

INSPECTION REPORT

**CAISTOR CHURCH OF ENGLAND AND
METHODIST PRIMARY SCHOOL**

Lincoln

LEA area: Lincolnshire

Unique reference number: 120590

Headteacher: Mr Alan Dennis

Reporting inspector: Mr Brian Griffiths
2607

Dates of inspection: 20-24 March 2000

Inspection number: 190986

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Boys and girls
School address:	Southdale Caistor Market Rasen Lincolnshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Michael Lawrence
Date of previous inspection:	8 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Brian Griffiths	Registered inspector	Mathematics	What sort of school is it?
		Religious Education	What should the school do to improve further?
		Design and Technology	The school's results and pupils' achievements.
			How well is the school led and managed?
Sue Wood	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents and carers?
Christine Morgan	Team inspector	Science	Under-fives
		Art	
			How well are pupils taught?
			How good are the curricular and other opportunities offered to pupils?
Ralph Walker	Team inspector	English	Special Educational Needs
		Information Technology	Pupils' attitudes, values and personal development
Paul Hurst	Team inspector	Geography	Equal opportunities
		History	
		Music	
		Physical Education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Caistor Primary School serves the small town of Caistor in northern Lincolnshire and a number of smaller villages nearby. A significant minority of pupils live in and around Grimsby, travelling 10 miles to the school by coach. Caistor Primary is an average sized primary school for boys and girls in the 4 to 11 age-range. It has 253 pupils on roll, all of them attending full-time. Of the 22 pupils in the reception year, 10 are still aged 4. Year groups vary in size from 22 to 48, with the larger ones being in Years 5 and 6 – the oldest pupils in the school. This is largely as a result of pupils transferring to the school as they approach secondary school age. Fifty-one pupils – about 20 per cent – have special educational needs, which is close to the national average. Four pupils have statements of special educational needs, equivalent to 1.6 per cent; this is around the national average. Eight pupils – about 3 per cent – are eligible for free school meals; this is below the national average. Taken together, the pupils' attainment on entry to the school is close to that found nationally; newer arrivals in Years 5 and 6 do not affect the average achievement levels as they contain both pupils with special educational needs and higher attaining pupils.

HOW GOOD THE SCHOOL IS

This is a very effective school that makes good provision for all of its pupils, including those with special educational needs, the gifted and the talented. Pupils achieve high standards, especially in English, mathematics and science, because teaching is good and work is well matched to pupils' abilities and needs. Pupils develop well as rounded individuals. There is excellent teaching in most subjects and at all stages. Staff and governors work together very effectively; governors are powerful allies of the school and powerful contributors to its work. All teachers undertake management roles; English, mathematics, science and music, in particular, have benefited from their vigorous and informed leadership. Most other subject co-ordinators are allocated too little time to be able to have the same substantial impact on their subjects. There is an impressive range of high quality extra-curricular activities that make a strong contribution to pupils' progress. The school gives very good value for money.

What the school does well

- At the age of eleven, pupils reach very high standards in English and science, and good standards in mathematics, art, music and physical education.
- All pupils, including those with special educational needs and the gifted and talented, make good progress.
- Relationships between adults and pupils, and between pupils themselves, are very good. Pupils enjoy school, work hard and develop well as rounded human beings.
- Throughout the school, teaching is good; in Key Stage 2, it is very good with a high proportion that is excellent.
- The headteacher, governing body and deputy headteacher create an ethos that strongly supports learning.
- The curriculum is broad and rich. It is enhanced considerably by a substantial programme of extra-curricular activities and the work of many very effective voluntary workers.
- The provision for pupils' spiritual, moral, social and cultural development are very effective.
- There are very good relationships with parents, who view the school very positively.

What could be improved

- Too little use is made of the expertise of some of the teachers with management and co-ordinator roles.
- Some management and financial systems have become too cumbersome and time consuming.
- The teaching day is shorter than nationally recommended and some subjects need the extra time.
- Younger pupils have too little access to outdoor learning activities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved greatly since its last inspection in 1996, even though the work of the school was then seen to be at least satisfactory and in many aspects was good. Standards reached by pupils, the overall quality of provision, leadership and management are all better or much better. Some areas of the school's work are outstanding. Steps being taken to reduce the headteacher's administrative load in order to release more time to work with teachers and pupils are well timed and necessary. The school's monitoring of its work has improved but needs to be more thorough and systematic.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	D	B	C
mathematics	D	B	B	C
science	D	C	A	B

Key

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

The 1999 test results generally confirm inspectors' views that eleven-year-old pupils reach standards in English (including literacy) and science that are well above average, whilst in mathematics (including numeracy), standards are above average. Key Stage 2 test results have been improving for the past four years at a rate similar to the national rate; taken overall, results compare favourably with other schools. The school sets ambitious targets for the attainment of eleven-year-olds and is on track to meet its targets for 2000 and 2001. Pupils also reach good standards in art, music and physical education. In information technology, religious education, design and technology, geography and history, standards are satisfactory.

At the age of seven, standards in science, art and music are above national averages and expectations and in English (including literacy), mathematics (including numeracy), information technology, religious education, geography, history and physical education, standards are satisfactory. Test scores in literacy and numeracy have fallen since 1997 but attainment is now improving and the school is well placed to meet the ambitious targets it has set for 2001. At the age of five, pupils reach standards that are in line with the national expectation in all aspects of their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils much enjoy coming to school and they work hard in lessons.
Behaviour, in and out of classrooms	Very good. The school is an orderly community.
Personal development and relationships	Very good. Pupils care for each other and respond very well to being given responsibilities.
Attendance	Good. There is very little lateness and lessons start promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very 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, teaching is good. Forty-five per cent of the teaching seen during the inspection was either very good or excellent; 35 per cent was good and all of the rest was satisfactory. In English (including literacy), teaching is very good throughout the school. In mathematics (including numeracy), teaching is good in Key Stage 1 and very good in Key Stage 2. Every feature of teaching is at least good; teachers' very high expectations are reflected in very good, precise lesson planning and in the way in which learning and behaviour are managed. Pupils are active learners who have a good understanding of the progress that they are making and who strive to improve. The school caters well for pupils with special educational needs and for gifted and talented pupils, so that these pupils respond well and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and caters very well for pupils' wide range of interests and needs. There are good strategies for teaching literacy and numeracy. The excellent range and quality of extra-curricular activities has an extremely positive effect on pupils' attainments and relationships.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress because of good adult support and work that is well planned for their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The spiritual, moral, social and cultural development of pupils is very good and underpins all aspects of school life. Members of staff provide good role models. Art and music make significant contributions, as does the involvement of local churches. Pupils are enabled to become rounded individuals, with a wide range of interests and achievements.
How well the school cares for its pupils	High quality educational and personal support systems have a positive effect on pupils' attainment, including their personal development. The school provides a very caring and secure environment for all pupils.
How well does the school work in partnership with parents and carers?	The school and parents work together well. The very supportive parents' association has a wide social and fund raising calendar. A substantial number of parents and other relatives help in classrooms, with extra-curricular activities and in making high quality learning resources. The school prospectus and the annual governors' report are well presented documents but with some omissions in the statutory information which is required.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head and deputy headteacher provide the school with a clear sense of direction. Substantial contributions come from other staff with leadership roles. The national literacy and numeracy strategies have been very well implemented. Some aspects of the headteacher's administrative role are rightly being slimmed down.
How well the governors fulfil their responsibilities	Governors make a powerful contribution to the school, both in committees and in their individual roles linking with aspects of the school's work. Decisions are taken with a clear eye on their impact on the effectiveness of teaching and learning.
The school's evaluation of its performance	Standards reached by pupils are carefully monitored in order that considered improvements can be made. There are some good examples of improvements made as a result of monitoring teaching; this aspect is not yet systematic enough. Very detailed information, for example, on the school's spending, guides the work of governors but its production is too time-consuming.
The strategic use of resources	Generally good use is made of well-chosen resources of all kinds. Teachers and support staff are skilled and well deployed. Substantial contributions to pupils' progress come from the very good use of learning resources in English, mathematics, science, art and music. The accommodation is of generally good quality, although the reception class does not have ready access to outdoor learning facilities. The principles of ensuring best value from spending are very well understood.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are generally very pleased with their children's progress. • The close partnership they have with school is much appreciated. • Regular newsletters and curriculum information help them to support their children's learning. • Out-of-school clubs are seen as a very positive feature. 	<ul style="list-style-type: none"> • The organisation of meetings at which parents and teachers discuss children are seen as rushed and lacking in confidentiality.

Inspectors endorse parents' positive comments. The school offers additional time at which further discussions can be held regarding pupils' achievements and progress; more private arrangements should be made for discussions between teachers and parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 In the 1999 national tests, pupils reached standards at the end of Key Stage 2 which were above the national average in English and mathematics and well above in science. In English and mathematics, an above average proportion of pupils reached the higher Level 5; in science the proportion reaching higher levels was well above average. In English and mathematics, pupils' achievements were close to those in similar schools whilst in science they were above. In all three subjects, test scores are higher than they were four years ago and the trend in the school's average score for all core subjects has been upwards and at a rate which is close to the national trend. Overall, girls reach higher levels than boys in English, boys do better than girls in mathematics and performance in the test is roughly equal in science. However, the differences in boys' and girls' scores are smaller than those seen nationally. In general, these differences are smaller than national differences. A substantial minority of pupils enter the school in their final two years but their test scores follow a similar pattern to the rest of the year group. Therefore they do not significantly affect average test scores. The full range of inspection evidence shows that, for eleven year-olds:

- standards in English are well above average;
- standards in mathematics are above average;
- standards in science are well above average;
- there are no significant differences between the attainment of boys and girls;
- gifted and talented pupils make good progress.

