price and availability when ordering goods and services. Records relating to all financial transactions are monitored against the school's and the local education authority's records to ensure that only items of expenditure incurred by the school are charged against its budget. The school consults parents and responded positively to parental requests to review the arrangements for parents evenings.
56. The match of teachers and support staff to the demands of the curriculum is satisfactory. The school has sufficient teachers and all are appropriately qualified. The support staff are very skilled and effective. Very good use is made of the additional special education needs support assistants and the additional literacy support assistant. All members of staff work effectively to provide appropriate help to teachers and pupils. The administrative assistant gives very good support and strongly aids the smooth day-to-day running of the school.
57. The school's accommodation remains satisfactory. Since the last inspection, additional enclosed classrooms have been created, by building walls to partition previously open plan areas. This has allowed the classes to work effectively without disturbing other learners. The shared teaching space in Key Stage 1 is spacious. The home bases used for formal parts of lessons are not large enough to allow all pupils in the class to sit comfortably on the carpet and some children become distracted. In Key Stage 2 some of the rooms are oddly shaped and the way the furniture is arranged limits the range of learning methods which can be used. Generally these are used well but they are only accessible through other teaching areas. The nursery is attractive, and has a pleasant enclosed out door play area. The school grounds are spacious and very attractively landscaped; they function as a public play area outside school hours, which sometimes leads to broken windows and damage to the roof. The accommodation is cared for very well, it is very clean and in good repair.
58. The school's range of learning resources is satisfactory overall. Resources for the teaching of music, information technology, literacy and numeracy are good. The range of religious education materials has been much improved since the last inspection and is now good. The school's central and classroom library collections are in need of a review and modernisation in order to provide pupils with more up to date stories and poetry and to enable individual research in, for example, history,

geography and technology. There is a noticeable lack of books and learning resources reflecting the multi-cultural nature of our society and the wider world. The way some resources, for example geography, are stored does not always allow pupils to have easy access.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. There are no significant weaknesses in the school and so there are no key issues for action. The following weaknesses, although not of key significance should be considered by the headteacher, the governors and staff for inclusion in the school improvement plan.

- (1) Raise the standards of writing for the higher attaining children in Key Stage 1 by providing more challenging tasks. (Paragraphs 2, 4, 75, 80)
- (2) Review the Year 6 curriculum to provide regular opportunities for art and design technology throughout the year. (Paragraphs 23, 108, 110)
- (3) Improve the provision and overall quality of the books in the class and school library. (Paragraphs 58, 85)
- (4) Improve the provision for the children's cultural development by inviting members of the wider ethnic community into school and broadening the curriculum and resources to include wider awareness. (Paragraphs 25, 34)
- (5) Review the curriculum organisation in the nursery to provide regular and frequent use of the outdoor area for good quality learning activities. (Paragraphs 24, 73)

.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	24	55	19	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	188
Number of full-time pupils eligible for free school meals	0	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	94.8
National comparative data	94.1

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	10	12	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	12	11	11
	Total	21	20	21
Percentage of pupils at NC level 2 or above	School	95 (86)	91 (86)	95 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	9
	Girls	11	11	11
	Total	20	21	20
Percentage of pupils at NC level 2 or above	School	91 (83)	95 (96)	91 (90)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	21	16	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	21
	Girls	11	14	16
	Total	26	33	37
Percentage of pupils at NC level 4 or above	School	70 (77)	89 (83)	100 (86)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	21
	Girls	11	14	16
	Total	26	33	37
Percentage of pupils at NC level 4 or above	School	73 (77)	89 (80)	100 (93)
	National	68 (64)	69 (64)	75 (70)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	0
White	153
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22.4
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	65

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	30

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

FTE means full-time equivalent.

Financial information

Financial year	1998
----------------	------

	£
Total income	343577
Total expenditure	337467
Expenditure per pupil	1563
Balance brought forward from previous year	23535
Balance carried forward to next year	29645

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	207
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	3	0	0
My child is making good progress in school.	66	30	3	0	1
Behaviour in the school is good.	50	49	0	0	1
My child gets the right amount of work to do at home.	40	51	5	0	1
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	56	39	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	60	38	0	0	3
The school is well led and managed.	70	30	0	0	0
The school is helping my child become mature and responsible.	65	32	1	0	1
The school provides an interesting range of activities outside lessons.	19	45	16	3	17

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

60. Provision for the pupils under five continues to be one of the school's strengths. The school has a 26 place Nursery that provides accommodation for a maximum of 52 children spread over morning and afternoon sessions. There is a Reception Class with 27 children in it. At the time of the inspection 15 children in the Reception Class were five and all the remaining children were under five.
61. The children's overall attainment on entry to the Nursery is close to that found nationally. The Durham scheme for baseline assessment is used to assess the children soon after entry into the Reception class. The results indicate that almost all children make good progress in all areas of learning during their time in the Nursery to attain levels higher than the averages for the local authority. A small proportion of children have special educational needs and one pupil is learning English as an additional language. Almost all children confidently talk to adults and involve themselves in the relevant and interesting activities provided which challenge them.
62. There are very good partnerships with parents, many of whom stay with their children for the earlier part of the first session, effectively talking to their own child and other children as they choose their first activity for the day. This gives the children valuable opportunities to extend and gain confidence in their talk and in the building up of positive relationships.

Personal and social development.

