

INSPECTION REPORT

**WOODS LOKE COMMUNITY PRIMARY
SCHOOL**

Lowestoft, Suffolk

LEA area: Suffolk

Unique reference number: 124641

Headteacher: Mr Terence Cant

Reporting inspector: Mr John Messer
15477

Dates of inspection: 21 - 24 May 2001

Inspection number: 190805

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
School address:	Butley Drive Oulton Broad Lowestoft Suffolk
Postcode:	NR32 3EB
Telephone number:	01502 561234
Fax number:	N/A
Appropriate authority:	The governing body
Name of chair of governors:	Mr Steven Wood
Date of previous inspection:	9 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1547 7	John Messer	Registered inspector	Art English as an additional language	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and achievements.</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
1946 9	Susie Messer	Lay inspector		<p>How high are standards?</p> <p>b) Pupils' attitudes, values and personal development.</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
8798	Dennis Maxwell	Team inspector	<p>Mathematics</p> <p>Information and communication technology</p> <p>Religious education</p> <p>Foundation stage</p>	
2283 1	Clive Lewis	Team inspector	<p>Science</p> <p>Music</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>

1785 2	Lawrence Moscrop	Team inspector	English Design and technology Physical education Special educational needs	
7418	Kathleen Rollisson	Team inspector	Geography History Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community first school for pupils aged four to nine, has 390 pupils on roll and is bigger than most primary schools. Pupils are taught in 14 classes, including the nursery unit where 50 children are taught on a part-time basis, either in the morning or afternoon sessions. Children are normally admitted to the nursery two terms before they are due to transfer into the school's reception classes. Children are admitted to reception three times a year, usually at the beginning of the term in which their fifth birthday falls. There are rather more boys than girls in the school, though in Year 3 girls outnumber boys. The pupils are from white English speaking backgrounds. Two pupils have statements of special educational need and a further 68 are entered on the school's register of special educational needs because they require some extra learning support. This is in line with national averages. Around 12 per cent of pupils are entitled to free school meals, which is in line with the national average. On entry to the nursery, children's achievements are broadly typical, except that their early communication and language skills are not as well developed as usual. Their social and personal skills are well developed, however.

HOW GOOD THE SCHOOL IS

This is a successful school. Children enter the school with levels of achievement that are broadly in line with national expectations and by the age of seven, their attainments exceed national averages in English, mathematics and science. The good progress that they make is maintained so that by the age of nine attainment remains above average. The quality of teaching is good and enables pupils to learn effectively and achieve well. The leadership and management of the school are good and the school is well supported by governors. The school provides good value for money.

What the school does well

- By the age of nine, pupils attain high standards in English, mathematics, science, history, geography and music.
- The rich learning environment in the nursery helps children to make good progress and provides a good basis for future learning.
- Provision for pupils with special educational needs is very good and enables them to achieve well.
- Pupils are enthusiastic and their behaviour is very good; this makes a strong contribution to their effective learning and good achievement.
- Relationships throughout the school are very good and enhance the quality of education provided.
- A broad range of subjects is taught in an interesting way and the school strives to improve standards in them all.

What could be improved

- Teachers' daily planning to highlight the skills, knowledge and understanding to be taught to each group, thus ensuring appropriate challenge.
- The school's partnership with parents to ensure a closer working relationship and provide all legally required information.
- Mechanisms to ensure that child protection, the monitoring of attendance and health and safety policies are fully implemented.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been significant improvements since the school was last inspected in December 1996. The standards that pupils attain in mathematics, science, history,

geography and music have improved. The quality of teaching has improved; there is now a greater proportion of very good teaching and a much lower proportion of unsatisfactory teaching. The curriculum co-ordinators now have greater opportunities to influence teaching and learning throughout the school, provision for the under-fives has greatly improved. One key issue that remains unresolved is that teachers' lesson planning is still insufficiently precise which results in a degree of uncertainty about exactly what pupils are expected to learn in each lesson. The partnership with parents remains underdeveloped. Overall, however, improvement since the last inspection has been good.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

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

The National Curriculum test results for seven-year-olds, in 2000 showed that results were well above average in reading and writing and average in mathematics. Inspection findings largely reflect the test results but standards in mathematics have improved since last year and now exceed national expectations. By the end of Year 2, standards are higher than usual in history and geography and typical for the age group in art and design, design and technology, information and communication technology and religious education. There was insufficient evidence to judge standards in physical education and in music. Pupils achieve well in most subjects, making particularly good progress in reading and numeracy due to the good teaching of basic skills. Since 1996 standards, as measured by test results, have risen and fallen in successive years in reading, writing and mathematics and there has been no clear trend, though performance in reading and writing has consistently exceeded national averages and has been better than performance in mathematics.

Pupils achieve well in Years 3 and 4 in most subjects. By the time they leave the school, at the age of nine, they attain standards that are at least in line with national expectations in all the subjects. Though there was not enough evidence to judge overall standards in physical education, standards in dance are good. Standards are high in English, mathematics, science, geography, history and music, due to the effective teaching of basic skills, lessons that capture pupils' imagination and to pupils' enthusiasm for learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about their work and are keen to learn. They have very positive attitudes to the school.
Behaviour, in and out of classrooms	Pupils behave very well in and around the school.
Personal development and relationships	Good relationships have a positive effect upon the learning of pupils. Pupils mix well together and take the responsibilities given to them seriously.
Attendance	Attendance is broadly satisfactory though registers are not always marked accurately.

Pupils are eager to learn and willing to please and, when these positive attitudes are coupled with good teaching, pupils' achievement is enhanced. The good relationships contribute to a secure learning environment. The school's published rates of attendance indicate that attendance is below average. This is partly due to long-term absences due to illness and to pupils taking holidays in term time. The published figures are unreliable, however, due to the inaccurate classification of authorised and unauthorised absence.

TEACHING AND LEARNING

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

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

Overall 99 per cent of teaching is at least satisfactory; 23 per cent is satisfactory, 58 per cent is good, 18 per cent is very good and 1 per cent is unsatisfactory. Nearly a quarter of the teaching in Years 3 and 4 is very good and it is particularly strong in English and history. A particular strength of the teaching throughout the school is the good relationships that have been developed between pupils and teachers which helps to maintain positive attitudes to learning. An area for development is teachers' lesson planning which does not always include a clear description of the skills, knowledge and understanding that are to be developed in a lesson. Literacy and numeracy are taught well and the good teaching makes a strong contribution to pupils' good achievement in basic skills. The teaching for pupils with special educational needs is good and pupils achieve well in relation to their prior attainment. The needs of higher attaining pupils are largely provided for through setting, or grouping pupils by ability, for lessons in English and mathematics. This helps teachers to focus on the differing needs of the different sets. Across the school pupils' achievement is good in most subjects because the good teaching inspires pupils and helps to generate an enthusiasm for learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad and balanced curriculum is followed which is relevant to pupils' learning needs.
Provision for pupils with special educational needs	Very good. A highly skilled classroom assistant makes an especially strong contribution to the high quality of the provision and promotes good levels of achievement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall sound provision is made though provision for social and moral development are particularly good. Pupils are encouraged to understand values of honesty and they have a well developed understanding of justice and fair play.
How well the school cares for its pupils	A caring ethos and a secure learning environment have been created. Procedures for assessing pupils' attainment and progress are good. Staff are not all fully aware of child protection procedures. There are weaknesses in health and safety procedures and the monitoring of pupils' attendance.

The partnership with parents to support pupils' learning is underdeveloped. There are an adequate number of educational visits and after school activities. The curriculum meets statutory requirements but personal, health and safety education is not given sufficient emphasis. The annual drama production does much for the personal development of those who volunteer to participate.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. A good scheme of delegation has been developed and three key staff lead and manage their departments well. The headteacher promotes an ethos that is geared towards improving standards.
How well the governors fulfil their responsibilities	Governors are keen to support the school. A significant proportion are new and do not yet participate fully in shaping the direction of the school. Most legal requirements are met though there are omissions in the information provided for parents, monitoring of attendance and child protection procedures.
The school's evaluation of its performance	Satisfactory. Appropriate priorities are established as a result of the school's analysis of its strengths and weaknesses.
The strategic use of resources	Sound. Finance is used carefully and resources are sufficient to support teaching and learning effectively.

Staffing, resources and accommodation are adequate to support the successful implementation of the curriculum. The school has been successful in securing the removal of old temporary classrooms and at the time of the inspection new classrooms were in the course of being built. In all major projects the school ensures, through such means as comparisons and competitive tendering, that the principles of best value are assured. There is a laxity about ensuring that proper procedures are followed, such as registers being marked in full and ensuring that staff understand child protection procedures. There is no formal review of the school's progress towards completing the initiatives described in its school development plan and consultation on the creation of the annual plan is not extensive.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour is good. • Teaching is good. • The school expects children to work hard and to do their best. • The school is well led and managed. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • A closer partnership with parents and a more welcoming approach to encourage their participation. • Information about how their children are getting on. • Open avenues of communication to enable parents to raise concerns or questions more readily. • The amount of work that children are given to do at home.

The inspection team agree with parents' positive comments and agree with many of their concerns. The team concluded that for a school of this type there was a satisfactory range of activities outside lessons and that the amount of homework was appropriate. Inspectors agree that communications with parents are not sufficiently robust and that the partnership with parents is underdeveloped. The school does provide an adequate amount of information about how pupils are getting on.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the nursery is broadly average. The baseline assessments show that early language skills are under developed but social and personal skills are well developed. In the nursery, for example, a significant minority of children have poorly developed speech. One typical example was where a child referred to his caterpillar by saying, 'Mine slidden up here. Me get later.' The school has recognised this and much work is done to encourage the development of speaking and listening skills. Pupils in the nursery soon recognise their names and often those of their friends. Many older nursery children can write their names and they enjoy 'play writing'. They know about books and enjoy stories. In the reception classes children distinguish between fiction and non-fiction and understand the terms 'author' and 'title'. They write freely and spelling is recognisable and becoming increasingly accurate. Balloon is spelt 'bloon' and 'battery' as 'batry,' for example, which results in very readable prose. A significant minority of children have limited knowledge and understanding of the world. In a discussion on future career possibilities, one girl wanted to be a mermaid whilst a boy wanted to be a fire engine. Their friends, some of whom were aspiring astronauts or ballet dancers, quickly explained why this would not be feasible. Their progress in this area of learning is rapid. Children's achievement is good in the nursery and reception classes and most are well on course to reach the national targets in all the areas of learning by the time they transfer to Year 1.
2. Through Years 1 and 2 pupils' achievement is good and by the age of seven they attain standards that exceed national expectations in reading, writing, mathematics, science, history and geography. The standards they attain in art and design, design and technology and information and communication technology meet national expectations of seven-year-olds. There was insufficient evidence to make a judgement about standards in physical education and music. The National Curriculum tests and assessments for seven-year-olds in 2000 largely reflect inspection findings; standards in reading and writing were well above average and above average in science. They were average in mathematics in 2000 but inspection findings indicate that since then standards have improved significantly. The test results in 2000 were better than those in 1999 and tend to fluctuate from year to year, due mainly to the varying characteristics of each successive group that takes the tests. Across the school, pupils with special educational needs and those capable of high attainment achieve well. They make good progress in relation to their starting points. On average over the past three years, girls have performed better than boys in reading and writing but not to the same extent as nationally. In mathematics there has been no significant difference in the National Curriculum test results of boys and girls. Inspection findings indicate that there are no significant gender differences in attainment in any subject.
3. By the age of seven, pupils speak with greater confidence and most express themselves well. This shows up in their writing, which is lucid and follows a

logical sequence. Most pupils read for pleasure and have a good knowledge of children's literature. Most spell accurately and their work is neatly presented. They have a good command of number and can recall number facts rapidly. They calculate with increasing confidence and enjoy mathematics, though in some classes opportunities to apply their skills in realistic situations are missed. As a result, pupils' problem solving skills are less well developed. In science, they have a good understanding of how animals and plants grow, how light behaves and how air resistance slows the speed of a moving object. Their investigative skills are well developed and they are good at designing experiments to test their ideas.