2 In the 1999 national tests, the proportion of seven-year-old pupils reaching the expected Level 2 was well above average in reading and writing and above average in mathematics. The proportion reaching the higher Level 3 was similar to the national average in reading and below average in writing and mathematics. Taken overall, average standards were reached in all three tests. In the science assessments made by teachers, the proportion of pupils reaching Level 2 was well above the national average and the proportion reaching Level 3 was below average. When compared with similar schools, an average proportion of pupils reach the expected Level 2 in reading and writing and an above average in mathematics; because fewer pupils reached the higher Level 3, overall attainment is below the average of similar schools in reading and mathematics and well below in writing. In science, the proportion reaching Level 2 is in line with similar schools but the proportion reaching Level 3 is well below average. Girls reach higher standards than boys in the reading and writing tests, whilst boys do better in mathematics; in all three cases the differences are smaller than nationally. Even though attainment in the end-of-key stage tests is in line with national averages, or above, there has been a downward trend over the past four years. The full range of inspection evidence shows that:

- standards in reading, writing and mathematics are in line with national averages;
- standards in science are above average;
- boys and girls reach similar standards;
- gifted and talented pupils reach standards which are consistent with their abilities.

- 3 The school sets challenging targets for attainment in the national tests taken at the age of eleven. The targets for 1999 were met in English. In mathematics, 46 pupils out of 56 reached Level 4 against a target of 48.
- 4 At the end of Key Stage 2, pupils' attainment in all aspects of English, including literacy, is very high. Attainment in science is very high and pupils use scientific reasoning very well. Attainment in mathematics is above average; gifted and talented pupils reach especially high standards largely because the work they do is always well matched to their needs and they respond well to a regular teaching input from a volunteer, specialist mathematics teacher. In information technology, attainment is in line with national expectations; this is helped by good teaching, often using a recently created computer suite – but an underuse of computer programmes limits its use in other subjects and therefore inhibits overall attainment. Standards in religious education are at the expected level; in lessons, pupils often progress well in their learning but this does not translate into overall high attainment as the syllabus in use is regarded by the school as limited and a temporary scheme is in use, pending the publication of a new local Agreed Syllabus for Religious Education. Within these overall average standards in religious education there are examples of very sophisticated thinking; some older pupils produce writing of considerable depth and some which is very moving. Attainment in all aspects of art and physical education is above the nationally expected level. Overall standards in music are above average; pupils' singing is at the expected level but all other aspects of music are very good, drawing not only on good teaching in lessons but also on excellent tuition that takes place out of normal school hours. In design and technology, geography and history standards are in line with national expectations. Good teaching in these subjects does not translate into high standards owing to a shortness of time; extra time is given to the teaching of literacy and numeracy and the teaching week is over half-an-hour shorter than is nationally recommended. Throughout Key Stage 2, pupils achieve well in relation to the standards that they had reached when younger.
- 5 At the end of Key Stage 1, standards are average in English and mathematics and above average in science. In art and music, standards are above national expectations. Standards in information technology, religious education, geography, history and physical education are in line with national expectations. At the age of five, children reach standards in all aspects of their learning – that is, in personal and social development, language and literacy, numeracy, knowledge and understanding of the world, and physical and creative development - that are in line with those seen nationally. Between the ages of 4 and 7 years, pupils are making good progress in their learning. Two of the three teachers working with these pupils are new to the school since the last inspection; they have developed improved ways of working which are now resulting in pupils learning at a better rate; during this inspection, pupils made very good progress in half of the lessons observed. The school is on track to meet the challenging targets that it has set for seven-year-olds in 2001.
- 6 Throughout the school, pupils with special educational needs make good progress towards the learning targets that are set for them. Gifted and talented pupils make steady overall progress up to the age of seven and good progress from seven up to the age of eleven.
- 7 Since the last inspection, in 1996, attainment has improved in English, and improved considerably in science, art and music. In mathematics, attainment remains above average. In all other subjects, attainment remains satisfactory. Pupils with special educational needs are making better progress.

Pupils' attitudes, values and personal development

- 8 Pupils respond very well to the school's provision for personal development. Their attitudes to school are very good; they come to school very enthusiastically and settle quickly to their lessons. Pupils listen carefully in class sessions and respond well to questions, giving answers that are very sensible and relevant to the discussion. Pupils clearly know what is expected of them and they are often eager to please the teacher. This was clearly seen in a Year 3 numeracy lesson in which pupils were challenged to use data from the football premiership, and were asked to produce a graph to represent the teams and their number of points. The pupils worked out the best way to show the data and also the best scale to use. They work very sensibly and quietly, usually sustaining concentration whether they are working as individuals, in pairs or groups. In a Year 1 physical education lesson, pupils worked in silence; pupils returning from changing their reading books, did so without distracting other pupils.
- 9 Pupils behave very well. The school is a very orderly community and pupils move around sensibly. They are polite to visitors and often hold doors open or offer help. Occasionally pupils fidget or call out answers in lessons, but teachers address these incidents quickly and sensitively, without detracting from the lesson focus. The school's ethos promotes very good behaviour and the pupils' respect for each other, the resources and buildings. The school rules also act as a reminder of its high expectations. There are no recorded exclusions from the school.
- 10 Relationships throughout the school are good. Pupils know the daily routines of the school and quickly respond when asked to tidy up after lessons. They show concern for each other, as when escorting their friends to receive first aid after a fall. Older pupils are given responsibilities throughout the school day, such as expertly helping with the music in assemblies, patrolling corridors and in paired reading with younger age groups. Many pupils have monitoring duties that they carry out sensibly. Parents appreciate the way the school helps pupils to develop very good attitudes and to behave very well. There are, however, limited opportunities for pupils to show initiative in their learning, as teachers prepare resources and do not often give pupils choices, for example, to choose from a range of media in art lessons.
- 11 The school's attendance figures are good. The vast majority of pupils arrive at school in good time before the start of the day and it is rare for pupils to be late. Registers are completed at the start of each session while pupils carry out short tasks. This provides a calm and purposeful start to the school day.
- 12 In the last inspection report, pupils' attitudes to learning and personal development were judged to be good and the school has built upon these firm foundations. Behaviour and relationships were satisfactory and these have improved considerably. Attendance has remained good.

HOW WELL ARE PUPILS TAUGHT?

- 13 The quality of teaching and learning is a strength of the school and is making the most significant impact on current standards and the rate of improvement in the school. In particular, the teaching of basis skills such as phonics is very good, resulting in high quality learning. Overall, teaching and learning are good. During the week of the inspection, all of the teaching seen ranged from satisfactory to excellent. Across the school as a whole, 80 per cent of teaching was good or better, with 45 per cent being very good or excellent. Teaching for the under-fives is good and this results in consistent children's learning. Teaching in Key Stage 1 is good and the consistency of

approach results in pupils developing good attitudes to learning. In Key Stage 2, teaching is very good with challenging work producing very good learning and high standards, particularly in English, mathematics, science and music; in some other subjects, good teaching does not produce such high standards because there is not enough time for teaching the subject.

- 14 Teaching is well planned and matches pupils' needs. For example, in a reception class numeracy lesson, some children practised counting to ten while more gifted children were combining two groups of objects and successfully adding them together; in a Year 5 numeracy lesson, some pupils practised mental mathematics problems involving addition or subtraction and explained their preferred strategies, whilst higher attainers were given work which involved solving problems involving the addition of three and four digit numbers accurately and quickly in their heads and explaining concisely how their strategy worked.
- 15 The use of clear and well-focussed learning objectives is a strong feature in almost all lessons. The learning objective for the lesson is usually written on a board and explained carefully to the pupils. In addition, learning objectives for elements of lessons are made explicit to pupils and referred to throughout the lesson. This feature is particularly evident in literacy lessons where learning objectives for work on texts are made clear to pupils, who know exactly what is expected of them at each stage of learning. A teacher who forgot to tell the pupils at the beginning of the lesson what were the objectives referred back to them after a short while and pointed out to the pupils, "We've already met this objective". At the end of lessons, teachers reinforce the learning that has taken place and talk with the pupils about what they know then that they didn't know at the beginning of the lesson. Pupils understand this approach so well that they will ask what is the learning objective if they are not sure.
- 16 Teachers have high expectations for the attainment of all their pupils. Pupils are clear about what is expected and how long it should take them to complete a piece of work. Teachers remind pupils at key points in lessons as to where they should be with their work. For example, in a literacy lesson in Year 6, one group of pupils was reminded that they should be finishing the punctuation task and moving onto rewriting the piece about Cinderella. At the end of the lesson, pupils were asked to consider whether they had given of their best during the lesson and those who admitted they hadn't, resolved to work harder next time!
- 17 Pupils with special educational needs are well supported and good teaching ensures that pupils make good progress towards their individual learning targets. Teachers have a good understanding of pupils' needs and give appropriate support - for example, the use of a computer to motivate a struggling writer in Year 5, or the support of a classroom assistant to reinforce basic skills in numeracy. There is good collaboration between class teachers, the special educational needs co-ordinator and classroom assistants and this has a direct impact on the good progress which pupils make. The teaching of high attainers is good and outstanding standards are achieved in the work undertaken in science and mathematics by groups of gifted and talented pupils in Years 5 and 6.
- 18 There are equally high expectations of pupils' behaviour and attitudes to learning, to which pupils respond well. There is a consistency of approach across the school that is characterised by a positive approach to discipline that rewards pupils by oral praise and merit points. There is mutual respect between teachers and pupils, so that the pupils' attention is quickly gained and very little time is lost.