63. This is given high priority in both the Nursery and Reception classes. The children's overall attainment is close to the average for their age when they enter the Nursery. By the time they enter the Reception class it is above average and the children are likely to exceed the nationally expected levels by the time they are five. The children are confident in joining in activities. They learn routines and can take initiatives such as choosing an activity and remaining on task. Almost all of the children play on their own or alongside each other. The staff and those parents who work with the children take a very active approach in showing them how to play with different equipment and engage in social discussion. The children are able to look after their personal needs. They change for physical education and wash their hands when required, respect the equipment they use, cleaning up and tidying away when they have finished. They are able to take turns and follow the established routines when waiting to answer questions or contribute to discussions.
64. Very good progress in this area is a direct result of very good teaching. The Nursery and Reception staff have high expectations of the children's behaviour of and their ability to work, play and co-operate with each other. The staff have a good understanding of individual children's needs. They make clear what they are asking the children to do to help them gain confidence in taking initiatives to play and work with unfamiliar equipment.

Language and literacy.

65. The children's overall attainment in language and literacy is better than expected for this age. By the time they are five they will be exceeding the usual levels. The children make very good progress, particularly in developing speaking skills. This is because all of the staff spend time talking to the children, encouraging them to comment and discuss. Very good use is made of direct teaching and adapted literacy hour procedures in the Nursery, which enables the children to learn how to handle books. They quickly learn that illustrations tell a story and that words carry meaning. The higher attaining children are taught to recognise individual words and read simple sentences. All are becoming aware that words are read in sequence from left to right. The enthusiastic and skilled nursery nurse is effectively deployed. There are very good relationships between adults and children and in the directed and organised question and answer activities, children do not talk over each other.
66. Writing tables have been set up and this encourages the children to write messages and organise appointments with the 'vet' as an extended activity of their role play. The teaching encourages the children to try and write, using any letters or shapes they know, which promotes their confidence. The higher attaining children write simple sentences to recall stories and nursery rhymes. Many activities, which develop basic reading, writing and speaking skills, are provided. These activities are stimulating and motivating and the children take part in tracing letter modelling, reading and singing songs.
67. The teaching and learning in the Reception class is good the good progress achieved in the Nursery is maintained. Very good use is made of appropriate early aspects of the national literacy guidelines to develop a full range of language skills. Very good assessments ensure that when the children are working in groups they are suitably challenged. The children's reading skills are developed and initial sounds are taught. The children organise individual words into sentences and the higher attaining children independently write short imaginative and original stories. They set out sentences accurately using word spacing, capital letters and full stops. The skilled staff are deployed well and there is an appropriate balance between direct teaching and carefully organised activities to enable children to investigate, experiment and discover. All of the children, irrespective of their abilities, make good progress in both their reading and writing skills. The provision of the 'pet shop' and 'veterinary surgery' enables them to take on roles and practise their speaking, listening and writing skills.
68. Throughout the early years book corners are organised to enable children to browse and gain a love of books. Stories are told and read to children regularly. These activities foster a positive attitude in children to reading.

Mathematics.

69. The children's achievement is average in the Nursery and good in the Reception class. The children in the Nursery count to 8 together in a group and individually to 5. They show good knowledge of two-dimensional shapes. They measure ingredients accurately when they are cooking and extend this activity when working in the sand and water area. They accurately thread beads and assemble buttons into repeating patterns, which involve size, shape and colour. In the Reception class children count

confidently to 25. They accurately complete sums to a total of 10, holding the first number in their head and counting on the second number. Many of them use mathematical language accurately and organise templates of two-dimensional shapes into recognisable figures of animals or to make patterns. Good use is made of the computer to assemble symmetrical patterns and individual children confidently create recurring patterns according to an increasing range of mathematical criteria.

70. The teaching and learning are good. All of the staff provide a very good environment for mathematics and make the most of the mathematical opportunities in daily routines. For example when the children are cutting up the pears to prepare for the mid morning snack, the teacher points out that the cut section is a circle. Occasionally there is inappropriate choice of apparatus, for example when a pan rather than a balance scale is chosen for weighing activities. The provision of sand and water play is used very effectively to introduce the children to capacity measurement and the children's surprise when the water in the long thin container also fills the short fat container and the round bowl is handled well. In the Reception class there is an appropriate emphasis on encouraging the children to record. Good use is made of mathematical songs and rhymes to encourage the children to sequence numbers and whole class or group sessions stimulate them to count backwards and solve simple mathematical problems.

Knowledge and understanding of the world.

71. The children's overall achievement is good and they make good progress. The children are competent users of the computer in both the Nursery and Reception classes. These skills support a good range of learning activities. The teaching and learning are good throughout the early years. There is a good educational programme with children involved in a wide range of activities to extend their knowledge of the world in which they live. The children are keen and confident to take part in unfamiliar activities. They visit areas of interest within the locality to develop their geographical skills and handle toys played with by their parents as they are introduced to a sense of history. All of the children gain very good introductory scientific knowledge and skills as they use hand lenses, investigate a snail brought into school by a classmate and sort and classify models of mini-beasts. Role-play areas encourage the children to develop their understanding of the outside world. Very good adult support in the Nursery means that the children are encouraged to talk about their work. The children with special needs make good progress in their learning because they are supported very well.

Physical development.

72. The children's achievement is typical for their age in the Nursery and above average when they leave the Reception class. All the children learn to move confidently round the different areas of the Nursery and Reception children move confidently around the school. They handle tools like scissors and pencils precisely and accurately, and large construction toys are managed well. In their movement lessons they carefully follow instructions and keep in time with taped music. Most children can catch a large ball against their chest when it is thrown directly to them. They are not as competent when attempting to catch a bouncing ball. The children in Reception carefully follow instructions to travel round the room in a variety of ways. They weave in and out and around their classmates confidently and safely

avoiding collisions. They can make and hold body shapes, which include stretching and curling. Most can throw and catch a beanbag.