4. Pupils achieve well in Years 3 and 4 and by the time they are nine they attain standards that exceed national expectations in most subjects, including English, mathematics, science, geography, history and music. Standards are in line with national expectations in art and design, design and technology and information and communication technology. During the week of the inspection, most of the lessons seen in physical education focused on dance activities where standards exceeded expectations. It was not possible, however, to make judgements about overall standards in the subject as too few games or gymnastics lessons were seen. Across the school, standards in religious education meet the expectations described in the locally agreed syllabus. Generally standards attained by nine-year-olds are now better than at the time of the last inspection.
5. By the end of Year 4, pupils speaking and listening skills are typical of nine-year-olds. They read widely and are able to use the library well when researching for information. They read a wide range of texts with good expression and understanding. They understand the classification system used in the school library and research for information efficiently. They write well in many different forms, including letters, poems, instructions and carefully planned stories and understand how to choose words carefully to achieve the best effect. Standards in writing exceed national expectations. Pupils work confidently with numbers and enjoy the challenge of solving problems. Standards in numeracy exceed national expectations. Pupils' acquisition of good basic skills in literacy and numeracy is due to the good teaching they receive. Standards in science are good, and exceed national expectations. All pupils achieve well in relation to their prior attainment. They approach scientific investigations logically and work systematically. When conducting a fair test on different sized parachutes they predict sensibly and take careful measurements. They have a particularly good understanding of forces and motion, such as how friction and air resistance slows things down and why a parachute slows the rate of fall.
6. Throughout the school, pupils with special educational needs are set appropriate targets and make good progress towards meeting them. Their achievement is good in relation to their prior attainment. Class teachers, the co-ordinators for special educational needs and the support teacher for pupils with special educational needs all work closely together to ensure that the pupils are provided with work which is appropriate. Pupils are given good support in literacy and numeracy to enable them to achieve success.

7. Seven to nine-year-olds achieve particularly well in music due to the teachers' infectious enthusiasm and their good knowledge of the subject. Pupils understand simple notation and compose, record and play their own short pieces of music. They sing well in unison and this is a particular strength.
8. Overall standards have improved significantly since the last inspection. When pupils enter the school their attainment is broadly average and when they leave they attain standards that exceed national expectations in most subjects. This represents good achievement. Pupils develop a good, well-rounded foundation on which to build. They are well prepared to continue their education in the middle schools to which they transfer.

Pupils' attitudes, values and personal development

9. The substantial majority of pupils enjoy coming to school and display very good attitudes to their work. This is similar to the findings of the last inspection in 1996.
10. From their earliest days in school children show high levels of interest in the activities provided for them. They learn to share and take turns. In the nursery, for example, two girls gripped a musical instrument simultaneously and clung to it furiously but after a very short time they had resolved the issue happily without the need for adult intervention. In the nursery, great sympathy was expressed for a child whose baking had gone wrong in the oven. Many children volunteered to share their cheesy rolls to compensate. In the reception classes, children are eager to learn and settle willingly to tasks. They express wonder as their folded press prints were slowly opened to reveal a colourful, symmetrical butterfly shape. This enthusiasm for learning develops well and in each year group pupils show great interest in lessons. Older pupils cheered when it was announced that it was time for a science lesson. Most pupils listen well, demonstrate high levels of commitment to their work and are well-motivated learners. Pupils sustain good levels of concentration during their lessons and collaborate well with each other in both group and paired activities. In country dancing, they work together well and perform complex dance patterns in unison.
11. Overall, the standard of pupils' behaviour in and around the school is very good and helps to enhance the positive relationships that exist between staff and pupils. Parents are pleased with the very good levels of behaviour that have been maintained since the last inspection. The very good behaviour seen in the classrooms and around the school is the product of good teaching and the consistent implementation of positive approaches to managing behaviour. Pupils honour the trust they are given to work without the direct supervision of the teacher. Library monitors slip quietly into the library at lunchtimes and complete their duties conscientiously. The well-structured system of rewards and sanctions is clearly understood by pupils and applied fairly by staff. It is highly effective in maintaining the overall pattern of very good behaviour and an ethos that supports effective learning. There are isolated occasions when behaviour deteriorates but this is due to the teacher's inexperience and lack of effective strategies for promoting good behaviour. The exclusion of pupils from the school is only practised as a last resort. There were no exclusions during the school year prior to the inspection, though during the week of the

inspection one pupil was excluded for a fixed period due to inappropriate behaviour. Sanctions are effective and make a strong contribution to the very good standards of behaviour that pupils exhibit.

12. Pupils are friendly and considerate towards each other, to staff and to visitors and demonstrate by their actions, and through conversations, that they know right from wrong. Many display a natural sensitivity and awareness to the needs of others, especially to those pupils with learning difficulties. Good examples were seen in the school of unsolicited help and support being offered to other pupils and to adults. Pupils are courteous and politely help visitors to find their way around the school. The great majority of pupils collaborate well with each other. They take turns happily and without question and they share willingly. Pupils treat property and learning resources with care. Older pupils use the digital camera confidently when preparing a presentation on the theme of 'Our School' and treat equipment with great care.
13. The very good relationships that exist in the school are demonstrated by the genuine care and support the older pupils show to the younger pupils. The great majority of pupils display a pride in their school and there was no evidence of litter in the corridors or grounds.
14. The school provides pupils with an adequate range of opportunities for their personal development, ranging from whole-school to individual class responsibilities. Pupils willingly accept and undertake their assigned responsibilities conscientiously. The fish tank monitors, for example, ensure that the fish are fed regularly and older pupils help teachers in the Foundation Stage to prepare their classrooms for afternoon activities.
15. The good attitudes, relationships and behaviour patterns demonstrated by the great majority of pupils make a strong contribution to their social and academic development and provide a sound foundation upon which to build further improvements. Pupils with special educational needs demonstrate positive attitudes to the school. These pupils are keen and eager to come to school, generally behave well in lessons and are courteous to their teachers and other adults.
16. Attendance is broadly satisfactory. Although the school's published results indicate that attendance is unsatisfactory, the published data is unreliable because registers do not always distinguish accurately between authorised and unauthorised absence. The great majority of pupils arrive promptly and lessons start on time. Pupils enjoy coming to school. This is confirmed by parents who state overwhelmingly that their children like school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching throughout the school is good and leads to high standards of work. It is significantly better than at the time of the last inspection. There is now a much lower proportion of unsatisfactory teaching and there is a higher proportion of very good teaching. Teaching for children in the Foundation Stage, the four and five-year-olds in the nursery and reception, is good. In the nursery, a well-structured environment encourages

pupils' development in all the areas of learning. Creative, personal and physical development, together with speaking skills, are promoted in the outdoor play area, for example. Here children played with a range of equipment including large cardboard boxes. The cardboard box was a house before it was transformed into a castle and thereafter a dark tunnel. A blanket became a castle forecourt, a bed to sleep outside on at night and a picnic cloth. This co-operative play was accompanied by a great deal of speech, often using 'play voices', as children used and experimented with language. The nursery nurse, the teacher and the reception class teachers work closely together to form a very effective team. Their good knowledge and understanding of how young children learn contributes to the good quality of teaching. The team plans together and planning is good. There is a unifying theme, for example, 'The life cycle of a butterfly', that gives a good focus for activities. Voluntary helpers, one a grandmother that the class had adopted, give good support by, for example, helping small groups to bake cheesy caterpillars. High expectations of pupils' performance are maintained, as shown by the questions that challenge children's thinking skills, and the vocabulary, such as 'symmetrical' and 'larvae', that pupils are encouraged to use accurately. Basic skills are taught well and as a result children make good progress in speaking, listening, reading, writing and mathematics. Time is generally used well. Routines are well established and children are managed very effectively. The very youngest children understand class procedures after a very few days in school. Good records are kept on children's progress and attainment. These are used well to inform plans for the next steps in learning. The good teaching in the Foundation Stage promotes good achievement for all pupils, including those with special educational needs who are well supported and make good progress.

18. In both key stages teaching is good in English, mathematics, science, history, information technology and religious education. It is satisfactory in most other subjects, except design and technology, geography and physical education at both key stages and music in Key Stage 1 where there was insufficient evidence to make judgements. Teaching is very good in music in Key Stage 2 and results in good achievement and high standards. In physical education, the teaching of dance activities and games skills in Key Stage 1 is good but there was no evidence to make judgements about gymnastic activities. In Key Stage 2 all the lessons observed in physical education were dance activities, most of which were taught well, but there was insufficient evidence to support judgements about the teaching of games, gymnastic activities, swimming, athletics or adventurous activities. The good teaching generally results in good achievement and enables pupils to attain high standards. However, this is not always the case. Although teaching in information and communication technology is good, there are gaps in pupils' previous learning and so the foundations are not as yet secure. The recent improvements in resources in this subject, and the teachers' increasing understanding as a result of the current training programme, gives the school a good basis for further improvement. At present, however, standards are, despite the good teaching, broadly average. Similarly in religious education, although the teaching was good in the lessons seen and pupils have good knowledge of the subject, the standard of work produced indicates that standards are in line with national expectations because there has been more emphasis on discussion and less emphasis on producing illustrated written work. Although there was insufficient

evidence to form judgements about the quality of teaching in geography and design and technology, the work produced shows that standards in geography are high and in design and technology are typical of seven and nine-year-olds.

19. Throughout the school a particular strength of the teaching is the very good relationships that are developed between teachers, pupils and support staff. Pupils feel that they are able to contribute to discussions without fear of ridicule if they give inaccurate responses or fail to explain themselves clearly. The warmth of the relationships and the care that adults demonstrate helps pupils to feel comfortable and secure and promotes effective learning. Teachers have good levels of knowledge and understanding about the subjects they teach. In music, for example, non-specialists have developed good strategies to enable them to teach effectively. Basic skills are taught well and teachers have a good grasp of how to implement the National Literacy and Numeracy Strategies. These national initiatives are taught well and this has a marked impact on pupils' good achievement in reading, writing and numeracy. The school places great emphasis on teaching pupils the relationship between letters and sounds in a thorough and systematic way. This close attention to the teaching of phonics is, to a large degree, why pupils attain standards in reading that exceed national expectations and why the achievement of pupils with special educational needs is good.
20. There are good long-term planning measures and schemes of work in place that help teachers to teach each subject in a progressive way. This promotes the cumulative development of skills, knowledge and understanding. Where teachers' lesson plans describe what skills, knowledge and understanding are to be taught during the course of a lesson teaching is more focused and purposeful. The quality of teaching is enhanced further where teachers share the learning objectives with the pupils, often writing them on the blackboard or on a flip chart. This helps pupils to understand what is expected of them. However there are inconsistencies in short-term planning. Teachers' lesson plans do not always describe what pupils are expected to learn during the course of a lesson. Where the learning intentions are unclear, teaching is not so effective. Teachers often describe what activities it is intended to organise but not what learning is intended. This lack of a clear focus on what will be taught leads to a consequent lack of direction in a significant proportion of lessons. Where lesson objectives are not shared with pupils there is insufficient understanding of what pupils are expected to have learnt by the end of the lesson. This results in lessons not being as purposeful as they might otherwise be.
21. The system of grouping pupils into ability sets for the greater part of each week's lessons in English and mathematics is very effective. This system is operated from Year 2 onwards and enables teaching to be adapted to pupils' varying stages of development more readily than if there was a wider range of age and ability to manage.
22. Teachers share a commitment to improving pupils' achievement and raising standards. They maintain high expectations of pupils' behaviour and performance and generally require pupils to give of their best. This promotes good progress. Teachers manage pupils well. In the Foundation Stage routines are firmly established and this sets the tone for subsequent years and

helps to lay good foundations for future learning. Throughout the school teaching methods are effective and are adapted appropriately to make the best use of time and resources. When appropriate the class is taught as a whole whilst at other times group work is organised or extra support is provided to meet the learning needs of individual pupils. Classroom assistants are particularly effective in supporting groups and individuals. They are deployed well by teachers and have a clear understanding of what is expected of them. Lessons often end with a review of learning which enables teachers to assess achievement. Good questioning strategies are used to assess levels of understanding. Questions are often adapted so that lower attaining pupils are able to answer questions successfully whilst the questions to higher attaining pupils challenges their thinking skills appropriately.

23. Teachers usually offer praise and encouragement well. They show appreciation of the work produced but also suggest ways in which it could be improved further. There are occasions, however, where praise is offered indiscriminately and even when the standard of work produced does not merit it. In these circumstances work of lower quality is accepted too readily and the normally high standard expected is eroded. This was seen clearly in two parallel lessons in art where the work produced by one class was of a higher standard than the other class. It was also evident in the different standards of presentation in parallel classes. In one class work was neat and orderly but this was not always the case in different classes within the same year group. Pupils' work is carefully marked. The best marking includes suggestions of how work might be improved. Teachers keep detailed records of pupils' progress and these help them to gear work to pupils' specific learning needs.
24. Homework is used well to support learning and makes a good contribution to the standards achieved. In most classes it is set regularly and consistently. It usually comprises reading, writing tasks and spelling.
25. The teaching of pupils with special educational needs is good. Pupils are very well supported and they make good progress. Teachers adapt class work to ensure that the pupils are able to achieve success. They receive additional help of good quality from support staff. The two pupils with statements of special educational need, for example, are ably supported by learning support assistants. Other pupils benefit considerably from the additional support given by classroom assistants, especially when they take small groups of pupils who are working on the development of literacy and numeracy skills. The support given to these pupils is guided by well written individual education plans.