- 19 Teachers are fair and clear with pupils. Pupils recognise and appreciate this. Praise and encouragement are given, often with incentives and suggestions about how to improve. This helps to keep pupils focused on their learning and contributes to good standards.
- 20 The organisation of lessons is good, with groups selected to match the activity and pupils' learning needs. Pupils understand class routines and know what is required of them. Pupils move from whole class teaching in literacy and numeracy into independent group work with little effort or fuss and quickly get on with the work set. Pupils understand and respond well when arrangements are different, as in the observation part of a science lesson involving the heating and cooking of food. The need for safety precautions was fully understood both by teacher and pupils.
- 21 There is a productive emphasis on pace in lessons throughout the school. Pupils have a corresponding awareness and work at a good rate. Parts of lessons are carefully paced so that pupils' interest is maintained and good work habits are developed. Teachers assess well the response of pupils and are sensitive as to when pupils require more time or a change of activity. At the end of an afternoon when pupils in Years 5 and 6 had been working practically in a design and technology lesson, the teacher changed the balance of the next lesson so that their attention and interest are maintained. In the reception class, intelligent decisions about pace ensure that children get enough time to pursue their activities and experiences, as when painting using shading techniques, so that their interest and concentration are maintained.
- 22 Pupils are taught effectively to reflect on their learning and evaluate their own learning and progress. Pupils are very honest in their self-evaluations even when they might not have been doing their best, which is a credit to the supportive atmosphere in the school. This is most evident in literacy, numeracy and science lessons when pupils are encouraged to measure the quality and progress of their work against learning objectives for elements of the lesson as well as an overall objective. By the end of Key Stage 2, pupils have a good understanding of their own strengths and weaknesses and how to make further improvements.
- 23 The very best teaching seen is characterised by all the elements described above together with inspiration that comes from teachers either with a genuine passion for the subject or the strong desire to see pupils succeed, or both. This inspirational teaching captures pupils' imagination and interests so that learning is irresistible and enjoyable. Most inspirational teaching seen was in Years 5 and 6 in English, mathematics and music although excellent teaching was seen in most subjects and at all stages.
- 24 In the last inspection, some shortcomings were identified in the quality of teaching, 15 per cent of which was judged unsatisfactory. All of those shortcomings have been addressed and improved upon substantially. The quality of teaching is now a positive feature of the school with many strengths identified; this is a credit to the hard work, commitment and enthusiasm of school management, teachers and support staff, who work hard to ensure that pupils do well.

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

- 25 The school curriculum is broad and rich, takes account of statutory requirements, is well planned and has an appropriate emphasis on basic skills. The balance of the curriculum is reasonable although there is a pressure on time in some foundation

subjects in Key Stage 2, where curriculum time is less than usual. The statutory curriculum in Key Stage 1 and 2 and the requirements for children aged five and under, are implemented in a well-planned and imaginative way, for all pupils, including those with special educational needs and the gifted and talented, and both boys and girls.

- 26 The needs of all pupils are well supported and opportunities to learn are maximised. The provision for personal, social and health education is good and the impact is clearly evident in pupils' positive attitudes to others, to learning and in their good behaviour.
- 27 The school has good strategies for teaching the basic skills of literacy and numeracy. The national strategies have been successfully implemented and are now well embedded into the school curriculum. The skills gained by pupils in literacy and numeracy are used well and reinforced successfully in other subjects as, for example, in the use of positional language in mathematics being transferred to geographical location work.
- 28 The range and quality of extra curricular activities is remarkable and has an extremely positive effect on relationships and attainment at the school. The range of activities includes sports such as football (for boys and girls), rugby, netball, table tennis, gymnastics; music with separate orchestras for Key Stage 1 and 2, and cookery and art clubs. Activities take place at different times of the day, early morning, mid-day break and after school. The activities are very popular and large numbers of pupils attend and gain much enjoyment and many additional skills. The accomplishment of pupils in the Key Stage 2 orchestra is well beyond expectations for pupils at this age and is an outstanding achievement for pupils and staff.
- 29 There are many members of the local community who actively support and enrich learning. Parents, governors and friends of the school assist with learning in many ways. Some volunteers take part in the OWL ("Our way of learning") programme for specific pupils, whilst others assist with computer skills or reading. One of the current volunteers leads an extension class in mathematics for gifted and talented pupils in Year 6. All volunteers are welcome to take part in activities in which they have a particular skill or interest. The volunteers are co-ordinated by a teacher who ensures that police checks are carried out and that the volunteer has relevant information about the school that is published in a very useful guide. The involvement of the local community draws positively on cultural, family and religious backgrounds. An annual 'thank-you' for all the volunteers is organised by pupils, who make invitations, refreshments and serve and talk to everyone. The school's atmosphere makes it a good place to contribute to the initial training of teachers.
- 30 There is a reciprocal link with the community where the school gives support to, and plays its part in the local area. There are strong links with the two founding churches and visits are made to places of worship of other major faiths such as a Roman Catholic Church and a Sikh temple. Pupils make regular visits to a local elderly residents' centre for their board games afternoons. Many pupils take part in the annual Christian Aid walk around local hills. There are good links with the high school to which the school sends most of its pupils, so that curriculum continuity is good; links with the school to which one-third of pupils transfer are barely satisfactory.
- 31 The provision for pupils' spiritual, moral, social and cultural development is very good and underpins all aspects of school life. Substantial contributions come from subjects such as art, music and religious education but more importantly, this aspect of the

work of the school permeates its approach to all that it does. The atmosphere in lessons, at break times, when entering and leaving school is always positive, with adults taking every opportunity to instill care for one another and an appreciation of those things which contribute to a full life, which has meaning. Teachers reinforce these aspects by example and by how they treat each other, pupils, parents, governors, visitors and all members of the school community. Religious education, with support from both churches, and collective worship make significant contributions to pupils' spiritual development. Cultural development is strong with art and music activities broadening pupils' experiences.

- 32 The successful cultivation of pupils' spiritual, moral, social and cultural development is evident through all subjects, school activities and personal relationships within the school. This is an enviable achievement of which the school and churches are justifiably very proud.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 33 The school's educational and personal support and guidance have a positive impact on attainment. The school has very good procedures to ensure pupils' welfare, health and safety, and uses appropriate agencies to support the needs of individual pupils. The headteacher is responsible for child protection in the school and ensures that all members of staff are aware of relevant procedures. All pupils are well known to staff, and pupils feel confident to approach any adult if they have worries or concerns. Pupils are also encouraged to support their peers if they are hurt or upset. The school provides a very caring and secure environment in which pupils and staff can work.
- 34 The school has established good attendance and successfully promotes punctuality, so that lessons start on time. The registers are checked regularly to ensure that there are good reasons for absence. There are high expectations of pupils' behaviour throughout the school and this is supported by consistently applied reward systems that are appreciated by the pupils. The school does not tolerate anti-social behaviour, such as bullying, and there is no evidence of it in the school. There are suitable procedures to follow if there is any inappropriate and unacceptable behaviour. The parents are also aware of the school expectations through a home-school agreement. The school has good supervision procedures in place for its pupils at all times during the day. This is particularly noticeable at break times when the pupils are enthusiastic in their well-structured play.
- 35 The school has very good procedures in place to assess and monitor the academic performance of pupils and these are well used to meet all the needs of pupils including those with special educational needs and the gifted and talented. The assessments are manageable and effective and are used well to inform future planning to enable pupils to build on previous knowledge and understanding. This was seen to work well in a Year 3 numeracy lesson in which the teacher adapted her lesson plans to challenge the pupils more as she realised that they had quickly grasped the context and would find the planned work very simple. On entry to the reception class, pupils work through the entry profile that acts as a base line for measuring their attainments. The individual education programmes for pupils with special educational needs are detailed and support the pupils' academic and personal development needs. These are used well and contain clear learning objectives for each individual.
- 36 In the previous inspection report, the care of pupils was good and this has been maintained. Assessment procedures have been built upon and are well used in the core subjects to help teachers support the needs of individual pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 37 Parents have very positive attitudes towards the school and are very satisfied with what it provides and achieves. They appreciate the close partnership they have with the school and the great majority of parents are very pleased with their children's progress. The inspection findings endorse parents' positive views. Most parents are happy with the type and amount of homework set, and take the opportunity to help their children and keep in touch with pupils' day-to-day work. Parents receive good quality information through regular newsletters and information sheets. The school has distributed detailed curriculum information that the parents appreciate; it enables them to provide support to their children and offer first-hand knowledge or loan artefacts to support children's learning. Parents are provided with an annual written report, of generally good quality, on their child's progress and are offered two formal opportunities to discuss their child's progress. There is some understandable concern from parents regarding the confidentiality of these meetings. The time given to discuss their child's progress and needs is felt by some parents to be too short, but additional time is made readily available on request. Reports give little guidance to parents on the areas in which their child is experiencing difficulty, in order to enable parents to help and support their children. However, these areas are often discussed at the parent-teacher consultations. The prospectus and governors' annual reports are well presented documents that inform parents of many aspects of the school but there are some minor omissions in the statutory information required. These include the authorised and unauthorised attendance percentages in both documents, and these were drawn to the attention of the school in the last inspection report.
- 38 A number of parents and governors regularly help in classrooms; many of them bring high levels of expertise, which the school capitalises on very effectively. Volunteers are carefully briefed and well integrated into the classroom. Parents are invited to school productions and assemblies. Parents appreciate this and comment on the enjoyment of being able to share these and other learning experiences with their children. A very active and supportive parent-teacher association has a wide social and fund raising calendar. Events are well supported and the additional resources that are provided by the association are very much appreciated by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 39 The governing body, headteacher and deputy headteacher provide the school with a clear sense of direction and purpose. The school's aims are well set out and they are strongly supported by all staff, governors and parents. Governors are fully involved in the work of the school and in all decisions affecting its progress. Committees of the governing body work smoothly and well, and co-operate with each other effectively – most recently by means of meetings of committee chairs. The school development plan addresses a good range of issues, the relevance of which is ensured by widespread discussion including, for example, surveys of parents' views of the school's strengths and areas for improvement. When priorities have been established in the development plan, they are funded at an appropriate level. Each governor takes particular interest in and responsibility for either a subject or aspect of the school's provision; governors who take responsibility for literacy, numeracy and science (for example) monitor teaching and give helpful feedback to teachers and the governing body. Governors, therefore, are very aware of the school's needs, so that their decision making is firmly rooted in an unusually deep knowledge of the school. All decisions are taken with a clear eye on their impact on the promotion of effective teaching and improvement in the standards of pupils' work. The governing body fulfils all of its statutory duties with the exception of some omissions from its annual report to

parents and the school prospectus. The school's policy for special educational needs complies fully with the national Code of Practice, and equal opportunities are ensured for all pupils.