73. In the Nursery the teaching and learning are sound but not enough time is given to outside play activities where the children could further develop their skills by riding tricycles and using other pieces of large equipment. In Reception, although the pace of lessons falls away when a new activity is being explained and organised, the teaching is generally good and the children learn well.

Creative development.

74. The children's attainment is in line with what is expected for this age. They use percussion instruments with confidence to explore sounds. They paint and draw with a good range of media to produce self-portraits, patterns and pictures of flowers which are of very good quality. They often use their initiative to develop their own ideas. There are very good examples of printing and watercolour techniques being combined to create patterns of very good quality. The children learn about famous artists and paint in their style. Good progress is made when the children use scissors, paste and tape to cut and join materials together to construct three-dimensional models of animals. Adults give careful advice but are mindful not to prevent children from being imaginative and original to explore their own ideas.

ENGLISH

75. The pupils' attainment on entry into Key Stage 1 is above average. These good standards are maintained throughout the school so that by the time the pupils leave Year 6 their standards are still good. Throughout both key stages the majority of the pupils make good progress. In the national tests in 1999, attainment in English at the end of Key Stage 1 was above the national average in both writing and reading, with the number of the higher attaining pupils close to the national average in reading but below it in writing. Attainment at the end of Key Stage 2 was broadly in line with what is expected, although the percentage of pupils reaching the above average level (Level 5) was below the national average. When compared with similar schools the standards were below average in Key Stage 1 and well below average in Key Stage 2. Since the last inspection however, the standards in English have improved in both key stages. The school has adopted the national recommendations for teaching English and this has improved the teaching and learning in both key stages.
76. Work seen during the inspection shows that the standards in Key Stage 1 have improved since the national tests in 1999 for the lower attaining children and are the same for the average and higher attaining children. In Key Stage 2 there are more higher achieving pupils reaching the upper level than last year. Overall the standards are now good in both key stages.
77. In Speaking and Listening, the standards attained by the pupils are very good at the end of both key stages. The children are attentive listeners and are willing to listen to the opinions of teachers and others in the group. In addition, they participate fully in classroom discussion, showing good questioning and speaking skills. The children work confidently and collaboratively with each other. The range of vocabulary and level of talk are extended by the teachers' very good use of questioning and the children are asked to develop their answers fully. The

confidence shown by many of the pupils to communicate with staff and each other is reflected throughout the school.

78. Within the school, a great emphasis is placed on high standards in reading; as a result the level of attainment in both key stages is well above the national average. The pupils' skills when working out new words are developed well and they read in a lively manner with good expression. They show, through their reading, an understanding of punctuation and awareness of the story line. The children are good at finding information in books. For example, the pupils are confident when using the contents page, index and alphabetical order to find what they need in their books. The children do not use the main school library very often and this reduces their opportunities to use their study skills.
79. Good progress in reading in both key stages is helped by the children's reading at home and there are useful reading diaries that inform both the parents and the children of progress. Other parental support for reading is also very good, for example the parents often stay in the classroom at the start of the day, reading with their child or helping their child to exchange a book in the class fiction library. However, these classroom libraries have insufficient books of good quality and children often prefer to bring books from home. Although many of the pupils show enthusiasm for books, only a limited number of the children are members of a public library and only the highest attaining readers declare any preference for any particular author. The school has introduced a scheme to create helpful links between the two key stages this is called Adopta-Reader and it benefits all the children in Reception who are supported by the children from Year 6.
80. The children's attainment in writing at the end of both key stages is above the national average and progress is good. The pupils generally use appropriate grammar, punctuation and vocabulary in their writing. In Key Stage 1 the majority of the pupils make good progress but the higher attaining children do not produce written work that reflects their capability. The lower attaining children have been given additional support and their standards are improving well. In Key Stage 2 the children reach good standards in instructional writing, letter writing and poetry. Well reasoned and written arguments allow them to express a variety of opinions; for example on whaling, foxhunting and the impact of people on the environment. This results in some good quality work especially for the higher attaining children.
81. By the end of both key stages the children write for many different purposes, for example, stories, arguments, reports and poetry. They use different styles of writing to suit the range of purposes. They are learning the basic skills of writing to a good standard. For example, how to sound out words and spelling are taught with different work planned for pupils of differing attainment. Spellings are taken home, practised and regularly tested. The children have an understanding of how to use a variety of dictionaries and thesauruses and have made good progress with their spelling.
82. The pupils' written skills are evident in other subjects, for example in information technology, religious education and history. Desktop publishing is regularly used in both key stages, and the children use word-processors and spell-checking software to help them produce their final copies. In history the Year 2 pupils produce poems on famous people past and present which allows them to use their basic English skills to support their historical knowledge and understanding.