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

26. The school provides an appropriately broad and well-balanced curriculum and a good range of learning opportunities which successfully meet the needs of all its pupils and fulfils the requirements of the National Curriculum. Children in the Foundation Stage are provided with an appropriate curriculum based on national recommendations. This is an improvement since the last inspection when the curriculum provided for the under-fives was criticised. At Key Stages 1 and 2, a good whole-school curriculum 'map' details all units of work to be

undertaken annually by each year group. Appropriate, largely government-recommended, schemes of work are in place for all subjects. These ensure continuity and progression in learning and provide appropriate guidance to teachers. The school has been particularly successful in maintaining good provision in the National Curriculum non-core subjects, especially history, geography, art and music. Sufficient time is allocated to the National Literacy and Numeracy Strategies; however, the school is not meeting the recommended overall minimum teaching time per week in either key stage. The time devoted to design and technology, history and geography is below average. Whilst this has little impact on standards in history and geography, which are high, the limited time spent on teaching design and technology restricts achievement.

27. The provision for pupils with special educational needs is very good. Pupils receive additional help in lessons from teachers, classroom assistants and volunteers and are given a range of interesting and appropriate work to do. Particular help is given to those requiring additional literacy support and this has a very positive effect on their attainment.
28. The school has implemented the National Literacy and Numeracy strategies well. Planning and teaching take appropriate account of the recommendations, both for lesson format and for lesson content. A broadly appropriate range of extra-curricular activities takes place during lunchtimes and after school during the year and a satisfactory programme of additional educational visits is provided to enhance learning. The computer club for pupils in Year 4 is popular and supports learning well.
29. Equality of access and opportunity for both girls and boys and for pupils with special educational needs is provided by the use of appropriate teaching methods, support and materials. All pupils have equal access to the curriculum and appropriate role-models are provided within the school. Provision for homework, which is set and marked regularly, is good and supports the high standards achieved.
30. Satisfactory provision is made for pupils' personal, social and health education largely through the science and religious education curriculum. No specific policy has been adopted that deals with how personal, social and health education should be taught. This results in a lack of clear focus for the development of these areas of the curriculum. In each class a special time, called 'circle time', is set aside each week to discuss issues and to reflect on feelings and views. These 'circle time' activities, particularly in the Foundation Stage and Key Stage 1, make a significant contribution to pupils' understanding of the responsibilities of being a member of the community. The governing body has decided that sex education should not be part of the curriculum.
31. There are satisfactory links with the local community and a range of visitors bring their expertise to the school and work with the pupils. The school has good relationships with the middle school to which most pupils move at the end of Year 4. Pupils undertake a 'bridging' topic which they begin in the school and complete in their new school and staff meet to discuss pupils before they move to their new school.

32. Overall the school makes satisfactory provision for pupils' spiritual, moral, social and cultural development. Provision for pupils' spiritual development is satisfactory. There are occasions when pupils express awe at the wonders of the world. Pupils in Years 1 and 2 gasped when entering the classroom on a Monday morning to see how much their sunflower seeds had grown over the weekend. During 'circle times', pupils are encouraged to consider values and beliefs. Through the religious education syllabus and linked assembly themes such as 'Beginnings', pupils gain knowledge and insight into issues affecting values and beliefs which enable them to reflect on their own experiences. The legal requirement for a daily act of collective worship is met.
33. Provision for pupils' moral development is good. The principles distinguishing right from wrong are promoted appropriately, and consistently by all school staff, who provide good role-models. Provision for pupils' social development is good. In the best lessons, pupils are encouraged to work co-operatively and take responsibility for their work and for others. They are encouraged to develop empathy for less-fortunate children through support of charitable causes. Pupils are responsible for day-to-day school routines such as taking dinner registers to the office, tidying the library and keeping the school tidy. These responsibilities increase appropriately as pupils get older so that, by Year 4, all pupils have a responsibility for some aspect of the school, such as feeding the fish in the tank in the foyer.
34. Provision for pupils' cultural development is satisfactory. Pupils are taught to appreciate their own cultural traditions and are given appropriate opportunities to develop an understanding of the diversity of other cultures. Although there is no planned provision for multi-cultural education, cultural development is promoted satisfactorily through regular drama productions, music and dance from other cultures in assemblies, stories from other cultures in literacy lessons, studies of contrasting communities in geography and the study of other religions in religious education lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school provides a caring ethos and a secure learning environment. There are, however, shortcomings in health and safety procedures. Child protection procedures are not fully understood by all staff. The designated officer is the headteacher but there is no staff handbook where details of the procedures to be followed are set out. There is little evidence of liaison with the area child protection committee. Most staff are aware, however, of the need for the regular monitoring of the well-being and welfare of the pupils in their care.
36. Arrangements are broadly satisfactory for the effective management of injuries to pupils that occur during the school day. Mid-day supervisors and some classroom support staff have received first-aid training and the school accident record books are completed and maintained in a correct manner. The school has no medical room though there are a good number of strategically placed first-aid boxes located throughout the school. These have keys but are not always locked and this is unsatisfactory. In the nursery and reception classes,

the assumption is that children will not be able to reach the boxes. The school benefits from the regular visit by the school nurse.

37. Health and safety policy and procedure are in place, but there are no mechanisms to ensure that they are complied with. During the inspection, staff and pupils demonstrated good health and safety awareness. A fire evacuation drill was conducted satisfactorily and pupils were evacuated in an orderly fashion within three minutes. Such evacuations are not practised regularly and this occasion was the first in over two years. There are no emergency fire doors in the temporary hatted classrooms and there are no fire exit signs in the school. This is potentially hazardous. There is no insistence on the use of a signing in and out book, so the school cannot be sure who is on the premises at any given time. Suitable systems are in place to ensure that the required annual inspections of all items of electrical equipment, equipment for physical education and fire extinguishers are undertaken correctly and are reported fully.
38. There are no formal arrangements for the inspection and reporting of health and safety to the governors. Specific issues reported by the team during the inspection were a potentially dangerous guillotine, unstable filing cabinets and the absence of childproof fencing around the pond.
39. Procedures are in place to record, monitor and report attendance and absence but there are shortcomings in the way that they are applied. A scrutiny of registers showed that several pupils were not marked as being present or absent. Procedures governing the taking of holidays in school time are not followed properly. This affects the reported statistics for authorised and unauthorised absence and makes them unreliable.
40. Teachers and support staff know their pupils well. All staff display a high level of care and concern for the pupils and there is evidence of good rapport and appropriate respect between pupils and staff. Pupils feel safe and happy in school and have the confidence and independence to raise any queries and concerns they may have with staff.
41. The very good and well-established routines to promote good behaviour help to enhance and promote the self-image of pupils and contribute greatly to the good attitudes to learning displayed by the great majority of pupils. The clear behaviour procedures are understood by pupils and parents, applied in a fair and consistent manner by staff and successfully used to promote the overall very good levels of behaviour in and around the school. There is no evidence of any oppressive behaviour or of any persistent bullying or harassment of pupils. Pupils and parents agree that any incidents are dealt with swiftly and effectively by staff, in line with school policy.
42. Procedures for assessing pupils' attainment and progress are good. Baseline assessment procedures are administered in the nursery and reception classes and the resultant information is used well by teachers to inform their plans to meet children's learning needs. Records are detailed and provide a good picture of each child's particular stage of development. Tests in reading and mathematics are administered during Years 1 and 3 as well as in Years 2 and 4. The results are analysed carefully to identify pupils who are doing better or

worse than expected. Action is taken as a result to adjust plans to focus on areas identified for improvement. The results of the National Curriculum tests for seven-year-olds are also analysed to determine areas of weakness. Optional non-statutory tests in English and mathematics are also administered for pupils in Years 3 and 4. In this way the school builds up a good picture of each pupil's performance. The information is used well to set targets for future attainment. Good practice occurs in science, for example, where on completion of a topic teachers use a test to assess pupils' understanding of that particular unit of work. Teachers keep good records of pupils' attainment in all subjects and notes of personal development. The information is used well by teachers when they write the annual progress reports to parents.

43. There is an excellent screening procedure for identifying pupils with learning difficulties. This is administered by the learning support assistant who plays a major part in supporting pupils. It ensures early and precise identification of individual learning needs. The information gained is used well to inform how best to support these pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. A substantial majority of parents are supportive of the school, relate well to most of the staff and believe their children receive a good level of care and education. Since the last inspection the school has reviewed links with parents and has endeavoured to improve communications between home and school. The home/school agreement has been revised and a survey of parents' views has been conducted to determine parents' opinions on the most suitable times of the year to hold consultations between teachers and parents. The school has taken note and has responded to parental opinion. The school has not, however, been entirely successful in developing a partnership with parents. In the pre-inspection survey of parents' views nearly a half of those who returned the questionnaire indicated that they did not believe that the school works closely enough with parents. Clearly partnership is a two way process and a number of parents would rather not be involved in school activities. The small number who support the parents' association is disappointing. Overall the effectiveness of the school's links with parents is unsatisfactory.
45. Overall the impact of parents' involvement in the work of the school is satisfactory. The school has a practice of encouraging parents to become involved in their children's learning and to assist in school. The school benefits greatly from the voluntary contribution of a number of parents and other volunteers. They give generously of their time and support to pupils' learning, both within the school and on out-of-school activities. Voluntary activities include listening to readers, supporting groups of pupils in their learning and sorting out reading books. Several parents reported that they have offered assistance but the offer had not been pursued. The school benefits from the activity of a small core of parents who are actively involved with the parents' association which has raised money for the school by holding a series of fund raising social events.
46. Most parents have signed up to the home/school agreement which is a useful document. Good relationships are developed between the nursery teacher,

the nursery nurse and new parents as part of their induction into the routines of school life. Visits are made to the homes of new pupils if this is requested by parents. The daily informal exchanges between the teachers and parents of younger pupils enable parents to keep abreast of their child's progress. However a number of parents expressed concerns that it was not so easy to make contact with the teachers of older pupils to discuss their children's progress. Another concern was the amount of homework. A minority of parents consider that younger pupils and those with special educational needs receive too much homework. Inspection findings indicate that the provision of homework is satisfactory and makes an effective contribution to pupils' learning. Whilst the inspection evidence does not indicate that demands are extreme, the school does not readily recognise that this may be an issue for some parents. The home/school agreement clearly states that teaching staff will ensure that the amount of time to be spent on homework will not exceed twenty minutes per evening, and this is sometimes breached.

47. Effective consultation procedures are in place. Parents are invited to meet with teachers to discuss their children's progress in October and July. The school prospectus and the home/school agreement also reminds parents that they can telephone to make an appointment to see teachers at any other time during the course of the year. A number of parents would like an organised spring term consultation meeting with teachers to review their child's mid-year progress and attainment.
48. The information the school provides for parents is mostly satisfactory. The school sends a newsletter to parents at the beginning of each half term. Parents of pupils with special educational needs are invited to meetings to discuss the formulation of individual education plans and are asked to be involved in reviewing pupils' progress. End-of-year progress reports are detailed and provide a good level of information on pupils' achievements. The school prospectus is valued by many parents as an effective and easily accessible reference document. It does not, however, contain all the information that it should. Omissions include incomplete absence statistics, national test results that can be compared with the school's National Curriculum test results, details of sporting aims and details of the school's special educational needs policy. The governors' annual report to parents also has a number of significant omissions.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school are good. The headteacher maintains a uniquely individualistic approach to managing the school that is effective in taking the school forward. He maintains a good oversight of provision, teaching each class during the course of each half term. He has an unusually large teaching commitment, representing around half of each week. This enables him to remain closely involved with teaching of the National Curriculum and closely associated with each class in the school. He maintains close contact with pupils and gains a deeper understanding of their learning needs. He takes a strong lead in the decision making process. New initiatives are considered carefully before their introduction and implementation.