- 40 Almost one-quarter of pupils come from well outside the school's natural catchment area, many of them transferring at the beginning of Year 5 or 6. Changes to the local high schools' admission policies may cause these numbers to reduce, with a resultant fall in income. The governing body is sensibly budgeting for a surplus that would allow them to spread any financially damaging consequences of this over more than one year. Auditors report that the school's finances are properly handled and the school acts appropriately on the advice they are given. Governors are very astute in their overall financial management; they fully understand and operate the principles of best value.
- 41 A number of strategies are used to monitor the school's performance. Those concerned with overall and financial management are effective and governors and staff are aware of the progress being made in all major areas. Standards reached by pupils are carefully analysed and when areas of relative weakness are identified, appropriate action is taken. For example, a review of pupils' approaches to national test papers identified a lack of confidence in factual writing and steps were taken to improve both confidence and skills. There are examples of good practice in the monitoring of teaching and learning, but there is a lack of time for most co-ordinators to develop this aspect of their role. Only a few co-ordinators fully understand the full value of such monitoring and the techniques for getting the best from it. Financial monitoring is thorough and the headteacher has developed innovative and detailed methods of giving the governing body, especially its finance committee, full information in order to illuminate their decision making. Now that governors are familiar with the school's finances and its accounting methods, this information has become over-detailed and complicated: on occasions it prevents governors from focussing clearly on major strategic issues and takes up too much of the headteacher's time. The school is aware of this and has plans for rapid implementation, which will have the additional advantage of releasing more of the headteacher's time for work with pupils and teachers.
- 42 In almost all aspects of its work, the school uses its generally high quality resources well. In particular, resources in English, mathematics, science, art and music are used very effectively in order to ensure that pupils make good progress. A computer suite is well equipped and used regularly. However, there is a lack of suitable computer programmes in some curriculum areas, as well as some underuse of those available, and this limits the contribution to all-round learning made by information technology. The position of the reception classroom limits the use that can be made of some potentially valuable outdoor learning facilities. The library is well stocked with good quality books and is used effectively.
- 43 In view of the good standards achieved by pupils, particularly in English, mathematics and science, the impressive contribution made to pupils' achievements by extra-curricular activities and volunteers working with pupils, the relatively low cost per pupil and the substantial improvements since the last inspection, the school is deemed to give very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44 In order to improve further the quality of the school's provision and raise standards, the governors, headteacher and staff should act on the following.

v Use the skills of teachers with management and co-ordinator roles more effectively; in order to do this it will be necessary to:

- identify and build on features of existing good practice in the school;
- improve teachers' understandings of and skills in the role of co-ordinator;
- establish systematic procedures for monitoring and evaluating the quality of teaching and the standards of attainment;
- allocate time for the role, using the school development plan to establish priorities.

(See paragraphs 41; 83; 88; 95; 101; 105; 106; 111; 123)

v Seek ways of increasing the amount of teaching time at Key Stage 2 in order to ensure sufficient teaching time for all subjects.

(See paragraphs 13; 105; 114; 115)

v Continue to slim down management systems so that they become less time consuming for the headteacher, thus releasing more time for other activities that seek directly to improve teaching and learning.

(See paragraph 41)

v Improve access to outdoor learning activities for the youngest children.

(See paragraphs 42; 50)

In addition the school should act on the following less major matters:

- Ensure that the prospectus and annual report to parents comply fully with statutory requirements; and
- make more confidential and popular arrangements for parents' evenings.

(See paragraphs 37 and 39)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	33	34	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	253
Number of full-time pupils eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	51

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	40
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	25	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	13
	Girls	25	25	24
	Total	36	37	37
Percentage of pupils at NC level 2 or above	School	92 (93)	95 (100)	95 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	25	25	25
	Total	37	38	38
Percentage of pupils at NC level 2 or above	School	95 (100)	97 (100)	97 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	30	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	25
	Girls	27	23	29
	Total	49	45	54
Percentage of pupils at NC level 4 or above	School	88 (56)	80 (63)	96 (70)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	25
	Girls	27	25	29
	Total	49	48	54
Percentage of pupils at NC level 4 or above	School	88 (79)	87 (74)	96 (79)
	National	68 (65)	69 (65)	75 (72)

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	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	228
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 – Y6

Total number of qualified teachers(FTE)	10
Number of pupils per qualified teacher	28.1
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	90

FTE means full-time equivalent.

Financial information

Financial year	1998/1999
	£
Total income	383800
Total expenditure	386158
Expenditure per pupil	1491
Balance brought forward from previous year	34750
Balance carried forward to next year	32392

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

253

Number of questionnaires returned

93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	1	2	
My child is making good progress in school.	52	47	1		
Behaviour in the school is good.	47	48	1	1	3
My child gets the right amount of work to do at home.	38	52	8	2	
The teaching is good.	67	30	2		
I am kept well informed about how my child is getting on.	36	51	13		
I would feel comfortable about approaching the school with questions or a problem.	65	28	2	1	3
The school expects my child to work hard and achieve his or her best.	62	38			
The school works closely with parents.	36	54	8		2
The school is well led and managed.	45	46	3	1	4
The school is helping my child become mature and responsible.	46	48	3		3
The school provides an interesting range of activities outside lessons.	35	54	3	1	7

Other issues raised by parents

Parents strongly support the approaches and work of the school. Reservations were expressed regarding the arrangements for parents' evenings, which a substantial proportion of parents felt were too rushed and lacking in confidentiality.

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

- 45 Children are admitted to the reception class in the September of the academic year in which they have their fifth birthdays. A good induction process has been developed in order to make the entry to school a smooth transition from home and pre-school experience. The class teacher makes home visits in the summer term prior to the September entry to school and offers visits to school for children and parents. The majority of children attend some form of organised pre-school experience but about a quarter have had none. The class teacher has developed good relationships with private and voluntary pre-school providers and makes visits in order to meet children who are to be admitted to the school and talk to staff about their progress and needs. Parents have welcomed this induction process and children are more confident now in their transition into the reception class. On entry to school, the attainment of children is broadly average although there is a wide spread of ability and needs. By the age of five, most children have attained the expected standards for their age with a small number of children exceeding these in all areas of learning. Children with special educational needs make good progress and are well supported by the class teacher and support assistants.
- 46 Pupils' personal and social development underpins all aspects of their learning. Children have very good attitudes to learning and are happy and secure in their everyday routines. Most of the children are confident in activities and are eager to talk about what they are doing. Adults who work in the reception class form very good relationships with the children, the majority of whom respond well to this approach, especially to praise and encouragement. They are eager to do well. Children's behaviour is very good and they establish effective relationships with other children. Most of the children are able to work and play independently and sustain concentration for a good length of time, although some do find this hard. The teacher and support staff work effectively and so ensure that children are eager to learn and enjoy most aspects of the school day. In time given to structured talking, teachers ensure that the children are able to take turns, listen carefully and have respect and interest for the views of the others. At the age of five, children's attainment in personal and social development is in line with national expectations.
- 47 In language and literacy, standards are satisfactory at the age of five. Lessons are planned well, with clear objectives which are shared with children and reinforced orally at different stages of the lesson; children respond well to the security which this provides. Children are confident and enthusiastic in their learning and contribute readily. They enjoy books and make relevant connections to previous knowledge as when they first heard the story "This is the bear and the scary night", when work on feelings was discussed. The majority of children are confident in work on, for example, rhyme and are able to compile a list of words that rhyme with "pen". Most pupils enjoy reading and can read familiar words well. Gifted and talented children are accurate, and are becoming fluent, readers whose standards of work are within Level 1 (and for a small number within Level 2) of the National Curriculum. Children are keen to write and in the "bakers' shop" were writing shopping lists and ingredients needed to make bread and cakes. The teacher has successfully implemented all elements of the literacy hour and children's concentration and interest is sustained well throughout.

- 48 The attainment of the majority of children in mathematics is in line with expectations for their age. Teaching is generally good. The teacher has successfully implemented the daily mathematics lesson and children actively take part and enjoy working with numbers. Most children can confidently count and order numbers to ten, and higher attainers can work accurately up to at least twenty. The majority of children can combine two groups of objects and begin to understand the concept of addition. The teacher provides a good model in the use of mathematical vocabulary and this ensures that the majority of children can use accurately the correct mathematical words. Most of the children understand “more” and “less” when comparing two numbers and can understand and respond correctly to positional language such as “over”, “under” and “behind”. Most children recognise and name a number of simple two-dimensional shapes, at a level appropriate for their age.
- 49 In knowledge and understanding of the world, the attainment of the majority of children is in line with national expectations. Good teaching ensures that children are able to make models using building blocks and they talk confidently about their designs and component parts. The teacher makes good links through the topic to their creative, literacy and mathematical learning and children respond well to this, often making good progress. For example, in one lesson the children were asked to make a close observation of models they had made, and then to draw them. This creative work benefited from the children’s added interest which stemmed from the drawing task being linked to earlier work. The children’s concentration and sustained effort in their tasks, even when not supported by an adult, are very good. In a ‘floating and sinking’ activity, after some initial guesses, the children thought carefully about what they were seeing and came up with some relevant hypotheses, for example, “it needs higher sides” when considering one of the objects.
- 50 In physical development, children’s overall attainment is in line with national expectations. Children’s attainment is above expectations in their work on body awareness and skills in using small apparatus for balancing and moving along. In apparatus work in the hall, children can use their bodies appropriately and keep a good posture when stretching, curling, running and jumping. They are developing good control of their actions when travelling, turning or standing and only a small group of children find this difficult to achieve. Children respond well to reminders to be aware of others and to avoid bumping into them when waiting for turns. In the playground, children enjoy using the wheeled equipment and most demonstrate good levels of co-ordination of hands and feet; access to these activities is limited during lesson time, as they are out of sight of the classroom. The majority of children can competently handle tools such as pencils, crayons, paintbrushes and glue brushes. They are able to complete jigsaws and handle small toys with increasing control. The progress that children make is often good, largely because teaching is carefully planned and draws on a good level of understanding of children’s learning needs as well as of an appropriate curriculum.
- 51 In creative development, children’s attainment is in line with national expectations. The majority of children can recognise and name primary colours and can understand how mixing one colour with another produces a third colour. Some children are able to name the paler colours they made when mixing white with another colour, for example identifying “pink” as the end result of white and red mixing. Children have been successfully introduced to a wide range of media and particularly enjoyed the results of their sand pictures. In the role-play area, children are keen to play the different roles of the ‘shopkeeper’, ‘baker’ or ‘customer’ and are able to follow through different story lines such as, ‘the baker has run out of bread and has to bake some more’ or ‘you’ll have to hurry up as the shop is closing’. Children enjoy and take an active part in

singing rhymes and simple songs. Teaching is satisfactory overall and is often good. It is characterised by a sound knowledge of this area of learning and the needs of children. Planning is succinct and effective. The approach of adults is such that children grow in confidence and are prepared to respond imaginatively knowing that all adults will receive their work warmly.