83. The younger pupils are taught a printed style of writing that later develops into a joined up form. Handwriting is varied throughout the school with some older children in Key Stage 2 still printing rather than using joined up writing. Although attainment at the end of each key stage is average only the most able writers develop a clear, cursive and legible style that they use with confidence. The pupils in both key stages frequently practice handwriting but this is often not transferred from the handwriting practice lesson to other subjects.
84. The pupils with special educational needs make good progress in developing literary skills. The support staff provide good one-to-one support within the classroom. The pupils' progress is regularly monitored and through detailed planning, the children's individual needs are met well.
85. The quality of teaching in English is good overall and in many lessons it is very good. The staff have good subject knowledge and this enables them to ask the children very clear questions to improve their learning. They have a very good relationship with their pupils and very good class control. The children respond well to the teachers' expectations and they concentrate well. At all times they show a willingness to learn. The best lessons are planned well and delivered at a good pace. The objectives of the lesson are made clear and there is little loss of time when pupils move from one task to another. As a result the children know what to do, understand their tasks and make good progress. When collaborative work or classroom debates takes place the children talk with confidence and show a good use of works linked to the work they are doing. The teachers' marking of the children's work is good throughout the school, helpful and positive remarks are made to encourage and guide the children and new targets are set each half term. Work is assessed regularly to check the targets are met. There is a file of children's work which is frequently updated and provides a useful tool in helping staff assess the standards achieved by the children throughout the school.
86. The school is adequately resourced, with reading schemes and reference books. However although the school's central library is well organised, it does contain some outdated books. The quality and range of books in the fiction libraries within the classrooms also need to be improved. The English curriculum is led and organised well by a knowledgeable and enthusiastic co-ordinator who attends regular literacy meetings and shares new information with the staff. This results in the staff developing a firm grasp of the subject and gaining confidence in teaching it.

MATHEMATICS

87. Inspection findings indicate that standards are well above average for the children who are seven and eleven years old and are generally above average for the vast majority of children in all the other classes. By the end of Key Stage 1, as indicated by the 1999 National Curriculum tests, the pupils made good progress. Their attainment in mathematics was above the national average and matched the average for similar schools. The percentage of pupils reaching the typical level was above average and those reaching the higher level of attainment (Level 3) was close to the national figure. The national trends, over the past four years, for mathematics are upwards. The school's results in Key Stage 1 have matched this rise and have always been slightly above the national picture. Girls did slightly less well than boys and this is different from the national picture in which boys and girls reach the same level.

88. At the end of Key Stage 2, the 1999 National Curriculum tests showed a stronger picture than Key Stage 1, indicating a better rate of progress, the results were well above the national average and above the average for similar schools. There was a higher proportion of children reaching both the expected level (Level 4) and the higher level (Level 5) than was typical. The overall trend in Key Stage 2 is of stronger improvement in the test results than the national picture, especially since 1997, particularly by the boys. The current inspection evidence shows continued improvement in both key stages, especially in the number of children expected to reach the higher grades. This is particularly marked in Key Stage 1.
89. The previous inspection reported that the standards of attainment were average in Key Stage 1 and above average in Key Stage 2. The current inspection findings show an improvement in both key stages with many of the children now reaching standards well above average. Throughout the school most of the children are particularly good at identifying how to work out number problems and calculations and are able to explain what they are doing. By the end of Key Stage 1 the children are able to work out complicated numeracy problems like how to block a rival in a number game by working out what number the other child needs and trying to place their own counters in the way. They use mathematical terms like multiples and digit with confidence. By the end of Key Stage 2 the children use numbers very competently. They choose a range of methods when deciding how to work out answers and are able to use their times tables. They can remember patterns of numbers and are familiar with decimals and fractions.
90. The quality of teaching is good with particularly good teaching in Years 2 and 6. Where the teaching is very good the teachers are very clear about the stages reached by the children and know exactly what to teach next. They have very good knowledge of mathematics themselves and are able to quickly see any difficulties and help the children. The work is challenging and the teachers show the children several ways of finding answers and expect them to choose a suitable method for themselves. As a result the children search for the best way to solve problems. In the Year 2 class, for example, the children are able to add two 2 digit numbers in their head. They use a variety of methods depending on whether the numbers are near to ten or twenty, are nearly doubles or are a part of a times table. Although tasks like this are difficult the children persevere and are able to calculate out loud to show how they are working out their sums. In Year 6 the children can multiply numbers with two decimal places. When they find the task difficult or confusing they return to the methods taught by their teacher and check to see if the numbers are placed in the correct columns to help them work out the answer.
91. Where the teaching is good the lessons are organised well and the teachers high expect a lot of the children. The work that is planned develops what the children have learned already and they are experienced in using earlier learning to try and manage new mathematical ideas. For example in Year 1 almost all of the children can immediately say which is the higher of two 1 digit numbers. They can then use this knowledge to help them in their addition of two numbers by always starting with the higher and then adding on the lower number. The mix of direct teaching and the selection of tasks provided for the children ensure that the range of the children's attainment is considered effectively. In Year 5, for example, after a detailed teaching session, the teacher gave work which ranged in difficulty to the class. Most of the children were able to work alone although some needed guidance. All of the children found their own tasks very challenging and the teacher spent time checking they were all able to complete their work.

92. All of the teachers prepare their lessons well and think of interesting activities to extend the children's learning. The children are given very useful targets for each half term. These are stuck inside their books and checked regularly to see if they are making good progress. In Year 2 and all the classes in Key Stage 2, the children have the opportunity for additional mental calculation sessions before the start of each school day. The teachers voluntarily provide support and set the children tasks. Many parents join these sessions and teach their children how to solve the number problems. These sessions are very successful; they provide an opportunity for the parents to see exactly what their children can do and to talk to the teacher if they wish. Additionally they give the children extra tuition that contributes to the high standards they achieve in mathematics.
92. The children with special educational needs are given good support in mathematics, both in withdrawal groups and in their classes. The classroom assistants work effectively alongside the children, guiding them and helping them to concentrate on their work. As a result the children make good progress.
94. The mathematics curriculum is organised very clearly. The main focus is on numeracy, and the children are taught well using a range of methods that have been adopted by all of the teachers following training. The other aspects of mathematics, measurement, shape and space are planned in blocks and also taught well. The curriculum coordinator has a very good knowledge of the subject and she has observed the other teachers working with their classes. She has advised colleagues how to improve their teaching and their organisation of the subject and has contributed significantly to the improvements in standards in mathematics.