50. An effective structure has been developed that delegates responsibility for managing each of the three stages of the school, the Foundation Stage, Key Stage 1 and Key Stage 2, to three key members of staff. They are accountable to the headteacher for maintaining standards in the classes for which they are responsible in the same way that the headteacher is responsible to the governing body for maintaining standards throughout the school. This scheme of delegation is extended further by distributing subject responsibilities to the remaining teachers who are responsible for co-ordinating subjects and who are accountable to the headteacher for maintaining and improving standards across the school in the subjects for which they are responsible. This scheme of delegation has strong features. The heads of department monitor and develop teaching and learning in the classes for which they are responsible. This helps to promote greater continuity between the classes in each key stage. Differences in the quality of teaching in parallel classes are still evident, however, due mainly to differences in the quality of planning. The subject co-ordinators have opportunities when the headteacher takes their classes to monitor and evaluate standards throughout the school. In practice too much of this time is spent on administrative procedures such as ordering equipment. The deputy headteacher is responsible for overall curriculum co-ordination and for tying together the key stage and subject co-ordination in order to ensure a coherent whole-school direction for curricular development. The deputy headteacher offers good support, despite being a part-time member of staff but there are few meetings between the deputy headteacher and the heads of department that focus specifically on developing curricular continuity across the school. This lack of liaison leads to the lack of a concerted focus on school improvement.
51. The governing body is ably led by the chair of governors who is closely associated with the school. Many governors are newly appointed and have not as yet developed a firm grip on shaping the educational direction of the school. The governing body is largely successful in fulfilling its responsibilities though there is a laxity in ensuring that correct procedures are followed. There are omissions in the information provided to parents in the school prospectus and the annual report to parents, registers are not always marked properly and child protection procedures are not fully understood by all staff. The key issues raised in the last report have been addressed but they have not all been resolved successfully. One major success has been the development of the early years unit which now provides an appropriate curriculum for pupils in the Foundation Stage. Curriculum co-ordinators influence teaching and learning effectively, largely through analysing and discussing teachers' planning and pupils' work. A common approach to lesson planning has not been developed and different activities for groups of different abilities are not always identified in teachers' lesson plans. This contributes to inconsistencies in the quality of teaching and remains a key issue for the governing body to resolve.
52. The governing body ensures that financial allocations are used to provide an adequate number of teaching staff, support staff, adequate accommodation and satisfactory levels of books, stationery, materials and equipment to support teaching and learning. Specific grants, such as allocations to support pupils with special educational needs, are used according to their intended purposes. The school secretary ensures that all day-to-day financial transactions are completed efficiently and that information on the budget is

provided as required by governors. The governing body have been successful in negotiating the removal of outdated, temporary, hatted classrooms and their replacement by new permanent buildings. The accommodation available is used well though access to the library is restricted during the summer term as it is used as a teaching base for pupils with special educational needs. The situation will be resolved when the new classrooms have been completed as the plans incorporate a teaching room for pupils with special educational needs. Governors are well informed about school issues and the headteacher's termly report to the governing body provides much information to inform decisions about policy making and spending.

53. The school development plan is a vital document in guiding the work of the school and it is an effective management tool. Consultations on the construction of the plan are, however, not fully developed. Teaching staff are invited to submit ideas for inclusion but there is no formal annual review of the success of the plan or a meeting where all interested parties can assist with its formulation. This restricts opportunities for all involved to develop their roles in shaping the direction of the school. Governors do, however, have a good grasp of the strengths and weaknesses of the school. Full board meetings are carefully minuted though this is not the case for committees, such as the finance committee, where decisions made by governors are not always recorded. The headteacher analyses school's performance and recommends appropriate action. It was noted, for example, that the school's performance in mathematics was not as good as expected so the governing body, through the school development plan, directed resources to supporting this area of the curriculum. This resulted in improved performance. The governing body does not always monitor the effects of its spending decisions. The school spends, for example, a higher than average sum of money on the employment of classroom assistants but there are no procedures in place to assess the effectiveness of this investment. Nevertheless, the governing body does spend money according to the needs of the school and ensures that the principles of best value are assured by comparing prices and insisting on competitive tendering for major projects. School accounts are well maintained and properly audited.
54. The school's aims focus largely on the personal development of pupils. These aims are reflected in much of the work of the school. A measure of the success of the aims is the very good attitudes and behaviour and the very good relationships that have been fostered successfully. There is a shared commitment to improvement and the school has the capacity to raise standards further. Taking into account its good performance and its overall effectiveness the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to improve standards further the headteacher, staff and governing body should:
- (1) Improve the quality and consistency of lesson planning by including details of the skills, knowledge and understanding that will be taught to each group in each lesson.

105)

(paragraphs 20, 84, 85,

- (2) Develop a closer working partnership with parents by creating clearer avenues of communication and a more welcoming atmosphere.

(paragraphs 44, 46)

- (3) Ensure that child protection procedures are clearly understood and followed by all staff, that registers are marked properly and that the health and safety issues raised in this report are resolved.

(paragraphs 35, 36, 38,

51)

- (4) Ensure that all information required by statute is included in the governing body's annual report to parents and the school prospectus.

(paragraphs 48, 51)

Other less significant areas for development.

- (i) Allocated teaching time.

(paragraph 26)

- (ii) Governors' involvement in preparing and reviewing the school development plan.

(paragraph 53)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

84

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

33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	58	23	1	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	25	340
Number of full-time pupils known to be eligible for free school meals	N/A	42

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	70

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	36	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	25	26
	Girls	36	35	35
	Total	63	60	61
Percentage of pupils at NC level 2 or above	School	100 (90)	95 (87)	97 (81)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	26	24
	Girls	36	36	36
	Total	63	62	60
Percentage of pupils at NC level 2 or above	School	100 (84)	98 (78)	95 (81)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	364
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	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 – Y4

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	24
Average class size	24

Education support staff: YR – Y4

Total number of education support staff	7
Total aggregate hours worked per week	112.75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	37

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	543254
Total expenditure	537249
Expenditure per pupil	1455
Balance brought forward from previous year	26239
Balance carried forward to next year	32244

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	387
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	35	8	0	1
My child is making good progress in school.	52	44	2	0	1
Behaviour in the school is good.	34	57	5	1	3
My child gets the right amount of work to do at home.	31	49	14	4	2
The teaching is good.	49	44	3	1	2
I am kept well informed about how my child is getting on.	14	45	23	16	1
I would feel comfortable about approaching the school with questions or a problem.	37	42	14	7	0
The school expects my child to work hard and achieve his or her best.	59	38	1	0	1
The school works closely with parents.	11	45	19	24	2
The school is well led and managed.	34	59	6	1	0
The school is helping my child become mature and responsible.	38	54	6	0	2
The school provides an interesting range of activities outside lessons.	10	16	29	33	12

Other issues raised by parents

At the pre-inspection meeting for parents, there was general agreement that avenues of communication between the school and parents were unsatisfactory and that parents were not always made to feel welcome in the school. There was also general agreement that partnership has to be a

two way process but that the school does not offer enough encouragement to parents to become involved in their children's learning.

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

56. The school makes good provision for children in the Foundation Stage, that is those in the nursery and reception classes, and has made good improvements since the last inspection. Members of staff give good attention to the children's all round development so that learning and experience are purposeful and balanced. The curriculum is planned carefully for progression and work in the reception classes builds well on that done in the nursery. The curriculum for all children in the Foundation Stage promotes good progress towards the early learning goals through good organisation and the careful selection of appropriate activities. The nursery gives a particular focus to developing the children's independence through well-planned routines.
57. The nursery and reception class teachers work closely together, forming a strong team, ably led by the head of the unit. Students and parent helpers are valued and enabled to make a good contribution to the work of the unit. The adults give the children a good foundation in basic skills and there is a smooth transfer to the work in Year 1 where pupils begin to follow the National Curriculum for Key Stage 1. Staff have a clear commitment to providing high quality experiences that promote good understanding and achievement. They all work hard to develop close and effective relationships with parents, through for example, good arrangements at the start and end of each day and the opportunity for home visits before their child enters nursery. These links assist in promoting a positive transition from home to school and help the children to settle happily and to feel positive about school.
58. A clear and manageable record keeping system relates to all areas of work and gives members of staff a well-informed base on which to plan. A good assessment of children's attainment on entry to the nursery concentrates on children's early abilities in language, mathematics, social and physical skills.
59. The children currently in the nursery and reception classes make good progress as a result of good teaching and provision. The children's attainment on entry to the nursery is broadly average, although aspects of their language skills, especially speaking and listening, are less well developed than usual, though their personal development is better than is normally expected. By the time they leave the reception classes, the majority of children are likely to at least meet, and in some instances exceed, the levels expected for their age in all the areas of learning.

Personal, social and emotional development

60. Staff promote children's personal, social and emotional development effectively throughout the Foundation Stage. Teaching is good and leads to good achievement, so that nearly all the children reach the expected level by the time they are due to start in Year 1. Adults are consistent in how they deal with and relate to the children. They provide good role-models as they establish good relationships and treat children thoughtfully and with respect. The good routines enable the children to settle quickly and happily into the

nursery and to make good progress in their personal and social skills. For example, children are expected to make their own decisions about when they are ready for snack time. They choose pieces of fruit from the wide selection provided daily, and sit with others to promote their social skills. This good practice is extended into the reception classes where teachers help the children to try new tastes and flavours and to discuss issues together in groups.

61. Children soon gain confidence and learn to share and take turns amicably as, for example, when passing the parcel or playing the 'hungry caterpillar' game. Most children develop good concentration for their age and sustain this well as, for example, they make clay caterpillars. The children are sociable, busy and enjoy the good choice of activities in both the nursery and reception classes. They gradually learn to co-operate with each other and with adults. The home corner in the nursery encourages children to develop imaginative play together, and includes those with special educational needs.
62. Within the reception classes, children often work well together during practical activities like making a hoop caterpillar outside, although a few less advanced children need adult support to sustain concentration. The children follow the classroom routines and are beginning to understand the broader aspects of school life, such as dinner times and assemblies. The children are integrated well and form good relationships. Staff promote calm behaviour and encourage children's increasing independence. Self-esteem and the development of self-discipline are fostered successfully. By the time they are due to leave the reception classes, most children are likely to meet the expected levels in the development of their personal and social skills as a result of the good teaching and the interaction they have enjoyed with others in the early years unit.

Communication, language and literacy

63. The quality of teaching, children's learning, and overall provision for the development of communication skills, language and literacy are good. Standards in language are rather below average on entry to the nursery, especially speaking and listening skills. By the end of the reception classes, children have made good progress so that most attain the national expectation for their age. The nursery staff help children to enjoy the stories and characters in children's literature and to learn the conventions about holding and handling books. The books in the nursery and reception classes are suitable for the needs and interests of the children, with a good selection to capture children's imagination.
64. The reception class teachers take good account of both the national guidance for young children and the Literacy Strategy to develop children's early understanding of letter sounds and word building. For example, while taking part in the story of the hungry caterpillar, the children were encouraged to relate the pictures of fruit to the printed word. The approach gives children a very firm basis for reading. Staff provide good opportunities for children to talk about their ideas and experiences during activities and to learn to listen to others. For example, observation and discussion about a caterpillar and how it moved extended their vocabulary.

65. Teachers spend much of their time working with small groups of children to encourage purposeful talk. This is a significant factor in the children's good progress and in raising standards. The children are encouraged to take an active part in reading stories from the 'big books' and this helps them to begin to write and form their own words with understanding. Many good routines in the nursery help the children to recognise their own names, for example by forming partners for activities. The teachers' good emphasis on phonics in the reception classes, such as 'b' words promotes good understanding of how words are built. The children know many of the letter sounds and have a go at sounding out b-a-g. Several children tackle difficult words phonetically, such as 'bloon' for balloon and 'batry' for battery, showing the clear emergence of confidence in developing early writing skills.
66. Teachers and support staff successfully promote children's skills in listening and speaking through discussion and by reading stories. The children enjoy these sessions and are developing a love of books. Adults interact closely with the children during activities to encourage observation and talk. This helps the children to make good progress in their ability to share ideas, experiences and feelings as they explore the materials. For example, taking turns to select two pieces of fruit prompted much discussion about what the children liked or had eaten before. The children are learning to hold and use pencils correctly, although clearer correction of a poor pencil grip is needed at times. The teachers provide a good selection of activities that promote early writing skills and children's hand control. This makes a positive contribution to their development. Children with special educational needs receive effective support from the staff, who are all alert to the specific demands of a few children who present challenging behaviour. The great majority of children make good progress in their learning and are likely to meet the early learning goals by the time they enter Year 1.

Mathematical development

67. The quality of teaching is good and children achieve well. They acquire a wide range of skills, such as in counting and using number. Children's early mathematical understanding is similar to that of most three and four-year-olds as they enter the nursery. They make good progress, both in the nursery and reception classes, so that by the end of the reception year children attain higher standards than most children of this age. Many of the day's activities include aspects of mathematics, such as water play, throwing a die for a game or making four cheesy-balls of different sizes to make a caterpillar. The members of the nursery and reception staff are highly skilled in developing the children's early understanding through the planned programme of work. This includes carefully directed activities as well as many activities that encourage the exploration of pattern, such as making symmetrical butterfly wings. These are effective in developing awareness of shape and space. They also contribute well to children's personal development through the sense of delight at the result.
68. Children become interested in number and count objects as part of many activities. For example, in the nursery they play counting and matching games, often using hexagonal or octagonal spinners with symbols that spin and land on an edge. In the reception classes, the early stages of the National

Numeracy Strategy taught, focusing on simple relationships such as more, less, fewer. The children are given good opportunities to count and record numbers. Emphasis is placed on relationships between numbers such as before, between or after. There is good support for children with special educational needs who make good progress in developing their knowledge of numbers.

69. In the reception classes, staff build well on the early skills gained in the nursery through the good choice of activities balanced with well-structured discussion. Teachers have good questioning skills that help the children to think and reason. Children normally receive a session of number work each day that reinforces counting skills and skills of ordering a sequence of time related aspects, such as the days of the week. Most children count and order objects to ten correctly and are beginning to know how numbers are placed in sequence on a number line. They develop spatial understanding in many activities using construction apparatus, such as building spaceships with lego or putting patterns on the caterpillars they have constructed. The great majority of children are in line to meet national expectations by the time they transfer to Year 1.