- 52 Overall, teaching in the reception class is good and there are examples of excellent teaching. The relationships between children and the teacher are excellent. The teacher has high but realistic expectations of children's performance and their behaviour. Planning is effective with a good match of activities to children's needs, combined with an appropriate level of challenge. Good use is made of assessment and this has a positive effect on the success of day-to-day planning. The work of the support assistants is well planned and managed and makes a significant contribution to children's learning and the high standards of behaviour. All levels of attainment are well supported including children with special educational needs and high attainers.
- 53 Parents and governors support the new and effective induction arrangements. The governor with responsibility for Early Years has monitored the provision in the reception class and reported back to the curriculum committee of governors. She has been instrumental in raising funding for and developing a selection of themed "Story sacks" which contain a rich variety of attractive resources which much enhance children's learning at home, particularly in literacy and numeracy.
- 54 It is not possible to comment on improvement since the last inspection, as there was no section on Under Fives in that report. However, the judgements made above show a very positive development in the standards and provision for children aged five and under. The school is well placed to make further improvements.

ENGLISH

- 55 In the 1999 national tests for English at Key Stage 2, the proportion of pupils achieving the expected Level 4 was well above the national average and for the higher Level 5, above the national average. In comparison with similar schools, the performance was above average for Level 4 and slightly below average for Level 5. Over the last four years, attainment has been close to average, though there was a significant rise in 1999. Although girls achieve higher test scores than boys, the differences are smaller than are seen nationally; no differences were seen in lessons, not in pupils' work. The full range of inspection evidence indicates that the attainment of eleven-year-olds is well above average in all aspects of English, and that the good performance of 1999 is being sustained and improved upon. Pupils with special educational needs and talented and gifted pupils make good progress in their learning. These very good standards reflect the very good quality of teaching in the school and the very successful implementation of the national literacy strategy.
- 56 In the 1999 national tests at Key Stage 1, attainment in both reading and writing was in line with the national average overall, although the proportion of children achieving the higher Level 3 in writing was below average. Teacher assessment of speaking and listening skills showed that pupils' attainment was broadly in line with what one would expect for this age. In comparison with similar schools, performance in reading is close to average and in writing is above average. Over the last four years attainment has been average and there has been a slight downward trend. Boys have performed better than girls over the last four years. The findings from the inspection indicate that the attainment of seven-year-olds is broadly in line with the national average for all three attainment targets. Effective teaching of the literacy hour is having a beneficial

effect upon standards. In lessons, no significance difference between the performance of boys and girls was observed and teachers treated girls and boys equally.

- 57 At the end of Key Stage 2, standards in speaking and listening are well above average. Pupils talk and listen confidently in a range of situations, explaining their ideas in good detail and with precise choice of vocabulary. They use the technical language of subjects with assurance, and choose language effectively to suit different circumstances, being appropriately formal when required. They engage in discussion in a lively and vigorous manner, following closely other people's ideas and contributing sensibly themselves. Year 6 pupils, for instance, discussed the characteristic features of science fiction stories with insight and understanding. In a computer lesson, they responded intelligently to questions and discussion about a mathematical investigation involving Pascal's Triangles.
- 58 Eleven-year-olds attain standards in reading that are well above average. By the end of Key Stage 2, the majority of pupils are fluent, competent and independent readers. They read aloud clearly and with appropriate expression. In a lesson on science fiction, the pupils were very effective in creating tension and atmosphere in their reading aloud of a passage from Wells' "War of the Worlds". Most pupils have well-developed research skills, being able to use the contents and index pages to locate information efficiently. They have a good appreciation of different genres of writing and explain characteristic differences between, for instance, science fiction and fantasy. They discuss the content of both fiction and non-fiction texts intelligently and can refer to relevant words and phrases in a page to demonstrate the effects of choice of vocabulary. Most read widely at home and are able to discuss favourite authors.
- 59 Pupils' attainment in writing is well above average. By Year 6, pupils are writing independently with clarity and imagination. They have a good understanding of stylistic features in different kinds of writing and write appropriately for a range of purposes. They plan and re-draft work effectively, improving content, vocabulary, sentence structure and spelling and punctuation. They appreciate the need to take account of the reader and are able to choose language appropriately for a range of formal and informal styles. Work is neatly presented with high levels of accuracy in spelling and punctuation. Pupils use paragraphs well.
- 60 At the end of Key Stage 1, speaking and listening skills are average. Pupils are beginning to develop confidence in expressing their ideas, but many still need encouragement and prompting. They listen with concentration and respond sensibly and appropriately to questions. They can discuss what they are reading and explain what parts of a story they like.
- 61 Reading standards at the age of seven are average. Most pupils are interested in reading, have a good number of books at home and read regularly. They read aloud accurately and fluently. A good number can use appropriate expression, and change their voices to represent the difference between narration and the direct speech of the characters in the story. Pupils understand book terminology like 'author' and 'illustrator', and can make sensible predictions about what might happen in a story. High attainers understand the difference between fiction and non-fiction, and how to locate information using the contents and index pages. Pupils use a number of strategies to identify unfamiliar words successfully. They can effectively relate details of stories they know and like.

- 62 Standards in writing are average for seven-year-olds. Most pupils can compose independently a short, simply structured story or account. High attainers tackle tasks confidently, are sequencing ideas well, and are beginning to make use of connectives like “suddenly” and “at last”. Average attainers are beginning to use story language like “one day” and “long ago”. Low attainers are beginning to develop longer texts but mainly use the simple device of “and then”. Punctuation of sentences is generally satisfactory and pupils make sensible attempts at spelling words, drawing upon their knowledge of phonics. Handwriting is clear and work well presented.
- 63 Teaching overall in English is very good. Teachers have a good understanding of their subject, and a very good understanding of the national literacy strategy, which they operate very effectively. The teaching of basic skills is particularly good, and children in Key Stage 1 acquire a firm foundation in reading and writing, which they build upon and develop in Key Stage 2. Teachers maintain high standards of behaviour in their classrooms and provide very good levels of challenge both in questioning and in the tasks they set. Consequently little time is wasted in lessons and learning progresses at a good pace. Pupils are interested, want to learn, and sustain attention very well. A particularly good feature of planning and methods is the definition of clear and precise objectives for learning, which are communicated to pupils at the beginning of lessons and at other appropriate points. Pupils therefore work purposefully and know what they have to do to achieve high standards in the activities they are set. There is good on-going assessment of pupils’ learning, lessons are evaluated and subsequent planning modified if required. In Key Stage 1, good teaching develops children’s interest, understanding and skill in reading and writing. Children are stimulated and encouraged to participate actively. Teachers’ use of questions is effective, both in challenging thinking and in assessing levels of understanding. Tasks are well structured to focus learning and to reinforce key skills. There is excellent teaching in the upper part of Key Stage 2. This teaching is characterised by excellent handling and organisation of class discussion with very good use of resources, and with focused and challenging questioning. Children are highly motivated to learn, understand very clearly what they are doing, work productively and aim for high standards. A daily twenty minute reading session used throughout the school is very well planned and involves a variety of activities, which are used effectively to develop enjoyment in reading as well as to refine skills. The quality of teaching for children with special educational needs is good. The majority of these pupils have particular language and literacy problems, and these are very well addressed through teaching and support in class and in small withdrawal groups. Teachers plan work that is well matched to individual need and provide a good blend of help and challenge. Trained classroom assistants effectively teach small withdrawal groups using structured programmes of work. Teachers satisfactorily develop pupils’ skills in English in other subjects of the curriculum. Good opportunities are provided for pupils to develop the vocabulary needed in order to do well in subjects such as science, mathematics, geography, history art and music. Pupils’ research skills in using books to find relevant information and re-present it in various ways are well employed in history and geography. In the literacy hour, opportunities are found to relate the study of non-fiction texts to work in other subjects
- 64 The leadership and management of the subject are very good. The implementation of the national literacy strategy has been very well managed, using a clear plan of action, good training of staff and effective monitoring of teaching. Good planning systems have been introduced which clearly identifies learning objectives, matches the task to pupils’ levels of attainment, and has built-in opportunities to assess pupils’ attainment. Very good organisational and staffing strategies have been adopted to target groups of pupils for focused provision, in order to raise standards of all pupils whatever their

level of attainment. Organisational arrangements for pupils with special educational needs are particularly good. Very good assessment and recording procedures are in place both for strategic purposes and to inform planning. Resources are very good and used well. The governor who has a special responsibility for literacy has established a very good working relationship with the co-ordinator for English and other teachers, has a good understanding of current provision and developments, and is operating effectively as a “critical friend”. All of this has a significant impact on children’s learning and on the standards they attain.

- 65 Since the last inspection there have been significant improvements in standards in Key Stage 2, in the quality of teaching throughout the school, in resources and their use and in the quality of leadership and management. The school is very well placed to build upon this success and raise standards further.