SCIENCE

95. The results of the national tests in 1999 indicate that the pupils' attainment at the age of eleven is very high in comparison with the national average. All of the pupils achieved the expected level. The percentage of pupils achieving the higher level was above the national average. The pupils' performance in the science tests was similar to schools with pupils from comparable backgrounds. Inspection findings indicate that the majority of the pupils in Year 6 are attaining standards above those expected nationally. Nine out of ten pupils are meeting the national average and five out of ten pupils are achieving the higher level. However, in Year 6 there are not enough opportunities for scientific investigation. Consequently, whilst pupils' scientific knowledge is very high when compared with the national average, their ability to organise and carry out investigations is only satisfactory. There is no significant difference between the attainment of boys and girls. Since 1996, when attainment was close to the national average, standards in the subject have improved.
96. In 1999 the teacher assessments at the end of Key Stage 1 indicate that that the proportion of pupils reaching the expected level was close to the national average but below this at the higher level. Work seen during the inspection indicates that the standards of the current Year 2 class are above the national average and close to the national figures for the higher level.
97. These results indicate a continued improvement in science since the last inspection with the school's performance improving over time when compared with the national

average. The school has linked its scheme to the nationally recommended scheme of work and has established targets that are shared with the pupils. Throughout Key

Stage 1 and in Years 3 and 4 there are good opportunities for the pupils to be involved in investigative work that supports the gaining of scientific knowledge. However, in Year 5 and 6 this balance is lost because there are insufficient opportunities for experimental and investigative work.

98. By the end of Key Stage 1 the pupils have a good understanding of many aspects of science. They know, for example how to organise a good range of investigations with the support of adults to examine how bread is changed by heat and that butter and ice melt when they are heated. They understand that toast cannot be turned back into bread but water can be cooled to turn into ice. The younger pupils know that 'pushes' and 'pulls' are forces that make objects move or change direction. They apply this knowledge to study the forces applied to everyday objects in the classroom to make them work. The higher attaining pupils realise that a pair of scissors require pushes and pulls to make them work and that a door may be both pushed and pulled to be opened and closed. They record their investigations using mathematics to compile tables and sets of results.
99. By the end of Key Stage 2 the pupils have gained very high levels of knowledge across the areas of life processes, materials and physical processes. In life processes for example the pupils can explain the functions of a range of human organs such as the heart, lungs, kidneys and the liver. They accurately explain the working of the digestive system. The younger pupils in the key stage skilfully investigate the force of magnetism and make sensible predictions about the strength of magnets and the materials they will push through which they successfully test. They investigate materials and their properties and explain how shadows are formed and how they can be changed. In both key stages the pupils confidently use accurate scientific language in their writing and in their discussions. There are good links between science and personal, social and health education.
100. The quality of teaching of science is good in both key stages. It is very good in Year 1. The teachers' knowledge and understanding of the aspects of the subject they teach are well developed and they use good questioning techniques, which probe the pupils' knowledge and help to reinforce their ideas. Lesson planning is thorough and clear. The teachers know what it is they expect the pupils to learn by the end of each lesson and set tasks according to the pupils' needs. This ensures that those with special educational needs make appropriate progress. Often good quality resources are provided. In Year 1 for example the pupils have very good opportunities to handle everyday objects like scissors to work out whether they need to push or pull in order to make them work.
101. The teachers move round the groups well ensuring that the children stay on task throughout the lesson. There are good opportunities for Key Stage 1 pupils to apply their scientific knowledge in design and technology, for example when they incorporate electrical circuits into their designs of monsters to make the eyes light up. Older pupils in this key stage create artificial flowers, which they 'push' through the soil to represent their growth. At Key Stage 2 very good use is made of discussion as Year 6 pupils make final preparations for their national tests. The white board is used effectively by pupils to share and check their learning about the positions of the organs of the human body. However, the planning for Year 6 relies too much on the assimilation of facts and regular investigations are not used to give meaning and relevance to the scientific knowledge.

102. The subject is effectively co-ordinated and teachers' planning is regularly monitored. As a result the teachers are given useful advice on how to improve their lessons. There is a helpful file of annotated work that accurately supports the teachers' assessments. Good use is made of information technology with both data handling and CD ROM being used in investigations and research. Good links are established with parents where individual pupils' targets are discussed.