Knowledge and understanding of the world

70. Good attention is given to children's understanding of the world through clear planning and a thoughtful choice of activities that engage children's interests. The quality of teaching and learning is good and children make good progress, so that by the end of the reception year, most exceed the targets set for their age group. In the nursery children explore how water and sand behave, taking a delight in making the water wheel turn. They learn about the properties of many materials such as paint, plastic and paper through building models or through everyday use. They considerately explained to a visitor, for example, that a butterfly that they were examining was not real but was made of plastic. They 'paint' the playhouse in the outdoor activity area collaboratively, using water and large brushes skilfully.
71. Within the reception classes, the teachers extend the children's early experiences by encouraging observation and exploration around a theme. For example, children made cheesy caterpillars as well as moulding clay to the shape of caterpillars, and experienced the contrasting sticky textures of dough and clay. They know how paper and glue behaves through making little books. The adventure playground gives good experience of how large structures influence their movements. They have regular access to a computer, following the steps required and using the mouse with reasonable skill for their age. They work carefully at matching and counting objects on the screen and are developing suitable knowledge of how to use the keyboard.
72. Children have many opportunities to explore the living world such as by observing and drawing a caterpillar or watching a gerbil. Children understand that plants need water and light to grow and have been busy growing sunflowers and beans. They are beginning to understand where they live in relation to the school from their daily travels, as well as walks around the school. They achieve well in this aspect of learning as a direct result of the good planning and productive interaction with adults.

Physical development

73. The nursery and reception classes make sound provision for children's physical development so that they make satisfactory progress. By the time they leave the reception class, most attain the nationally expected standard. Teaching is good. Children acquire a range of skills, including how to control equipment. They use pencils, crayons, paintbrushes, glue spreaders and scissors regularly and with increasing expertise. The extensive daily activities promote care and accuracy, for example by shaping plasticene or clay, or fitting 'stickle-bricks' together.
74. A minority of children in the nursery experience difficulty in using and controlling implements and materials, such as cutting paper with scissors, but they persist in the tasks and complete a good finished product with help. The adult support contributes to the children's sound achievement and satisfactory progress. Children show increasing control in how they handle simple tools and materials. They develop physical co-ordination, such as when throwing a ball or moving along the chain bridge in the adventure playground. The teachers provide suitable opportunities to practise games skills and engage in physical education. For example, children in a reception class enjoyed the freedom of the open playground where they threw tennis balls randomly before tackling activities that required more careful control. Many activities encourage dexterity, such as using construction materials or building a caterpillar shape from shells.
75. Children have opportunities to run, jump, skip and use wheeled toys, acquiring an increasing awareness of space. There is a secure area for outdoor activities for nursery children, and each day's activities are planned well to include an outdoor session for all. Children in the reception classes also have suitable access to the outside area to extend their skills. They use the apparatus in the school hall regularly. All adults interact well with the children to support and extend their physical skills.

Creative development

76. This area of learning is promoted well, resulting in good achievement. Teaching is good and leads to good progress. The teachers in both the nursery and reception classes are full of imaginative ideas, related to the chosen theme, for children to explore. Children are encouraged to use their imagination and creativity. For example in the nursery, children generate family situations in their imaginative play. They express their ideas in free painting using bold colours and show delight at the patterns of their coloured butterflies. The children are motivated and keen to try out new situations and develop new skills.
77. Children in both the nursery and reception classes make good progress as they explore how to apply their skills and ideas, in making caterpillar designs and in controlling the materials. They paint confidently and choose construction materials to match what they need to make simple models. Most children are keen to try out their own ideas and use skills to good effect in their designs of a spaceship or making a booklet. Good teaching ensures that children have a wide range of experiences in shaping and assembling

materials. The teachers include music as a part of the children's experience, and songs and number rhymes often feature in activities. The majority of children are likely to attain the age related targets by the time they leave the reception class.

ENGLISH

78. Pupils attain standards in English that exceed national expectations at the end of Key Stage 1 and again at the age of nine. This is a similar picture to the standards attained at the time of the last inspection. Inspection findings reflect last years National Curriculum test results. Pupils' performance in the National Curriculum tests for seven-year-olds in 2000 was above the national average. All pupils attained the national target of Level 2 in reading and 95 per cent attained this level in writing. The proportion of pupils, 25 per cent, who exceed the national target and attained the higher Level 3 standard in reading was slightly lower than the national average of 28 per cent. The proportion who attained this higher Level 3 standard in writing, 19 per cent, was significantly above the national average of 9 per cent. Preliminary examination of the National Curriculum tests results for 2001 indicate that results will be similar to the results in 2000.
79. Standards in speaking and listening exceed national expectations of seven and nine-year-olds. Throughout the school, pupils listen carefully to their teachers and to each other. In discussion they offer lots of ideas and suggestions in response to questions. Teachers use vocabulary which is related to the subject being taught and pupils begin to do the same, using, for example, specific mathematical, scientific and historical terms accurately and with confidence.
80. At Key Stage 1, standards in reading are good, pupils make good progress and achieve well. The school's approach to the teaching of letter sounds provides pupils with a good range of skills which they apply confidently to their reading. Pupils in Year 2, for example, are able to recognise that different letters that often make the same sound. They use this knowledge to read words such as 'haunt', 'prawn', 'porch' and 'stalk'. By the age of seven, they are able to read a wide range of texts accurately and in many cases with good expression. They use their knowledge of letter sounds to work out words which they do not know. Most pupils recognise and understand the purpose of speech marks around words spoken by characters in a story. They continue to gain confidence and by the time they are nine years old they are accomplished and enthusiastic readers. In Year 3, pupils are able to put words into alphabetical order accurately, using the first three letters. They look up the words in a dictionary to determine the meaning. More able readers are beginning to have a genuine appreciation and understanding of the ideas and characters in a story. Pupils have a great interest in reading and talk enthusiastically about the books that they read at home. Many have read the 'Harry Potter' books by J K Rowling, several have read Tolkein's 'Lord of the Rings' and 'The Hobbit', though Enid Blyton is still a favourite with some pupils. They read widely. One pupil explained that he was reading a book about evolution, 'The Battle for Survival', and he described the fossilisation process accurately. Another read Wordsworth's 'On Westminster Bridge' and commented on the archaic language. Many read at the level set for eleven-year-olds.

81. By the end of Key Stage 1, pupils attain standards in writing that exceed national expectations of seven-year-olds. The attention to detail in the teaching of handwriting skills promotes the neat presentation of work and by the time they are seven, pupils are able to write legibly with joined writing of a consistent size. They write quite complex sentences with capital letters and full stops and they use this skill in a variety of contexts. For example in history, pupils write about their favourite toys and write descriptive accounts of historical events. They begin to appreciate that the choice of words is important. In a piece of writing about a burglary, for example, they use words such as 'shivering', 'frightened' and 'arrested'.
82. By the age of nine, pupils have numerous opportunities to use their writing skills in a great variety of contexts. In design and technology, they write instructions for making a sandwich including hygiene tips, and in English they write their own versions of familiar stories. In re-writing the story of Beauty and the Beast, for example, they concentrated on the use of colourful adverbs and adjectives. They learn the differences between formal and informal letters. In history they compile their own newspapers to reflect life in the Anglo-Saxon period. They use speech marks knowledgeably, as for example in a dialogue entitled 'Neighbours Natter'. In Year 4, they think carefully before writing poems using similes to make comparisons:

'The mist is like a ghost
Swishing and swirling
Curling round the city
Blocking out the light'

83. In both key stages, pupils spell accurately. They use their knowledge of letter sounds to good effect and confidently tackle new or unusual words. Teachers help them in this by providing displays of useful words around the classroom, sometimes hanging in groups from the ceiling, and by ensuring easy access to dictionaries. Considerable emphasis is placed on accurate spelling. Pupils in the reception classes learn how to spell a set number of simple words each week and from Year 1, pupils learn a set of regular and irregular words derived from a quota system that gears the words to be learned to the varying stages of development of different groups of pupils. They learn their quota systematically on a weekly basis. They respond well to this system and are keen to make progress to the next level of difficulty.
84. The school makes effective use of the National Literacy Strategy, having analysed where there were gaps in school provision, and an appropriate programme of lessons is now in operation. Teachers use test data and information derived from pupil assessments well to ensure that pupils make as much progress as possible. The review session at the end of each literacy lesson is used well to enable pupils to share their work and to assist teachers in assessing the degree of understanding that has resulted from the lesson. It is not clear to what extent teachers use their assessments to plan for the next steps in learning. This lack of clarity is linked to the absence of clearly defined learning objectives in many lessons. Teachers describe in their planning what activities will be followed, but not what skills will be taught, what knowledge will be imparted or what level of understanding is to be expected.

85. Throughout the school, the teaching of English is good. There are very good relationships between pupils and adults in almost all lessons. Pupils are well behaved and respond positively to the interesting lessons. Teachers show an enthusiasm for the subject and have high expectations of the pupils' work and their behaviour. Through discussion and well planned lessons, teachers promote a real enjoyment of the written and spoken word. One very good lesson in Year 3 on letter writing was linked with work in history. The intention was to highlight the differences in style between business letters and friendly, informal letters. The teacher opened the session by opening a bag of letters that she had received in her post that morning. This stimulated great interest. The letters were examined and the formal letter from a leading provider of financial services was compared with a letter from a friend. Pupils were able to identify the differences quickly. The class then read different types of letter in unison from a 'big book'. They discussed the letters sensibly and noted common features as well as differences. They then used their good knowledge of the Anglo-Saxons to write a friendly letter to those they had left behind in their homeland. They easily slipped into the role of Anglo-Saxon settlers and wrote good descriptions, which included a great deal of appropriate detail, of the new land they were living in. Several pupils read their letters proudly in the review session at the end of the lesson whilst the others listened with rapt attention. This was a very well structured lesson that captured the pupils' imagination and proceeded at a brisk pace. The clarity of the teacher's explanation was reflected in the clarity of the learning intentions described in the lesson plans. Teaching is not as effective where the learning intentions are less clear.
86. Class teachers throughout the school benefit considerably from the help provided by the support teacher for pupils with special educational needs and the learning support assistant who take groups of pupils for literacy. The former, although currently part-time, has played a major role in developing a programme for teaching letter sounds which is now used effectively in the school. Pupils who are identified as having particular difficulties with language skills are given additional and valuable support by this teacher and also by the very capable learning support assistant.
87. The school places great emphasis on the acquisition of literacy skills and the development of an interest in books. Pupils are encouraged to make use of the school library to support their learning in other subjects. The staff have devised a very effective 'library licence' system whereby pupils can qualify for a 'standard' or an 'advanced' licence according to their knowledge and understanding of the library system. Pupils respond well to this and take great pride in their responsibilities. In other subjects, literacy skills are developed whenever appropriate. For example in a Year 4 history lesson, pupils use note-taking skills when watching a video and then research their work in reference books. They also are introduced to an understanding of how the English language is derived from others such as Greek and Saxon.
88. An annual book fair is held in the school during which time books are available for purchase and everyone in the school focuses on a particular theme for the week. For example, the story of The 'Wizard of Oz' was most recently used with various writing activities in different year groups and culminating in a day

when work and character costumes are shared. Photographs of this year's production of 'The Wizard of Oz' show that a grand performance was presented. Drama features strongly in the Friday afternoon activity sessions and productions are prepared and presented regularly. Other opportunities are provided for pupils to develop confidence in their use of spoken language such as role-play in the classroom and school assemblies.

89. The subject is well managed by two part-time teachers who teach in the Foundation Stage. Pupils have access to a wide range of reading scheme books which are colour-coded at their particular level of ability. Class and school libraries provide a good range of reading material and teachers use suitable texts for whole-class reading. Resources are generally of a good quality.

MATHEMATICS

90. By the ages of seven and nine, pupils attain standards that exceed national expectations. These findings were not reflected in the last National Curriculum test results for seven-year olds in 2000. The school's overall performance in the tests in 2000 was average both when compared with all schools and when compared with similar schools. The trend over the past five years has been erratic and the school's performance was below average in 1997 and 1999. Standards improved between 1999 and 2000 and the trend of improvement has continued over the last year. Initial indications are that the improvement seen in 2000 will be consolidated and improved further in 2001. This accords with inspection findings. The school's performance has improved since the last inspection when pupils attained average standards.
91. The higher attaining pupils are reaching standards that exceed national expectations in all strands of the subject. The performance of a significant minority by the end of Key Stage 1 and Year 4, indicate that especially high standards are attained. There are no significant variations in attainment between boys and girls, or amongst pupils of different backgrounds in either key stage. Pupils with special educational needs make appropriate progress against the targets they are set.
92. Pupils' achievement in Key Stage 1 is good in all aspects of mathematics. By Year 2, most pupils count reliably to 50 or beyond. The good mental numeracy sessions provided by the teachers help pupils to recall or calculate addition facts to 10 or 20, and their numeracy skills are above average. The pupils are beginning to connect pairs of addition and subtraction as in $6 + 4 = 10$, and $10 - 4 = 6$. They calculate most simple sums correctly but several are dependent on their fingers and a few children are slow to find the answer. The pupils have an early understanding of place value, for example that 35 is $30 + 5$. The teachers give them good practice in building the lower numbers in multiplication tables. The teachers give good attention to building mental skills although pupils' recorded work is less consistent. The teacher of the higher attaining group in Year 2 led a brisk session on finding number bonds to 10, then to 100 and finally to 1000. A few of these children calculated that $365 + 635 = 1000$ using very good mental strategies. The very good teaching is

having a direct impact on pupils' standards, building their skills very well through good sequences of examples.