MATHEMATICS

- 66 At the end of Key Stage 2, standards in mathematics are above average and at the end of Key Stage 1, they are average.
- 67 In the 1999 national tests, pupils reached standards at the end of Key Stage 2 which were above the national average both overall and for the proportion of pupils reaching the higher Level 5. Test scores in the subject have improved in three of the past four years and the trend of improvement is similar to the national trend. Over the past four years, boys have out-performed girls in the mathematics tests. Overall, pupils reach standards that are similar to those seen in similar schools. The full range of inspection evidence shows that the attainment of eleven-year-olds is above average, with a significant number of pupils reaching very high standards and some working at a below average level. There are no significant differences in the attainment of boys and girls in the current Year 6.
- 68 In the 1999 national tests, the proportion of seven-year-old pupils reaching the expected Level 2 was above the national average but with a below average proportion reaching the higher Level 3. The small numbers of pupils reaching the higher level results in overall attainment being below that of similar schools. Over the past four years, boys have reached higher standards than have girls, but by 1999 the difference was not significant. A two-year fall in test scores was reversed in 1999. The full range of inspection evidence shows that standards reached by seven-year-olds are close to the national average in all aspects of mathematics. There are no significant differences between the standards reached by boys and girls.
- 69 Teaching is good at Key Stage 1. Much of the teaching is planned so that secure foundations are laid, especially in numeracy. The pace of most of the teaching ensures that skills, knowledge and understanding are firmly grasped by pupils before the teacher moves on. This explains both the good proportion of pupils who reach the nationally expected level as well as the lower proportion who reach the higher levels. However, the school has recognised the need to demand more of its gifted and talented pupils; the national numeracy strategy is being implemented enthusiastically and potentially higher attaining pupils are being increasingly challenged by being given harder work to do. This was seen in a Year 1 lesson, when pupils responded well to the teacher’s rapid-fire questions on doubling numbers and then adding together two single digit numbers; a higher attaining pupil was able to explain clearly how she had reached the correct answer to $8+7$: “I just put eight in my head then counted on seven more”. Later in the same lesson, pupils converted information that they had collected into a block graph and then answered the

teacher's questions on it. The relatively difficult questions that were asked of the more talented mathematicians ensured that their learning progressed at a good pace. Throughout the key stage, most pupils make steady progress in their learning, with good progress being made by pupils with special educational needs and by gifted and talented pupils. Pupils enjoy the subject and work hard.

- 70 In Key Stage 2, teaching is very good, with a high proportion being excellent. In many lessons, pupils make rapid gains in understanding, and throughout the key stage their learning progresses well. Key contributions to this good progress come from lively teaching throughout the key stage, the expert mathematical skills of teachers and the placing of older pupils into smaller groups, each containing pupils of similar levels of attainment. An additional teacher is employed to allow groups to be smaller for mathematics than for most other subjects. An additional, volunteer, specialist teacher of mathematics takes a regular weekly 'master-class' of mathematically talented pupils; in one such session, pupils worked on algebra at a level that is more usually associated with fifteen-year-olds. Over three-quarters of the Key Stage 2 mathematics lessons seen were taught either very well or excellently. The varied and stimulating approach to teaching ensures that pupils thoroughly enjoy mathematics and work hard. A mixed Year 5/6 lesson typifies the characteristics of much of the best teaching. The lesson began with a brisk five minutes of mental arithmetic, during which pupils worked confidently and accurately with numbers into the tens of thousands. The teacher then moved onto work on two-dimensional shapes, using geometrically-based flags which pupils had designed. A full mathematical vocabulary was revised and extended, with pupils using confidently and accurately terms such as 'horizontal', 'vertical', 'symmetrical', 'lines of rotation' and 'equilateral'. Pupils were encouraged to use language precisely, so that one pupil was able to describe her flag: "This flag consists of two rectangles one above the other, which are to the right of a vertical one which takes up exactly one-third of the flag". The lesson was carefully planned, well-chosen resources were used in order to clarify pupils' understanding and the atmosphere throughout was calm and productive. As is usual in many classes, homework was discussed and set.
- 71 In both key stages, work is well planned to ensure that pupils consolidate earlier work and then build on it. The organisation of pupils into groups based on their earlier attainment allows work to be well matched to needs. During lessons, teachers are very aware of how well pupils understand the tasks and they adjust the pace of work accordingly. The overall level of success in lessons is monitored and influences the planning of subsequent sessions. In Key Stage 2, there are not only many examples of activities such as the careful learning of multiplication tables but also examples of teaching which inspires pupils to reach very high standards. Pupils with special educational needs receive good levels of support and so make good progress towards their learning targets.
- 72 Mathematics is well managed throughout the school. The co-ordinator has overseen the training for and implementation of the National Numeracy Strategy and all members of staff are well equipped and expert in teaching the subject. Sessions for parents have encouraged a good level of support for the school's approach and allow them to make an enhanced contribution to their children's homework. Mathematics teaching has been monitored in all classes. Notes made by the headteacher and co-ordinator are then used in discussions with the class teacher about further improving teaching and learning. Taken together, these activities have a substantial effect on the quality of teaching and thus on the achievements of pupils.

- 73 There are sufficient learning resources for mathematics and they are well chosen to support learning. In particular, lower attaining pupils benefit from the practical approach that they allow. Good links are made with other subjects, especially in Key Stage 2. There is a weakness in the use of information technology. Whilst there is good use of some computer programmes (for example, a Year 1 mathematics lesson was well supported by an appropriate use of computer generated graphs and charts), the school has too few computer programmes involving mathematics. The school is aware of this and is in the process of providing a better range.
- 74 The school has maintained the good standards reached at the age of eleven that were reported after the last inspection. Teaching has improved, especially in Key Stage 2, and a regular programme of monitoring is helping to maintain high standards.

SCIENCE

- 75 Standards attained by the eleven-year-olds in the 1999 Key Stage 2 tests were above average when compared with similar schools and well above the national average. The number of pupils attaining the higher Level 5 was also well above national averages. Over the last four years, the trend in science results has been upward and the attainment of both boys and girls has been well above national averages.
- 76 During the inspection, it was found that science standards were very good in Key Stage 2. The high level of scientific knowledge and understanding, which pupils apply to their investigations, is impressive. For example, as part of work on forces, pupils in Years 5 and 6 reconsidered and evaluated their original ideas for a fair test in the light of discussions about the affect of air resistance on falling objects.
- 77 Exceptional performance is seen in the high standards achieved by gifted and talented pupils. Difficult challenges are given to these pupils that extend their thinking and knowledge. For example, in a lesson in which pupils were devising fair tests to see if weight affects the speed at which an object falls, the more able pupils were able to reason that you needed to divide time by height in order to get the speed.
- 78 All pupils, including those with special educational needs, are able to offer hypotheses, carry out tests and then draw conclusions using their scientific knowledge and understanding. Pupils are confident in offering their ideas and views and are not afraid of making mistakes as they realise that they will learn from the outcomes of first hand investigations and exploring ideas with other pupils and the teacher.
- 79 In the 1999 teacher assessment of standards attained by seven-year-olds at the end of Key Stage 1, the proportion of pupils reaching the expected Level 2 was well above average, although the number of pupils assessed at the higher Level 3 was below average. By the end of Key Stage 1, pupils are able to describe scientific observations, make predictions about what they think will happen and talk about what did happen. In a lesson looking at the way some objects change when heated, pupils were excited in their observation of food being cooked which included eggs being fried, bread toasted and cake mix turned into buns. Pupils talked about the softness of bread being turned into "hard and crunchy toast" and a raw, liquid egg which looked like "...the sun in water", being turned into a solid, fried egg which looked like "the sun in clouds".
- 80 The quality of teaching and learning in science in both key stages is the most significant factor in the high standards attained by pupils. Teaching is good in Key

Stage 1 and very good in Key Stage 2. Lessons are well planned with activities that match and challenge differing levels of abilities. Teacher expectations are high both of the knowledge expected from pupils and the development of scientific thinking and working, that is actively taught, modelled and discussed with pupils.

- 81 In Key Stage 2, the ability and confidence of pupils to hypothesise and evaluate their scientific thinking is a major strength in their learning. Learning objectives are made clear to the pupils in both key stages. Objectives for the whole lesson are written on boards in addition to being explained precisely to the pupils. Contributing learning objectives for different elements of the lesson are also made very clear. Pupils are often asked to consider what they have learned so far “, or “ ...in this lesson”. For example, after watching a video about the life and work of Galileo, Years 5 and 6 pupils were asked to write down three things they had learned about Galileo.
- 82 Teachers have a secure knowledge and understanding of the subject and teach it enthusiastically, and sometimes in Key Stage 2, inspiringly, so that pupils are highly motivated in their learning. In both key stages, pupils’ learning is good or better and by the end of Key Stage 2 their concentration and thinking skills are well developed.
- 83 Standards attained in science have improved since the last inspection when they were judged as sound in both key stages. Attainment is now good in Key Stage 1 and very good in Key Stage 2. In order to ensure that provision continues to improve it will be necessary to make the monitoring and evaluation of both teaching and standards more systematic.

INFORMATION TECHNOLOGY

- 84 Standards of attainment are in line with national averages by the end of both key stages.
- 85 By the age of seven, pupils are confident in using the computer. They use the keyboard and mouse with understanding and control, and can operate programmes effectively in order to carry out simple word-processing and data-handling procedures. They understand how to give instructions to a floor robot. Year 1 pupils can write their names and draw a simple picture of their own choice, selecting appropriate tools and colours. They develop their skills well in controlling the mouse to draw freehand on the screen. Year 2 pupils are able to access a writing programme at the required level. With support, they are able to access the change-font icon and experiment with a range of font sizes and styles. They are able to delete text and clear the screen successfully.
- 86 By the age of eleven, pupils can word-process in more sophisticated ways, using different fonts and layouts, spell-checker and cut and paste facilities. There is limited use and skill in importing, locating and re-sizing graphics, however. They readily edit, save, retrieve and print. Understanding of and skill in data handling is well developed. Pupils in Year 6, for instance, were able to access information on a spreadsheet, use the calculator, create a graph/chart, and consider and draw conclusions from the evidence. They were able to make sensible predictions about the possible outcome of their mathematical investigation of Pascal’s Triangles, and recognised some of the limitations in the particular programme they were using. They understood all the strengths and weaknesses of different types of graphical representation of information. Pupils in Year 4 develop their control skills well when writing commands for a screen turtle. They are able to use Pen Up/ Pen-Down and Repeat functions successfully to draw patterns and shapes. With guidance, all pupils are able to draw a square using

the name procedure. Pupils know how to access information from CD-ROMs, but have limited opportunities to do so. Limited access to appropriate software prevents pupils from developing skills in using sensors with the computer to monitor changes in external events.