ART

103. No work was available from the Year 6 children as art is not a part of their curriculum until after June each year. Throughout the rest of the school the standards are higher than those typical for children of these ages and their learning develops at a good pace. The children are able to use the media effectively and in the one lesson seen during the inspection they were beginning to develop an appreciation of their own work and that of others. The standards are higher than those seen during the previous inspection.
104. The children's strongest achievements in both key stages are their use of colour to create abstract and representative pictures. In their abstract and pattern work they select and mix colours to make an impact on the viewer and in their representative work the colours are carefully chosen to support the subject.
105. The work seen during the inspection in Key Stage 1 included a good range of resources that have been used effectively. The youngest children are able to use collage materials and paint to make attractive pictures of animals and monsters. Their work is individual and careful, it shows good cutting skills and the children position their work carefully on the paper. In Years 1 and 2 the children extend their skills appropriately. The Year 1 children are able to use pastels, paint and a computer program to make pictures of flowers. Their work is attractive and careful showing good attention to detail and use of colour. In Year 2 the children's drawing of seeds and fruit shows good progress, their work is accurate and shows good observation skills. The pupils are able to use the work of famous artists like Monet to support their own designs of flower arrangements and landscapes to a good standard.
106. The children in Key Stage 2 show an increased sense of design and demonstrate greater control of the resources. They improve their skills in purposefully selecting resources and colours to make a strong impact. Their work shows good design and use of colour and their individual styles are apparent. Their printing work shows a good level of precision in making their block to print from, and they are able to repeat their print very carefully many times to make a large and effective pattern. The children are able to select colours of textiles carefully to show a range of textures and patterns. They are able to work in the style of the abstract artists.
107. The teachers plan their lessons carefully to provide the children with a good range of art experiences and the planning shows they expect good standards of work. In the lesson observed the teacher discussed art appreciation with the children and taught them how to start making judgements about their own work and that of others. In both key stages the teachers display the children's work well and there is evidence of a good range of attractive work which shows increasing skills as the children become older.

108. The coordinator leads the subject effectively. She has collected a useful file showing completed work that indicates the different levels of skill achieved by the children. The policy document and scheme of work are clear and helpful. They support the teachers in providing a varied and challenging curriculum that builds on the children's skills, knowledge and understanding as they move through the school. The interruption to this progress in Year 6 is unfortunate and demonstrates a weakness in the breadth and balance of the curriculum for the oldest children.

DESIGN AND TECHNOLOGY

109. No actual lessons in design and technology were observed during the inspection. However, the quality of work seen at both key stages indicates that pupils attain standards that are typical for their age. There is insufficient evidence to make any judgements about the quality of teaching or learning.
110. The older pupils in Key Stage 2 skilfully manipulate construction kits to assemble a range of cranes and lifting devices. These are of sound quality and include moving parts. Other successfully completed projects include the construction of monsters as part of the pupils' studies in Greek mythology. It is evident that the pupils have enjoyed their work, showing imagination and ingenuity making good use of recyclable materials and finishing their work to a high standard. The design part of the subject is not taught and there are no drawings to show what the children will make. Additionally the Year 6 children have no design and technology lessons until June each year. These are unsatisfactory aspects of the subject because they affect the balance within the range of the curriculum.
111. Younger pupils in Key Stage 2 successfully design and make boxes for Easter presents and prepare healthy sandwiches. Good links are made with mathematics, science and personal, social and health education when the pupils use nets of three-dimensional shapes to construct their products and revise their scientific knowledge about what constitutes a balanced diet. The children use a typical range of tools safely and accurately to prepare materials and assemble their models.
112. Good links with other subjects are also identified in Key Stage 1. For example links with science are made when the younger pupils accurately cut, fold and join cards to assemble flowers that 'grow' when they push the stalk and vehicles that travel across a bridge when they are pulled. The Year 2 pupils successfully follow their designs to assemble winding and lifting mechanisms. The displayed work indicates that many of the pupils have successfully linked the designing process with the assembling activities.
113. These findings indicate that the subject provision is not as comprehensive as that of the previous report and that standards have fallen. The co-ordinator monitors planning and a portfolio of pupils' work is being compiled.

GEOGRAPHY

114. Standards in geography at the end of both key stages are higher than is typical for the children's ages. These good standards have been maintained since the time of the last inspection. It was not possible during the inspection to observe any geography lessons so evidence was gathered from looking at the pupils' completed work and talking with some of the children from both key stages.

115. By the end of Key Stage 1 the pupils' knowledge and understanding of places outside the British Isles is good and they are able to identify some continents and Britain's European neighbours. They can confidently name a number of major cities including the capital of England and they show a good awareness of their immediate locality and can place themselves on a map of the British Isles. They are aware of the different types of local housing and the materials used in their construction. The pupils can give simple directions around a map and have a sound knowledge of the points on a compass.
116. The Key Stage 2 pupils build on their prior knowledge and make good progress. They have a good understanding of physical geography and are able to identify a number of climatic zones on the earth and the effects of weather on people and places. Mapping skills are developed well and the children are able to use mapping coordinates, keys and ordnance survey symbols. They have a good understanding of the local environment and are aware of housing type and building materials. The highest attaining children understand how pollution affects the ozone layer.
117. Children in both key stages show a keen interest in the subject and speak enthusiastically and with understanding about school visits they have experienced. These include visits to the power station and Highforce waterfall. The comparative study work in Year 4 and Year 5 between the two islands of St. Lucia and Great Britain is understood and recorded well. There are also good cross-curricular links with science in the study of weather and the recording of rainfall and local temperatures. The use of CD-ROM programs also supports this work making further information available.
118. The children's work is assessed against the National Curriculum levels and kept in the curriculum coordinators file. This is a useful guide and supports the teachers in planning the children's work. The subject coordinator is well qualified and provides good support for colleagues. The curriculum is monitored informally through the planning by the coordinator. As a result the teachers receive good guidance on improving the teaching and learning in geography. Resources are satisfactory with a recent purchase of atlases. However the resources are inappropriately stored and not accessible to pupils.