93. The pupils are beginning to apply number to simple everyday contexts, for example in science and history, so that their numeracy skills are developing and are above average overall. The teachers plan mostly worthwhile learning experiences, such as making patterns using coloured shapes. Pupils have a basic understanding of measures and are given practical tasks that allow them to apply and extend their skills. However, a few tasks provided by the teachers are not resourced with practical apparatus sufficiently to help the children establish relationships. Pupils know several shapes, such as squares and hexagons, and recognise simple properties such as having equal sides. Many pupils use mathematical language correctly through the good emphasis given by the teachers, but the acquisition of confident mathematical language is a slow process for a few pupils. The higher attaining pupils explain their methods clearly, and the teachers usually give a suitable emphasis to reasoning, although on several occasions the emphasis is on the factual answers. The teachers plan from and use the numeracy materials well, and several use good question and answer sessions to ensure understanding and secure progress.
94. Pupils achievement is good in Years 3 and 4. The teachers provide good tasks and opportunities for pupils to carry out mental addition and subtraction to 100, or beyond that for the higher attaining children. They help pupils to build simple strategies such as making up to the nearest ten, or calculating with the 10s first, although in several classes insufficient emphasis is given to building up and discussing mental patterns and methods. Around three quarters of the pupils are generally quick and accurate with mental calculation, demonstrating good numeracy skills.
95. By Year 4, pupils record their additions or subtraction with two and three digit numbers using standard layout, and are usually accurate in carrying figures through to the next column. They have a mostly secure understanding of place value, and the higher attaining pupils know the meaning of the position for a thousand for example. They are encouraged to speed up through the high expectations set by the teachers. Pupils are beginning to explain their methods, for example by subtracting tens first or doubling, and while pupils are keen to answer, a few lack confidence in explaining. They are beginning to recognise when a larger number is a multiple of a smaller number and to use their knowledge of tables well. Many pupils have a good knowledge of two-dimensional shapes, such as hexagons and also of three-dimensional ones such as a triangular prism, although there is little discussion about the properties of these shapes. Pupils understand how to carry out a survey and know how to represent their data in a block graph, sometimes using information and communications technology. The use of computers generally in mathematics is underdeveloped.
96. Pupils enjoy applying their skills to everyday problems, such as using money to find solutions involving shopping, and they use their numeracy skills well in subjects such as science. Most children build steadily on previous learning through the careful progression that teachers provide. Most tasks are matched suitably to pupils' needs, although in several classes there is a lack of challenge for higher attaining pupils. In the higher ability sets teachers

sometimes assume that there is little need to adjust tasks to match pupils' differing stages of development within the set. This leads to a degree of underachievement by the highest attaining pupils where they have already mastered the skills being taught. Investigational work and problem solving skills, involving the identification of pattern for example, are beginning to be developed but are not well established in all classes. .

97. Pupils' attitudes to mathematics are good and they quickly become interested. Many pupils are highly motivated and want to learn and succeed, and this is a significant factor in the school's rising standards. In Year 2, for example, children called out 'Hooray' when the number fans were handed out. Most children are keen to give answers, even if they are incorrect, and the teachers' good relationships encourage all children to take part and learn. Several pupils in Key Stage 1 already work well independently and want to complete their work, so that they make good progress. A few pupils require constant help which is usually provided well, notably through the support staff. Pupils with special educational needs receive good support so that they maintain their interest and effort, and make sound progress.
98. The quality of teaching is good overall in both key stages, though a few aspects require further attention at times. The system of arranging pupils into sets according to the stage of development they have reached is effective. It enables teachers to focus more readily on the particular needs of different groups of pupils. Teachers' planning is usually good in terms of the activities and content to be covered and is based carefully on the numeracy materials. A good balance is achieved between the consolidation of skills, as for example when pupils practise mental methods of calculation, and the teaching of new material. Teachers identify learning objectives in the planning and sometimes share these with the pupils. Teachers usually give direct explanations and demonstrations that have a positive impact on pupils' learning, though tend not to use apparatus as extensively as they might to illustrate ideas.
99. Many teachers have a clear questioning style that focuses on accurate mental calculation or knowledge. However, fewer questions encourage pupils to explain their methods or to discuss their observations and ideas. Teachers have good relationships with the pupils, and listen carefully to their answers to make assessments of their understanding. Teachers' management of the pupils is good, establishing a good working atmosphere with high expectations for work and behaviour. Teachers manage pupils' behaviour well. Strategies are clear and understood, so that pupils work hard. The teachers use selected mathematical apparatus, such as number fans, to promote the mental number sessions and usually have sufficient materials for other tasks. There are good displays of pupils' work in several classes, but insufficient attention is given to displaying pupils' mathematical work in one Year 4 class. The teachers are observant of the pupils, and make on-going assessments of them. The school has a good system of record sheets to build up information about pupils' understanding and progress.
100. The subject meets the requirements of the National Curriculum, and the numeracy materials are used well. Problem solving and investigational work is seldom evident in lessons, and is not well established to promote the skills required for using and applying mathematics consistently. This restricts the

development of thinking skills and pupils' ability to solve problems. The co-ordinator has a good understanding of the role and supports colleagues well. She monitors teachers' planning and has observed all colleagues teaching mathematics, which has had a positive effect on teaching and standards. There is a satisfactory range of resources for mathematics to support teaching and learning.

SCIENCE

101. By the end of Key Stage 1 and Year 4, pupils attain standards that exceed national expectations. This is an improvement since the last inspection when standards were in line with national expectations in both key stages. The National Curriculum teacher assessments for seven-year-olds in 2000 concur with inspection findings and indicate that pupils' attained standards that were above average. A scrutiny of work produced during the current school year indicates that pupils undertake a range of appropriate science activities covering all strands of the subject. The study of life processes and living things and materials and physical processes has been the focus of many lessons this year. Provision for experimental and Investigative science, is particularly good throughout the school. From the start, pupils are expected to use simple apparatus and equipment correctly, ask questions about their science work, use focused exploration and investigation to acquire knowledge, skills and understanding and attempt to explain their discoveries and draw conclusions using scientific understanding and scientific vocabulary.
102. In Key Stage 1 pupils achieve well. Pupils in Year 1 investigated whether large hands are better than small hands at picking up small things. They attempted to conduct a fair test. With help, they formed the hypothesis that 'Bigger hands can pick up most' and tested this. Pupils in Year 2 continue their work on growth, and are able to give examples of mammals, including 'Us', and of reptiles; they understand the term 'reproduce' and understand that humans and other animals feed, grow, make use of senses and reproduce. On a return visit to the school pond to observe the changes they could see in the ducklings, pupils used first-hand experience, observation and basic information sources to provide answers to questions. They made comparisons, investigated through their senses and recorded their observations well, using appropriate vocabulary in their work such as 'reproduce', 'adults' and 'babies'.
103. Achievement is good in Key Stage 2. Pupils in Year 3, in continuation lessons on 'Light', know that 'Newton split light into rainbow colours', that you use a prism to 'split light into different colours' and that white light is 'made up of all the colours of the rainbow'. They can define 'reflection', understand the terms 'transparent', 'translucent', (described as 'like a toilet window'), and 'matt' and know that transparent materials do not make a shadow 'because they let the light through'. They make appropriate observations and use various simple equipment to measure changes and answer such questions as 'What does water do to light?' 'What are reflections like in curved surfaces?' and 'What is white light?' They are beginning to make simple generalisations about physical phenomena, making predictions and using simple equipment to carry out tests. Pupils in Year 4 study 'Forces' and understand the concept of air resistance and its effect and understand that this is the process that allows a parachute to

work. They understand what makes a test 'fair' and that it is crucial to test ideas with evidence from observations. They pose questions open to scientific investigation, decide how answers can be found, anticipate the evidence needed and the type of equipment required. They conduct a 'fair test' by changing one variable only, deciding to keep the same shape, use the same weight and drop the parachutes from the same height but change the size of the parachute canopy. They set out their experiment, plan and record their evidence confidently, with guidance from the teacher, and predict the outcomes of their experiments. They develop an understanding that science is about establishing connections between cause and effect and that it is important to test ideas with evidence from observations.

104. The overall quality of learning, which ranged from satisfactory to good at Key Stage 1 and from very good to satisfactory at Key Stage 2, was good overall at both key stages. Where learning was very good, very clear progress was made due to the very good classroom management and subject knowledge of the teacher and the high level of pupil motivation generated. Pupils with special educational needs are supported well and make good progress overall in their science lessons. Pupils' attitudes and behaviour in lessons observed ranged from satisfactory to very good and were good overall at both key stages. In the best lessons, pupils show great interest in the activities and are very keen to answer the teachers' questions, replying with enthusiasm and confidence and working quietly and conscientiously, clearly enjoying their science lessons.
105. The quality of teaching in lessons observed ranged from good to satisfactory in Key Stage 1 and was good overall. In Key Stage 2, teaching ranged from very good to satisfactory and was, similarly, good overall. In most lessons, teachers give clear explanations and are confident in their subject knowledge. They motivate pupils well, maintain a brisk pace throughout the lesson, have a good rapport with their pupils and appropriately high expectations of work and behaviour. Where teaching was judged to be very good, the teacher used questioning well to probe and direct pupils' learning, made particularly good use of scientific vocabulary and motivated pupils well so that very good progress was made during the lesson. In the very good lessons, plans included a clear description of the skills, knowledge and understanding that pupils were expected to learn. Teaching is less successful where the learning intentions are not so clearly identified.
106. The school has successfully adopted the government-recommended scheme of work for the subject in Key Stage 2 and plans to introduce the scheme of work into Key Stage 1. Resources for the subject are satisfactory and are used well. There is good use of assessment in science. At the end of each topic assessments of pupils' knowledge and understanding are made and the results recorded.

ART AND DESIGN

107. The standards that pupils attain at the ages of seven and nine are in line with national expectations. This is similar to the findings of the last inspection. Pupils experiment with a wide range of media and are introduced to a good

range of different techniques. Whilst most of the work produced is of the nationally expected standard, there are also examples of especially good work that exceeds expectations.

108. Pupils' achievement, including that of pupils with special educational needs, is satisfactory over the course of the four years from Year 1 to Year 4. Pupils work with a wide range of media, such as clay, crayons, sketching pencils and paint. They learn to use a good range of tools, such as rollers and printing inks and develop techniques involving weaving and fabric collage. They use sketch books to practise their skills and to experiment with different ideas. In Year 1 pupils have used natural dyes made from cabbage, beetroot, onion skins, tea and coffee to make effective tie and dye patterns. They are introduced to batik and the technique of wax resist is developed through the school, with older pupils experimenting successfully with masking tape to make paint-resist patterns. In Year 2 pupils progress from weaving patterns in paper to creating three-dimensional frameworks woven with various fabrics. Younger pupils paint vibrant self-portraits and older pupils use pastels to create carefully observed portraits of their friends. Pupils develop a sound understanding of texture. Younger pupils use pasta of varying shapes to add a textured element to their pictures whilst older pupils in Year 3 use very thick paint to produce good pictures of ballet dancers. Pupils in Year 4 experiment by mixing sawdust, sand, wallpaper paste and flour with paint to create textured effects. Pupils in Years 3 and 4 produce particularly good work using a mixture of media such as tissue paper, printing and paint, to produce carefully crafted work. In one lesson, for example, pupils in Year 3 had prepared a series of backgrounds by using a colour wash. They then cut stencils and in-filled with stippling technique and sponges. Others used tools to prepare printing blocks from soft clay whilst others used printing inks and rollers to print with traditional Indian hardwood printing blocks. Pupils carefully considered the design of their patterns and the results were well-balanced compositions.
109. Effective links are made with other subjects. In history and geography pupils practise their drawing and colouring skills when illustrating their work. This also occurs in religious education though it was noticeable that in several classes the faster workers practise their drawing when they have finished a piece of writing whilst slower workers do not finish their writing and therefore have fewer opportunities to illustrate their work. The work of Escher is used to illustrate repeating patterns and this is linked to work in mathematics. By the end of Year 2, pupils have limited knowledge and understanding about the work of artists, craftspeople and designers in different times and cultures. There was little evidence of the study of the work of different artists and discussions with pupils confirmed that they have scant knowledge. Pupils in Years 3 and 4 have little understanding of the roles and purposes of artists, craftspeople and designers working in different times and cultures but they have studied the work of Rousseau, Klimt and Picasso and this makes a satisfactory contribution to their cultural development. Pupils in Year 1 use clay to make well crafted and carefully textured snakes as part of their topic studies and in Years 3 and 4 pupils make effective clay pots and decorate them carefully with Grecian patterns as part of their work on the Greeks. Older pupils have produced well-constructed three-dimensional figures using discarded bottles and boxes. Much of this work is completed during the

regular Friday afternoon activity sessions when a wide range of mixed creative activities are provided, including drama, art and crafts and music. There was little evidence in pupils' work of the use of computer programs to support teaching and learning, though a program has been used effectively to support work on symmetry.