- 87 The quality of teaching in the subject is good overall with examples of very good teaching in both key stages and of excellent teaching in Key Stage 2. The majority of teachers have a sound level of expertise and teach with confidence. Planning is extremely well focused, and gives good opportunities to practise skills, experiment with them and then apply them to a particular task. In this way, pupils develop skill and understanding well. They are interested, know clearly what they have to do, and have opportunities to make mistakes, learn from them and rectify them. Teacher exposition and questioning is of a high level and challenges pupils' thinking and understanding. As a result, pupils set about their work confidently and productively. Teachers' assessments made of pupils' skill and understanding as they carry out a task are very astute and helpful when planning further progress. The management of pupils is very good with high expectations of behaviour and effort; pupils are stimulated and are keen to learn. The pace of lessons is good and there is little wasting of time. The excellent teaching in Key Stage 2, is characterised by an excellent relationship between teacher and pupils which encourages all children in the class to try their best and work to maximum effort. Pupils are encouraged to think creatively and independently. Learning activities are presented in lively and exciting ways ~~that~~ children are keen to start their tasks. Teachers are particularly good at helping pupils to clarify the exact purpose of the activities they undertake, defining the objectives of the lesson at the beginning and providing opportunity for self-evaluation of what they have learnt at the end. All teachers make good use of the newly installed computer suite to teach and practise skills. In classrooms, pupils in pairs have regular opportunities for further practice and application. Children with special educational needs are very well supported by teachers and classroom assistants. Work using the computer is well matched to the individual learning needs of these children.
- 88 Leadership and management are good. Effective curriculum and staff development and greatly improved resources have led to the current good provision. The newly instituted computer suite has greatly enhanced teaching and learning opportunities, and there is good hardware provision in classrooms too. There is recognition of shortcomings in the use, range and variety of software, and in the use of the subject across the curriculum. The need for a revision of the school's policy and scheme is appreciated too, along with the development of an appropriate assessment system to track pupils' development of skills. Very good support is given to teachers to develop their expertise and confidence, but currently there is no formal monitoring of teaching.
- 89 Since the last inspection, standards have improved across all attainment targets and particularly in the area of control technology. Resources, both hardware and software, have been significantly improved. The recent installation of a computer suite of twenty-one computers in a separate classroom has been a significant development. Targeted staff training has raised levels of expertise and confidence. The improved attainment since the last inspection comes from improved teaching and better access to computers. The full benefit of these is still being realised; this, together with a commitment to high standards, means that the school is very well placed to raise standards further.

RELIGIOUS EDUCATION

- 90 At the end of both key stages, pupils reach standards which, overall, are in line with the expectations set out in the local Agreed Syllabus.
- 91 At the age of eleven, most pupils have a satisfactory grasp of the main stories and events which underpin Christianity and Judaism and some understanding of the Sikh faith. Pupils understand the symbolism and importance of artefacts such as the eight-branched Menorah to the Jews and the importance of baptism to Christians. Their knowledge of other world religions is less secure. A major contributory factor to the lack of breadth is the school's sense of unease regarding a relatively elderly Agreed Syllabus, leading to the use of a temporary set of modifications to it. The arrangements that the school is making pending the adoption of a new Agreed Syllabus are a reasonable short-term solution rather than a long-term alternative. However, the older pupils have a solid grasp of the nature of religious beliefs and how they guide people's actions. Some of the writing undertaken in connection with their consideration of important religious feelings is powerful and very moving.
- 92 At the age of seven, pupils have a sound grasp of the significance to Christians of festivals such as Christmas and can relate to their own lives the meaning of stories from the Bible. In a lesson which drew on the story of Joseph, pupils empathised with the feelings which Joseph, his father and his brothers might have had; they went on to recognise that power can be used in many ways and expressed the view that kindness and fairness were important to them.
- 93 Pupils respond thoughtfully to the school's sensitive teaching. Most pupils make steady progress in the development of religious knowledge and understanding. Gifted and talented pupils and those with special educational needs respond particularly well and so make good progress in developing an understanding of the need to seek deeper meanings in their lives. Most teachers have a good grasp of the subject and bring to bear very successfully their own experiences of searches for spiritual understanding. Pupils are aware of and value this; they behave well in lessons and show considerable respect for their teachers and for the religious artefacts which are used as teaching aids.
- 94 The subject is well led throughout the school. A school-produced interpretation of the local Agreed Syllabus is proving useful in the short term, without being a long-term solution. The co-ordinator encourages the use of appropriate artefacts in order to bring the subject to life for pupils. Visits for staff have been organised to, for example, a Jewish synagogue in a nearby town, and this has helped to develop staff expertise. Visitors to school include a member of the Sikh faith who makes valuable inputs into the subject. Regular visits by local clergy, particularly the Methodist minister and the Church of England vicar, illuminate teaching in the subject. Opportunities for the co-ordinator to systematically monitor teaching are very limited and this restricts her capacity to influence the quality of work in classrooms
- 95 Since the last inspection, the school has maintained its sound provision and standards remain satisfactory. The school is well prepared for the completion of a new local Agreed Syllabus but the co-ordinator needs to be given time to oversee and monitor its introduction, in order to ensure that improvements take place at the best possible rate.

ART

- 96 Standards at the end of both key stages are good. Pupils demonstrate positive attitudes to learning and are interested and enthusiastic in art activities. They are able to sustain concentration for a good length of time and discuss their work productively with other pupils. Displays in school show work from all ages of pupils that are of a consistently good standard. The artwork is varied in range and shows how well pupils' skills and experience develop from Early Years through Key Stage 1 to the end of Key Stage 2. The presentation of artwork is of very high quality with great attention to detail. All work is attractively mounted.
- 97 In both key stages, teaching is good, so that there is not only a good rate of learning in lessons but also considerable improvement in pupils' attainment since the last inspection. Lessons are carefully planned, drawing on teachers' good knowledge. Pupils are expected to use materials skilfully and imaginatively and they respond well to, for example, the challenge of making an attractively decorated Mothering Sunday card. In a high proportion of pupils' artwork, teachers limit the range of materials from which pupils choose; this inhibits the development of higher level responses. Support staff give effective help, especially to pupils with special educational needs, who therefore make good progress. Skilled and patient help from volunteers makes a significant impact on the rate of pupils' learning.
- 98 In Key Stage 1, there are well planned opportunities for pupils to develop skills and techniques that they apply in a variety of activities. Pupils are able to make close observations of objects, such as spring flowers, and produce beautiful pictures, which show a close and accurate attention to detail, including shape and form. In collage work, pupils have used leaves, materials and paper to make effective and colourful pictures. The art of folding paper is taught to pupils who experiment and create imaginative two- and three-dimensional pictures that combine this new technique with their previous artistic experience.
- 99 In Key Stage 2, pupils' learning builds on the experiences in Key Stage 1 and maintains good standards. Pupils involved in making Mothering Sunday cards, which included following written instructions previously considered in the literacy lesson, reflected carefully on what they wanted to achieve. Pupils demonstrated secure knowledge of the use of colour, techniques and materials in the artwork used on the cards. For example, some pupils used simple motifs and colouring techniques to great effect on their cards. Information technology is also made available to the pupils, some of whom choose to use the computer to design and print their greetings. Pupils have a good understanding of the work of artists and the different approaches and influences they have. Pupils in Year 6 have considered the work of Pablo Picasso and experimented with his use of geometric shape and form in portraits they have made.
- 100 The development of art throughout both key stages is underpinned by a thorough four-year plan that provides a good basis for the development of knowledge, understanding, investigating and making. There is helpful guidance on the development of progression in activities such as printing, painting, drawing, textiles and modelling, with examples of what this looks like at different stages. For example, in the development of painting skills, a pupil's first stage could involve "... making different consistencies of paint with one colour", while older pupils or more gifted and talented pupils would be expected to know how to "...mix a given colour such as navy blue".

101 There has been a very good improvement in art since the last inspection when attainment in both key stages was judged unsatisfactory. Staff training has taken place and now knowledge and understanding of art is secure. The development of the portfolio is an excellent resource in both exemplifying standards and in the examples of ideas using a wide range of materials. The development of a detailed scheme of work, planned by the art co-ordinator, is timely. The monitoring and evaluation of standards and provision does not take place sufficiently systematically; the school is aware of this and has plans to undertake more regular monitoring. The school is well placed to maintain and develop further the standards attained in art.

DESIGN AND TECHNOLOGY

102 At the end of both key stages, most pupils reach the nationally expected standard and make satisfactory progress in their learning. The exceptions are pupils with special educational needs, who make good progress because of the carefully considered help that they receive from teachers, classroom support assistants and volunteer helpers.

103 At the end of Key Stage 2, pupils have satisfactory skills in designing, making and evaluating the success of what they have made in order to suggest further improvements. Much of this was seen in a Year 5 and 6 lesson, when pupils showed an understanding of different types of bridge, tested some types for strength and then designed methods of strengthening, for example, beam and arch bridges. The design of the nearby Humber Bridge was analysed, and higher attaining pupils showed a good level of understanding of some of the underlying principles of such structures.

104 By the end of Key Stage 1, pupils have a reasonable facility with tools and understand the need for using them safely. In a lesson during which pupils worked on glove puppets, pupils showed imagination in designing faces and a fair level of skill in the use of needles; they were beginning to develop a suitable vocabulary for the subject, using phrases such as 'chain' and 'running stitch'. In common with other work seen, the design of the glove that was being decorated was the teachers, so that an opportunity to extend designing skills was not taken.