HISTORY

119. Standards are similar to those found in most school. Only one lesson was observed in history during the inspection and this was in Key Stage 1. The standards have improved since the last inspection when there were some weaknesses in the children's knowledge of famous people.
120. The Key Stage 1 pupils are able to compare different historical time periods to the present and can place some major events on the time line. They can discuss different forms of transport and its development, as well as changes in building type and building materials. The children understand the development and improvements that occurred in hygiene through the efforts of Florence Nightingale and hospital reform. In addition their most recent work on the great fire of London allows them to form opinions about what it must have been like to have lived through the disaster. The pupils show respect for others opinions when discussing their interpretation of the great fire of London. In the lesson observed the quality of learning was good and the teacher had good subject knowledge. The quality of questioning was good encouraging the pupils to offer opinions and express their feelings. The children

with special needs were given additional adult support to help them put events in the right order and they made good progress.

121. The pupils at the end of Key Stage 2 have studied a wide range of subjects from ancient Greeks to Britain since the 1930's. They can name some famous people in the period of history they have studied such as Henry VIII and Queen Elizabeth I. They are aware of the development of different energy resources and compare how they have created change in housing, transport and lighting from Tudor times to the present. They show enthusiasm and a good factual knowledge of the places they have visited such as local museums. Progress throughout the key stage is satisfactory and the pupils develop historical skills and knowledge through their learning. They show a keen interest and enthusiasm for the subject and worked collaboratively in the lesson observed.
122. The curriculum is coordinated effectively. A detailed scheme of work helps to structure the curriculum and ensure full coverage. Samples of the children's work are collected and compared with the National Curriculum levels of attainment. This supports the staff when checking the standards the children achieve. Resources are generally satisfactory and collected specifically for the topics being studied but there is a shortage of artefacts. The storage is poor and doesn't ensure that the resources are well maintained.

INFORMATION TECHNOLOGY

123. Standards at the end of both key stages are above the level expected nationally and progress for all pupils, including those with special educational needs, is good. There is evidence of good keyboard skills and use of the word processor to help present the pupils' work. Information technology is well integrated into the rest of the curriculum providing support and enhancing overall learning.
124. In Key Stage 1 the pupils are able to produce a graph from numerical data gathered on the colour of pupils' eyes within the class. In English, word processing skills are used by the children to redraft their work using the backspace and delete keys. The children also show familiarity with the use of upper and lower case lettering. The higher attaining pupils are able to draw and drag text and illustrations. This results in some good links with the art curriculum and the work of the Dutch painter Piet Mondrian. The children can discuss the style of his painting and then work in a similar style using the computer. They experiment with length of line, thickness and the use of colour to fill the spaces. Technical vocabulary is used well with the Reception pupils identifying the mouse, screen, monitor and keyboard.
125. By the end of Key Stage 2 the pupils word processing skills have continued to develop with pupils using a wider range of keyboard functions such as spell check and the selection of appropriate options from the screen menus. Spreadsheets are also used to record data from a visit to Carlton Outdoor Centre. The children can use Logo and can programme screen turtles to follow instructions. This requires accurate measuring and understanding of the use of quarter and half turns. However the highest attainers are not always sufficiently challenged by such tasks and this limits their progress.

126. The newly introduced National Grid for Learning computers and the link with the Internet along with C D-ROMs are regularly used as a tool for information gathering and reference. Additionally the children are able to use an art program and a scanner to copy images of themselves in a display of "Look how we have grown".
127. The quality of teaching is good. The lessons are prepared well and there is a good use of support staff. In both key stages the pupils respond very positively to their work in the subject. The teachers frequently work with the groups using the computer. These groups are always organised well and the tasks are interesting. As a result the children work productively, collaborating and sharing the machines and talking enthusiastically about the tasks they are doing. A particular strength is how the pupils show sufficient confidence to correct errors independently. The staff have a good knowledge and understanding of the subject. They show confidence and independence in reloading and correcting technical problems that occur. The special needs pupils are supported well and the autistic pupils respond positively and enthusiastically. They clearly enjoy the sensory experience provided by the computers and make good progress.
128. The school has a well-structured programme for information technology that builds on pupils' previous learning skills. The subject clearly supports and enhances other subjects in the curriculum for example in art and science. The coordinator leads the subject well and has developed a supportive scheme of work and skills framework to aid progression and planning. This was developed following an audit of the staffs' needs and competency in using computers. The staff are enthusiastic to learn and the coordinator's file holds a range of work linked to the National Curriculum levels of attainment to support teachers judgments.
129. The resources available are used effectively. The recent introduction of computers from the National Grid For Learning programme and access to the Internet has been welcomed. The range of available software has been built up allowing pupils to develop skills that are transferable to other subjects. Some of the computers in Key Stage 1 are old but are regularly used with relevant programmes such as the Oxford Reading Tree reading scheme.

MUSIC

130. During the inspection only two lessons were observed. Evidence from the Key Stage 1 lesson shows that, by the age of seven, standards are in line with those found in most schools. It is not possible to make an overall judgement about attainment by the end of Key Stage 2 because no Year 6 lessons were seen. The pupils at both key stages have opportunities to sing and develop their musical skills. This matches the standards recorded in the previous report.
131. The Key Stage 1 pupils are given opportunities to learn songs, explore sound and experiment with musical instruments. They listen to and appreciate music. They learn about beat and time and accurately interpret the teacher's hand signals to recognise notation and sing in tune. The Key Stage 2 pupils understand how mood can vary with different styles of music. A well-chosen and varied range of music is used in assemblies and this helps to develop pupils' listening skills. In the lesson observed in Key Stage 2, the children accurately clapped out rhythm and beat. They listened attentively to taped music and extended their musical knowledge and appreciation of famous composers. However, the choice of some songs was inappropriate and the tasks set for the pupils were too complex – expecting them to

perform a song in four rounds. There are appropriate opportunities for the pupils to learn to play the violin, cello and recorder.