110. Pupils enjoy the subject and most work with great concentration. Behaviour is generally very good though it deteriorates when pupils can see no particular purpose in the work they are required to complete. This occurs when teachers do not explain why they are being asked to participate in the activity planned or how the activity fits into a progressive series of activities. Pupils do not always know what will happen to their completed work and this absence of a specific destination leads to a lack of purpose. Generally pupils are keenly interested and work willingly. They are proud of the work they produce.
111. Teaching is satisfactory in both key stages, though in Year 3 there is an element of very good teaching. Where teaching was very good, the lesson was prepared thoroughly and a rich range of different experiences was planned. Pupils were reminded of previous learning before new skills were demonstrated clearly and precisely. They listened with rapt attention and the teacher successfully engendered a serious approach to the work. The lesson proceeded at a brisk pace, yet pupils were given sufficient time to experiment with a good number of different techniques. Pupils could see a clear purpose for the work and clearly understood what they were expected to achieve. The classroom assistant gave good support by supervising and guiding several groups of pupils. Where teaching is less successful, the reason for pursuing an activity is not explained to pupils and so the direction of the lesson lacks focus. There were few opportunities for pupils to reflect on their work, to evaluate it and to consider how improvements might be made. Teachers' planning is inconsistent. Few lesson plans clearly state the skills, knowledge and understanding that will be developed through the course of each lesson. Standards are higher where teachers mix praise with questions about how the work might be improved and insist on the production of work which is of a high quality. Where teachers offer praise indiscriminately and willingly accept work that is not of a high standard, the quality of the work produced is not as good.
112. The co-ordinator works energetically to improve standards. She leads by example and has a keen interest in the subject. The school has adopted a nationally recommended scheme of work that provides a good framework for planning and promotes continuity in learning as well as the progressive development of skills. Resources are good and readily accessible. They are organised and stored carefully. Accommodation is good and the shared art areas are used well.

DESIGN AND TECHNOLOGY

113. Due to the school's planning cycle for topic work, it was not possible to observe any design and technology lessons during the inspection. This was also the case at the time of the last inspection. However, plans were examined and examples of pupils' work were seen. Together with discussions with pupils and staff, this provided sufficient evidence to indicate that attainment in the

subject meets the expected standard by the end of Key Stage 1 and at the age of nine.

114. In both key stages, pupils' achievement is satisfactory. Through a programme of planned topics, pupils are introduced to a range of activities that cover structures, joining techniques and mechanisms, textiles, food technology and control using electrical circuits. By the end of Key Stage 1, the pupils know how to make a simple structure and use a range of methods to make rigid or flexible joints. They learn how to use basic tools accurately and how to handle them safely. They design and make their own bags using felt and coloured threads. In Key Stage 2, the pupils consider healthy foods. They design and make their own sandwiches. They begin to discover the purposes of different materials and textiles and they design and make their own puppets. They design and make attractive photograph frames using skills learned in Key Stage 1 and also use electrical circuits to make a working model of a lighthouse.
115. Opportunities are provided for the pupils to evaluate their work and to identify ways in which they might improve their design. Pupils clearly enjoy their work in design and technology and are keen to talk about what they have made.
116. The school has a good range of resources to support the subject. These are stored centrally and include a range of materials as well as appropriate tools. The amount of time allocated to teaching the subject is below average and this restricts the potential to attain higher standards.

GEOGRAPHY

117. Due to timetabling arrangements, no lessons were observed in either key stage. Judgements are based on a scrutiny of pupils' work, teachers' long and medium-term planning, photographic evidence and current displays.
118. By the age of seven and nine, pupils attain standards that exceed national expectations. This represents an improvement since the last inspection, when standards at the end of Year 2 and at the end of Year 4 were in line with national expectations.
119. In both key stages pupils' achievement is good. Pupils in Year 1 and 2 have investigated the school site and local environment. They visited the school kitchen to observe carefully and record accurately the layout and siting of the various appliances drawing simple plans. They interviewed the school cook and explored the role of cleaners developing skills of geographical enquiry as they described in well presented written work, physical and human features of places in the school. They explored the wider environment by visiting the streets around the school to observe the similarity and differences between the various types of houses, which they recorded effectively using graphs, diagrams and tables. They also used other sources of evidence, such as photographs, to gain further information to improve their knowledge and understanding and help them respond to a range of geographical questions. They offered reasons why they need to have an address and give directions. A recent, successful topic involved a comparison of Oulton Broad with the

Indian village of Chembakolli. Pupils used books, maps and photographic evidence to make comparisons between climate, homes, food and clothing. A parent visited the school to show pupils her sari and to cook Indian food. Pupils drew up tables to record and give reasons for similarities and differences of the two locations, for example different types of footwear because of the different climates. They explored the concept of near and far and drew diagrams using a pyramid to increase their understanding of distance from their own village to the stars and space. The range and quality of well presented written work seen in the key stage, reflects a high standard of geographical knowledge, skills and understanding for such young pupils.

120. The good work completed in Key Stage 1 is successfully built on in Years 3 and 4, when the quality and range of written work are sustained and extended. Pupils conducted a traffic and building survey. They focused on two local areas, comparing the characteristics of a busy main road and a road on a housing estate. Findings were presented using graphs, tables, maps, plans, keys and a range of scale. In discussing their work, pupils could offer explanations as to why it would be more economical, and therefore, likely that the local council would repair pot holes in the road with lots of roundabouts and cars rather than those in the residential road. They were able to communicate their findings using geographical vocabulary. For example, they knew that the busy road was an arterial road carrying traffic to bigger towns and cities such as Lowestoft and Norwich. They studied demographic patterns in the area and understood the reasons why most people commute from Oulton Broad to work in the surrounding larger towns. In a local study, pupils developed map reading skills and the use of keys as they compared Oulton Broad with Trefeglwys and Llanberis in Wales. They recognised how people seek to sustain and improve environments and suggested improvements, which could be made to their own locality, such as placing a bench by the lake. Pupils linked the work they had done in history to locate Anglo-Saxon place names on the map of Great Britain. For example, names with the suffix 'ham' meaning 'home' as in Immingham, and 'wick' meaning dairy farm as in Gatwick.
121. There was insufficient evidence to make a firm judgement about the quality of teaching and pupils' learning. However, work completed by pupils is well planned and prepared with clear objectives. In discussion, pupils talked enthusiastically about their work and described their locality and its characteristics well. They particularly enjoyed exploring the environment to conduct their own investigations. They understood what they have done and remembered it well.
122. Pupils in both key stages have a good knowledge of their own learning. They know what they have achieved and what to do to improve their work further. They produce work of good quality and quantity in both key stages over periods of time and apply creative effort to obtain good results. Pupils, including those with special educational needs, make good progress. Higher attaining pupils are challenged to extend their knowledge and skills and make good progress. The level of pupils' progress throughout the school indicates that they have been well taught.
123. A broad and balanced curriculum is in place and statutory requirements are met. The subject is well resourced and co-ordinated with a policy and effective

scheme of work to support the emphasis on geographical enquiry and fieldwork skills. The quality and range of learning opportunities ensure that pupils develop a wide ranging understanding of the physical and human features of the local environment and an awareness of some of those which are found in the wider world.

HISTORY

124. By the ages of seven and nine, pupils attain standards that exceed national expectations. This represents an improvement since the last inspection, when standards at the end of Year 2 and at the end of Year 4 were in line with national expectations.
125. Pupils' achievement in both key stages is good. Pupils in Key Stage 1 show a developing sense of chronology. They know the past can be divided into different periods of time and they recognise the similarities and differences between these periods. In Year 1, pupils examined differences between life now and life in the 1950s. They used photographic evidence and artefacts to investigate life in the 1950s. They had compiled lists of foods eaten in the past and compared them with the range of 'fast' foods available today. After watching a video recording of a black and white television programme, entitled 'Muffin the Mule', screened in the 1950s, pupils discussed their own opinions and preferences. They reflected on the effects of changes over time and described the programme as a bit 'babyish' and the presenter's voice as 'very pretty'. Pupils in Year 2 had investigated the past by exploring the concept of 'castles'. They knew that Norman castles were the homes of kings and knights after the battle of Hastings in 1066. Using a time line, pupils deduced that a thousand years ago was before 'many, many grannies' time'. They knew about the best locations for castles and their types, such as the terms 'motte' and 'bailey' and had compared the characteristics of the castles of Orford and Warwick. They discussed aspects of Norman life with considerable understanding. Pupils acted out the roles of different characters that lived in a castle and were questioned about their life as, for example, the work and experiences of the cook's assistant.
126. In Years 3 and 4, pupils identify different ways in which the past is represented and some older pupils show a factual knowledge and understanding of aspects of British history and the wider world. In Year 3, pupils acted out the role of archaeologists as they used evidence of a range of artefacts to make inferences about the people who had owned them. Initially they looked at simple objects like an old training shoe. Work became more analytical, as pupils examined actual and photographic evidence of Saxon jewellery, weapons and implements that were found in a burial chamber. They then sought to identify the likely characteristics of their owners. In a study of the Ancient Greeks, pupils conducted their own enquiries to compare and contrast the modern Olympic games with those of the ancient past. They also studied the Greek alphabet using Greek letters and symbols to represent their own names and those of their teachers. They discovered that many English words in common usage, particularly the vocabulary of medicine, science and technology, are derived from Greek words, such as, 'techne' meaning 'skill',

and 'micros' meaning 'small'. Pupils knew that words such as 'phobia' and suffixes such as 'ology' have a Greek derivation.

127. Pupils make good progress in their learning at both key stages. They develop effective enquiry skills and gradually increase their knowledge and understanding of chronology. This is facilitated, as the work completed and the progress made at Key Stage 1, is sustained and extended in Years 3 and 4. The intellectual and creative effort pupils apply to their work is good and sometimes very good. They work at a good pace, produce good work, showing interest, enthusiasm and concentration. Pupils' attitudes and behaviour are usually good and in some lessons are very good or excellent. Very occasionally, ineffective classroom management strategies cause some pupils to become restless and inattentive. Pupils usually know how well they have achieved and what they need to do to improve further. All pupils, including those who have special educational needs, make good progress. Higher attaining pupils respond to the challenge and work well independently.
128. The quality of teaching is good overall. No teaching was less than satisfactory and lessons were seen in which the teaching was either very good or excellent. This is reflected in the good progress which pupils make and represents an improvement since the last inspection. Key features of the most successful lessons include: thorough planning with clear objectives; effective questioning and challenge; very good knowledge and understanding of the subject with enthusiasm for teaching and good use of classroom display and resources. Teachers provide good challenge and encourage pupils to find things out for themselves. This helps all pupils to make good progress. Lessons are usually very well managed. Occasionally, shortcomings in classroom management cause a few pupils to be less attentive. Teachers assess pupils' progress effectively during lessons by providing suitable feedback to help them improve their work.
129. The subject is well resourced and co-ordinated. Teachers are committed and have a genuine interest and good knowledge and understanding of the subject. The policy and scheme of work are effective and promote an appropriate emphasis on pupils discovering things for themselves. The quality and variety of learning opportunities provided by enthusiastic teachers, ensure that pupils develop a wide-ranging knowledge and understanding of aspects of the history of Britain and the wider world.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. By the ages of seven and nine, most pupils attain standards that are in line with national expectations and a minority exceed such expectations. The school has maintained the standards of the last inspection although expectations of pupils' skills, knowledge and understanding have increased since then. The school provides very good experiences in the excellent computer suite that are having a direct, positive impact on standards. The improvement to information technology facilities is very good and gives the pupils access to the full curriculum requirements. The use of computers in other subjects is, however, underdeveloped so that pupils are not using skills sufficiently in subjects such as mathematics, science, art or geography. The

higher attaining pupils generally have good skills and understanding. The mostly good teaching enables pupils to make satisfactory progress through the school, helped by their keen interest. Progress is impeded by the wide variations in pupils' prior knowledge, understanding and skill development.