132. The quality of teaching observed during the inspection was satisfactory. The visiting music teacher has very good knowledge and expertise, though some pupils were over extended and inappropriate use of time resulted in the final song being curtailed. At both key stages the pupils' attitudes and behaviour are good, resulting in good concentration and with only a small minority losing their concentration to become restless. Lessons involve a variety of challenging activities, which mostly hold pupils' interest and extend their knowledge, expertise and performance skills. Many of the pupils take part in musical interest groups. There is an active choir and percussion group, which rehearses regularly and performs at local festivals, school concerts and religious services. A recorder group meets regularly. These activities enable pupils to further develop their musical skills. The provision of a detailed scheme of work is a strength.

PHYSICAL EDUCATION

133. The children's achievements are higher than those seen in other primary schools. When they enter Key Stage 1 the pupils' standards in physical education are typical for children of this age. During their time in Key Stages 1 and 2 they make good progress and reach higher standards.
134. Lessons seen during the inspection involved games and swimming. This reflects the curriculum plans for the subject which appropriately place emphasis on these aspects, alongside gymnastics, during the summer. The children in Years 2, 3 and 4 have swimming lessons and by the time the children leave Year 4 all of them can swim 25 metres.
135. The teaching that was seen was of a very good quality, with excellent teaching in Year 6. The teachers give the children very good guidance by demonstrating and coaching specific skills and watching and guiding the children as they perform. The children work hard as a result of this support and try very hard to follow the instructions they are given. By the end of Key Stage 1 the children are able to use the skills of passing and receiving a football very effectively, they are developing style in their movements and some of them are very skilled. In Key Stage 2 the teachers own high level of skill and knowledge is used very effectively to extend the children's performance. The pupils respond well to the challenging tasks given by their teachers and make good progress. In the swimming lessons observed the children's earlier learning and their achievements were used very effectively to assess what they needed to learn next and very good coaching enabled them to strive for greater success. In Year 6, cricket skills were demonstrated and the children were helped to improve their own style and control. They gained in the power and accuracy of their bowling.
136. The coordinator leads the subject well, he has good knowledge and skills and is able to guide and support the other teachers effectively. The policy document and scheme of work are clear and very broad, providing for a wide range of opportunities for the children. The coordinator has observed other teachers working with their classes and has given informal advice as a means of improving their teaching.

RELIGIOUS EDUCATION

137. Standards are above average by the age of eleven most of the pupils have a good knowledge and understanding of the religious. These findings indicate a good improvement on those contained in the previous report.
138. In Key Stage 1 pupils learn about Christianity as a main theme and gain good introductory knowledge of the major world religions. By the end of the key stage they know that the Passover is a special festival in the Jewish religion and that during this and other festivals, special clothes are worn and carefully prepared food is eaten. They recall the events of Jesus' birthday and the story of His passion, death and resurrection. The younger pupils learn that prayer is a communication with their God. Their written prayers are original, individual and consider the theme of thanking Jesus for their families, the gifts they receive and the beauty of the world in which they live.
139. By the end of Key Stage 2 pupils are able to discuss in more depth issues that different faiths have in common. They study the stages of life, birth, christening and marriage and gain good insights into the denominations within the Christian religion and increase their knowledge of world faiths through their study of Sikhism and Islam. Good use of themes such as journeys are incorporated into pupils' learning. These include the events in Saul's journey to Damascus, the Israelite journey in the desert (Exodus) and the Moslem pilgrimage (Hajj) to Mecca. The pupils become familiar with the characteristics of the Christian church and the symbolism of the sacred artefacts and the church furniture. They broaden their knowledge by studying the symbolism of the garments worn by Sikhs and the Five Pillars of Islam. The subject makes a good contribution to the pupils' cultural development. Throughout the school pupils learn of events in Jesus' life and the stories He told.
140. The school has devised a new scheme of work prior to the new locally Agreed Syllabus for Religious Education being introduced. It is very thorough and clearly shows how the different faiths are revisited over time.
141. Teaching in both key stages is good. Teachers show good knowledge and make appropriate use of the well-structured scheme of work. This enables good learning opportunities to be provided for pupils and they concentrate well. There are very good moments of wonder when pupils listen in silence to the teacher's account of the passions and death of Jesus. However, the idea of reflection is not fully incorporated into pupils' learning. Learning is often enriched by the teachers' obvious enthusiasm for the subject and as a result the pupils' attitudes to the subject are good. Their behaviour is very good. Occasionally lesson plans are changed as the teacher identifies an opportunity to respond to pupils' interest and curiosity. The teachers very effectively develop their knowledge of the key beliefs of the Christian faith. For example the children learn to reflect on the link between the altar in a Christian church and Easter as a key event in the Christian calendar
142. There have been good improvements since the last inspection, in particular the new scheme of work, which is having a positive impact on the pupils' learning. Resources have been improved. The subject is enriched by visits to the local churches and, whilst there are ideas to extend these visits to include non-Christian places of worship, they have yet to be implemented. Good use is made of information technology to enrich pupils' learning. The subject is effectively lead and

new initiatives are well managed and sustained because the lesson planning is effectively monitored.