131. Within Key Stage 1, pupils have satisfactory skills to generate and communicate ideas using text and pictures. Thorough teaching helps pupils to develop keyboard skills and facility with the mouse so that they can enter simple text and edit a story. For example, in a lesson in Year 2, the teacher provided a motivating text about 'this is the bear all lovely and clean' for children to edit. The pupils deleted words, added full stops and inserted capital letters with growing confidence during the task. By the end of Year 2, pupils use the mouse skilfully and with satisfactory control. They know how to open up a program, enter commands, use features of programs by clicking on the mouse and to print a copy of their work. Several teachers have good subject knowledge, and their good choice of task gives the pupils the motivation to understand simple commands. For example, in Year 1 pupils designed a picture with a story, selecting a background and adding stamp motifs of animals. They maintained good interest and effort throughout the lesson and several pupils produced well designed pictures. Pupils have a little experience in using subject related programs that support language and mathematics work, for example, but this aspect is undeveloped.
132. Within the Key Stage 2 classes, pupils have satisfactory word processing skills to enter, change and edit text. They know how to access data on CD-ROM and to carry out a search, for example about the Anglo-Saxons. They retrieve previous text they have prepared and have an early understanding of how to send an e-mail. The teachers provide several interesting and challenging tasks that extend pupils' understanding well. For example, teachers brought a selection of exotic fruits for the children to examine as a preliminary to using a branching program. Most pupils added examples of fruits to the existing database and understood the logic of the decisions. The quality of learning in some of the lessons was high since the teachers' lively style and good subject knowledge encouraged pupils to engage very well in the task. Most pupils understand how to save files and to print a copy. By the end of Year 4, their skills in using the mouse have become refined to the extent that its use and manipulation is almost automatic.
133. Teachers choose tasks well, providing interesting and challenging activities that provide good learning experience. The higher attaining pupils achieve well and apply their skills to purposeful tasks that help them to develop and consolidate their learning. Most pupils in both key stages quickly become interested, are highly motivated and keen to use the computers. They usually sustain concentration well and complete their assignments efficiently. This eagerness is supported and promoted well by most teachers through their careful planning and appropriate interventions as pupils are working. The majority of pupils work together very well, taking turns to enter information and exchange ideas. This promotes their social and personal development. A very few pupils find co-operation difficult, but all pupils have equal access to the tasks. Most pupils are becoming increasingly independent in tackling tasks though many remain reliant on the teachers, including those with special educational needs. The children's attitudes and behaviour are good

throughout the school, with many children demonstrating high levels of interest and personal motivation.

134. The quality of teaching is good in both key stages and pupils achieve well. Teachers demonstrate good knowledge of the subject and plan carefully. There is a good balance of direct instruction to develop skills and understanding and opportunities for pupils to practise what they have learned. This good teaching promotes good learning, though standards attained vary, and are sometimes limited by gaps in pupils' previous knowledge and skills. Teachers use their time well. Most manage pupils' time in the computer suite well, balancing good use of the facilities with class discussion. The use of computers as a facility to support work in other subjects is still underdeveloped and the school is aware of this. Teachers make assessments of the pupils as they work, picking up on points to reinforce, but there is no whole-school recording system to track progress and record the development of pupils' skills.
135. The co-ordinator provides good support for colleagues. A subject policy and the use of national guidance ensure progression in learning. The co-ordinator has prepared good, carefully structured sequences of lessons that help focus on the thorough development of skills and understanding. The subject meets the requirements of the National Curriculum, with appropriate breadth, balance and progression. However, the subject is still at a developmental stage. The school has made a substantial investment in resources but this has yet to make a major impact on standards.

MUSIC

136. There was insufficient evidence available in Key Stage 1 to make judgements about standards. Achievement in the classes for seven to nine-year-olds is good and the standards pupils attain by the age of nine exceed national expectations, with particularly high standards in singing.
137. One good lesson was observed in Key Stage 1 where pupils in Year 1 were learning a new 'call and response' song. They split into two groups and made a satisfactory attempt at maintaining the melody. Pupils keep time whilst singing and some keep time using untuned instruments, shaking or striking them appropriately on the beat. In Key Stage 2, pupils in Year 3 use songs to develop their control of pulse and rhythm. They sing in tune and with expression, performing rhythmically simple parts requiring a small range of notes. They are internalising sounds and developing control of pulse and rhythm, successfully following 'traffic light' symbols, singing on green, following the rhythm silently on red and tapping the rhythm on amber. In Year 4, in one of a sequence of lessons on notation, pupils learnt how music can be produced in different ways and written and recorded through appropriate symbols. They understand that a crotchet is 'one beat' and a quaver 'a half beat'. They perform musical patterns with increasingly good control, maintaining their own part well whilst performing from the scores they have devised. They draw pictures of the characters in the 'Peer Gynt' suite and pictures inspired by the 'Planet Suite'. They listen to music played by a visiting percussion group and to Chinese music which gives them an insight into a different culture. Pupils' singing in the school assemblies is of a good standard, tuneful and rhythmic,

and the standard of singing of the large and very enthusiastic choir is very good.

138. Although the quality of teaching in the lesson seen in Key Stage 1 was good, there was insufficient evidence to make an overall judgement on teaching in Key Stage 1. In Key Stage 2, teaching is very good overall. Where teaching is very good, the teachers display very good subject knowledge and have very good classroom management skills, making frequent changes to the activities to maintain and encourage pupils' interest and motivation. The teacher's enthusiasm is infectious and promotes very good progress.
139. The school has adopted and adapted a nationally recommended scheme of work and uses this in conjunction with a published scheme of work which provides a good level of support for non-specialist teachers. This good framework promotes continuity in learning and the progressive development of key skills and secure knowledge as pupils move through the school. Two recorder groups are held within the school day and a peripatetic violin teacher visits the school once a week. Musical development is further encouraged through regular dramatic and musical performances.

PHYSICAL EDUCATION

140. Due to the school's timetable, insufficient evidence was available to make judgements about the standards pupils attain in all strands of the subject. By the end of Key Stage 1, standards in games and dance are in line with national expectations. This is similar to the findings at the time of the last inspection. No gymnastic activities were observed. By the age of nine, standards in dance exceed national expectations. Insufficient evidence of gymnastics, athletics and games were available to make judgements about standards. It is not possible, therefore, to make comparisons with standards attained at the time of the last inspection. Records indicate that pupils attain standards that meet expectations in swimming and water safety.
141. In country dancing lessons, pupils in Key Stage 1 are able to keep in time with the music by counting up to eight beats. They remember the sequence of movements as they work in pairs and as a whole class. They co-operate well with each other and are aware of the need to allow space for their movements. In an outdoor games lesson, pupils practise throwing and catching. They move on to work in pairs and then as a small team. They use their throwing and catching skills well and combine these with the use of bats to further develop co-ordination. They learn that they need to keep an eye on the ball when catching and hitting.
142. At Key Stage 2, three country dancing lessons were observed in the hall. Most pupils showed great enjoyment for this activity although in one lesson a few pupils did not take part and demonstrated a lack of interest. Most pupils, however, build upon the skills they acquire in Key Stage 1 and are able to remember and carry out quite complicated routines. They keep in time with the music, skipping, walking or clapping and work well in pairs and in teams. They concentrate hard and are pleased with their efforts. Their achievement in this area of the curriculum is good.

143. The teaching of dance and games skills in Key Stage 1 is good. There was insufficient evidence to make judgements about the teaching of gymnastics. In Key Stage 2, all the lessons observed in physical education were dance activities, most of which were taught well, but there was no evidence to support judgements about the teaching of games, gymnastics, swimming, athletics or adventurous activities. In the lessons seen, teaching was mostly good or very good. In one lesson, teaching was unsatisfactory. In this lesson the teacher made insufficient use of basic class management procedures and the pupils took advantage of this. Relationships were poor. The teacher used confrontational language and the pupils disputed and even ignored her instructions. In other lessons, the relationships between pupils and teachers were good and as a result everyone got considerable enjoyment out of the activity. Lessons were planned well and teachers demonstrated good awareness of the dances and movements being taught.
144. Teachers' planning indicates that the full range of physical education activities is taught during the course of each year and that the requirements of the National Curriculum are met. The school makes good use of the public swimming pool to provide Year 4 pupils with a ten-week block of swimming lessons. Other year groups have access to the shallow water pool at the school during the summer term. Athletics is taught in the second half of the summer term for Years 3 and 4.
145. Opportunities are provided for the pupils to take part in games tournaments and a swimming gala with other local schools. The school has taken advantage of the provision of equipment and lesson plans through the 'Top Play' and 'Top Sports' schemes. Older pupils also have access to table tennis during lunchtime whilst all pupils throughout the school take part in the annual sports day. This generates interest and promotes achievement.
146. Resources are good and the school field and adventure play area are used well to enhance learning opportunities.

RELIGIOUS EDUCATION

147. Standards in religious education meet the expectations of the locally agreed syllabus by the time pupils reach the age of seven and again by the time they are nine years old. This indicates that the standards found at the time of the last inspection, which exceeded expectations, have not been maintained. The work pupils produce is of the standard expected though the depth of their knowledge and understanding is sometimes good. Pupils make satisfactory progress through the school in their knowledge of religions and their understanding of the ideas associated with major world faiths. Within Key Stage 1 teachers are helping pupils to understand the significance of special events, such as Christmas and ceremonies. They bring their own family experience or those of people they know to a discussion about baptism, for example, and they understand that it is a significant step for Christians to join the family of Jesus. By the end of Year 2, pupils know some of the stories about the nativity, and have an early understanding of Christmas and Easter. They also have some knowledge of ceremonies and customs in other world

religions such as Islam and Judaism, and that the Qur'an and Bibles are special books.

148. Within Key Stage 2 pupils' achievement is satisfactory and they make sound progress in studying Judaism. Appropriate tasks are beginning to help them to use the correct terminology for features such as synagogue, books, naming ceremonies and clothing. The teachers' good subject knowledge is used to good effect in teaching the older pupils about stories from Hinduism and aspects of Islam. They know many of the traditions about Christmas and understand something of the significance of the Nativity. By Year 4, the children are helped to reflect more on the significance of events or symbols, such as the dove at Jesus' baptism or of the water and sign of the cross. Pupils are helped to reflect upon the concept of what it means to live a faith, including the customs, background stories and dress, and many pupils have a good knowledge. Pupils have a sound understanding of how prophets such as Moses gave leadership to the people. They recognise the importance of sacred texts such as the Torah, the Bible and the Qur'an to the religions.
149. Pupils enjoy the subject and participate enthusiastically in their work. They quickly become involved in their tasks, listen well and with help remember many details of their previous lessons. Most pupils want to contribute to discussion and offer their ideas. They are learning to work at the written tasks until they are completed. A minority of pupils find the task of writing out their work difficult and a few lack the confidence and are unable to express themselves clearly despite encouragement from the teachers. Nonetheless, the pupils at both key stages demonstrate a satisfactory understanding of the ideas being discussed. Teachers sustain pupils' interest by lively and challenging questioning strategies. Most pupils are happy to settle down to written work or some form of recorded work. They enjoy the discussions that help to bring out the deeper meaning of their lessons, for example on the role that John the Baptist had and how baptism was already significant at the time of Jesus. By Year 4, pupils recognise that having a faith involves following certain customs and beliefs.
150. The school follows an unusual but successful approach to teaching religious education whereby the headteacher gives two lead assemblies each week, following a good structure. These are followed up in each class at a level that matches the children's understanding and stage of learning. The quality of teaching which follows in lessons is good at both key stages with some very good teaching. The teachers' lesson plans are clear with suitable learning objectives. The teachers have good subject knowledge which is shown through their discussions and focused questions that prompt pupils to think and discuss the ideas. The teachers bring out the significance of events well and give a strong emphasis to new language and the special terms used so that pupils understand them well. They have high expectations of pupils' ability to understand difficult concepts and of their capacity to develop a strong moral and spiritual understanding. As a result, pupils learn to show consideration for each other and empathise with different beliefs. Teachers' good selection of interesting themes and associated tasks, that derive from the locally agreed syllabus, enhance the quality of teaching. Pupils produce a limited amount of written work mainly because of the emphasis placed on discussion. Teachers

use good methods to involve the pupils actively, and are careful to stress what people believe as well as the facts of a faith.

151. The headteacher takes the role of co-ordinator and has a good understanding of the role. He provides good support through his teaching during his assemblies where he poses questions for the children to consider. Overall, management of the subject is good. The co-ordinator monitors coverage of work through the years informally through his close contact with all classes, and he looks at samples of children's work to monitor standards through the school. There are no formal procedures for assessment, although pupils' work is marked carefully and adequate records are kept. The school uses the locally agreed syllabus judiciously and ensures balance and full coverage over a four-year cycle. There is a satisfactory range of resources for the subject, with artefacts to illustrate the major world faiths.