105 Lessons are generally well planned, good resources are used and the principles of designing, making, evaluating the finished articles, then deciding what could be improved, are all well understood by teachers and pupils. Pupils respond enthusiastically and often make good progress in lessons. This good progress is not translated into overall high quality learning because of a restricted amount of time currently being given to the subject. The school's normal pattern of provision is to supplement a relatively small number of lessons with a week that is biased towards design and technology. This has two major disadvantages: firstly, as the week used is normally towards the end of the school year, pupils have too little recent experience on which to draw when they tackle potentially productive tasks and, secondly, such an arrangement is heavily reliant on the expertise and preparation undertaken by the subject co-ordinator. Plans to move the week earlier in the year have been shelved and no clear plans exist to find additional time.

106 Leadership in the subject is good. It has resulted in teachers having a wide range of expertise, the school being well resourced and pupils who look forward to their work. Since the last inspection, there has been more systematic teaching of skills, and lessons are more focused on the knowledge and understandings appropriate to the subject. The monitoring of work in the subject is satisfactory overall but there is no overall school strategy into which it might fit, so that maximum benefit is not gained.

GEOGRAPHY

- 107 Standards of work achieved by pupils at the end of both key stages are in line with national expectations.
- 108 At the end of Key Stage 2, pupils use appropriate terms with confidence and understanding, for example, 'meander', 'tributaries', 'estuary' and 'delta' when describing the course of a river and comparing the Orinoco to the Humber. In discussions, pupils use sound and appropriate geographical reasoning. At the end of Key Stage 1, pupils know the purpose of a compass and can recognise its four major points. Pupils answer questions energetically and reveal sound knowledge and understanding of the locality, for example, the River Humber, the North Sea and Grimsby. They show an awareness of place beyond their immediate environment and can reason why they might travel to Caistor, Grimsby or London. Many are good at using geographical terms.
- 109 Teaching in Key Stage 2 is very good. Very high expectations are applied and sustained in very well structured lessons. Very challenging terms are used for example, 'confluence', showing good subject knowledge. Teachers make very good use of pupils' prior learning and provide a stimulating and challenging delivery of subject matter. Pupils' misconceptions are very sensitively corrected and relationships are very good. Pupils are challenged well to improve the accuracy and use of geographical language. Teaching in Key Stage 1 is good. Pupils are encouraged to think clearly and are praised for offering appropriate ideas. Skilful use is made of assessment and clever strategies for increasing pupils' empathy with life in different climates are successfully employed.
- 110 In Key Stage 2, pupils sustain concentration, answer questions confidently and are very positive, well motivated and assured. In Key Stage 1, pupils apply effort well and share ideas, revealing sound knowledge and understanding of key features of the locality. The underdeveloped use of information technology in the curriculum is a proper target for improvement as is a more structured use of the school's wildlife area.
- 111 There have been substantial improvements since the last inspection, because leadership in the subject has been good. Written work is now well developed in Key Stage 2 with, for example, some detailed analysis regarding changes in land use along the Humber estuary. However, pupils at the end of Key Stage 1 demonstrate their learning through talk and consequently have little recorded evidence of their achievements. Useful geography field trips take place. Good use of lesson objectives is made to focus and challenge pupils' learning. A scheme of work is in place and map and atlas resources are now used effectively. In order to ensure continuing improvement, it will be necessary to monitor more systematically both standards and teaching.

HISTORY

- 112 Standards of work achieved by pupils across the school in history are broadly in line with national expectations. During the inspection, only two lessons were seen and it was not possible to view a lesson at the end of each key stage. Judgements are based not only on these lessons but also on examinations of the work of pupils and on conversations with them.
- 113 In Key Stage 2, pupils work industriously, enjoy reading about and discussing information and are well aware of elementary research techniques. Pupils know the

names of key figures from Tudor times and can recall key events from the past, such as, for example, the battle of Bosworth. In Key Stage 1, pupils answer questions confidently and contribute positively to discussions. Pupils are able to recognise a sequence in the development of house building styles and can order three examples accurately. Some pupils can describe materials used in the building process accurately. Throughout the school, pupils offer interesting ideas willingly. They are well motivated and behave well. Pupils deepen their understanding through purposeful enquiry and show a good ability to work independently and collaboratively. There is effective use of the locality for historical enquiry, such as, for example, research through the Commonwealth War Graves Commission into local soldiers, and the school's participation in the Armistice Day commemoration.

114 Teaching in Key Stage 2 is satisfactory. Relationships are good and teachers have a good command of the subject. Teaching is appropriately pitched for pupils' attainment levels and carefully designed to accommodate the needs of pupils withdrawn from the lesson for other activities. Teachers are aware of how well pupils understand work and give satisfactorily pitched help when it is needed. Teaching is good in Key Stage 1 with a good settled atmosphere, secure subject knowledge and efficiently managed movements between parts of the lesson. Within well-planned lessons, there is good use of carefully formulated questioning to stimulate pupils' thinking, to which pupils respond well and make good progress. This results in satisfactory standards rather than good only because of a shortage of time to give full coverage to issues being studied.

115 There has been satisfactory improvement since the last inspection, because leadership has been effective. Progress at Key Stage 2 is satisfactory and the subject is now taught regularly. The current whole Key Stage 2 'themed' approach has been reviewed and recognised as an unsatisfactory strategy. A curriculum framework to overcome this shortcoming is of good quality and in an advanced stage of development but does not allocate sufficient time to the subject. The Key Stage 1 planning framework allows for satisfactory progress to be made. Provision of suitable resources for teaching is much improved.

MUSIC

116 The standard of work achieved by pupils at the end of Key Stage 2 is above national expectations and at Key Stage 1 in line with the national expectations. In some aspects of music, standards are very high. At the end of Key Stage 2, pupils are self-critical and evaluate compositions sensibly. Pupils know and understand a wide range of musical terms and can compose in the style of a raga. They use *ostinati*, drones and pentatonic scales. Pupils use notations to fulfil their intentions and many are able to use standard notation to record their compositions. Pupils are enthusiastic and confident, perform pieces accurately with impressive rhythmic security and control of dynamic contrast and show a good understanding of phrase. Pupils listen most attentively, identify and articulate differences between harmony and melody, using good descriptive words. They listen with respect to other pupils' performances. At the end of Key Stage 1, pupils know and understand how to control dynamics and tempo, describe simple structures confidently and can sing tunefully with developing awareness of dynamic control. Throughout the school, the standard of singing of most pupils is satisfactory; it is tuneful and expressive but a substantial minority of pupils do not have a secure awareness of pitch.

117 Teaching in Key Stage 2 is very good overall and some is excellent. The teaching in around one third of the lessons observed was inspiring. Most teaching is

characterised by very good pace, very good use of questions to stimulate learning and very clear teacher expectations. Good links are made to pupils' prior learning, pupils' questions are answered confidently and unambiguously and good technique is applied, for example, when explaining how best to play metallophone. There is energy, conviction and enthusiasm in the teaching. In Key Stage 1, teaching is good. Inaccurate responses from pupils are sensitively corrected. Pupils are challenged to decide for themselves and encouraged to express opinions with confidence. Good expectations are used to help raise the quality of singing.

- 118 In Key Stage 2, pupils join in with a clear sense of enjoyment and demonstrate very good mutual respect for each other's achievements. Pupils are highly motivated and self-controlled. Relationships between pupils, and between pupils and staff are very good. In Key Stage 1, behaviour is good pupils exercise choice well and show respect for other pupils' performances. Provision for extra-curricular experiences is outstanding with very high standards of instrumental achievement produced by the team of peripatetic staff. Both key stages support instrumental ensembles of the highest quality, drawing on the good will and expertise of a number of teaching colleagues. Very effective use is made of older pupils as an incentive and inspiration for the young Key Stage 1 instrumentalists. Many pupils enthuse about their musical experiences, are highly knowledgeable and excited by their ability to make music.
- 119 The rate of improvement since the last inspection has been very good. Clear expectations for achievement are established but scope for improving the planning process to ensure a basic entitlement across each year group remains. The availability and quantity of appropriate instrumental resources is good; however, there is a need to develop provision of a wider range of tuned percussion, such as tenor and bass instruments.

PHYSICAL EDUCATION

- 120 At the end of Key Stage 2, standards are good. Many pupils have good ball control skills, developed through a range of challenges including dribbling, follow my leader and target hitting in hockey. Pupils have well developed skills as they pass the rugby ball, apply rules and dodge and challenge each other. All pupils engage in energetic activity, listen to instructions very carefully and demonstrate good awareness of space when moving at speed around the hall or playground. The standard of work achieved at the end of Key Stage 1 is in line with the national expectation. By the end of Key Stage 1, pupils can catch and throw accurately, use a wealth of appropriate language confidently and show an awareness of action and consequence. Most pupils can bounce a ball with control from a static position and many can control a ball whilst travelling around a circle.
- 121 In Key Stage 2, teaching is good. Teaching has a good pace, questions used are probing and designed to heighten awareness and a very purposeful atmosphere pervades activities. There is good organisation, pupils are effectively caused to reflect upon their experiences and are challenged to recognise areas for self-improvement. In Key Stage 1, teaching is good. Teaching is confident, there are high expectations for behaviour and performance and there is effective use of assessment to help refine pupils' actions where necessary. Lessons are well managed and skilfully planned, making good use of a spacious hall. Pupils are encouraged to perform to the best of their abilities.
- 122 In Key Stage 2, pupils respond enthusiastically to questioning, show a heightened sense of concentration, motivation and focus and behave responsibly. Pupils of both

genders collaborate and participate fully and show a very good sense of fair play. They show a good appreciation of other pupils' efforts by applauding genuinely and sincerely. In Key Stage 1, pupils work energetically, are polite and respect each other's space and respond swiftly to instructions. Many pupils freely offer ideas when discussing movements, listen very carefully and answer questions in sensible, clear sentences. The curriculum is extended through the use of out of school activities. The gymnastics club generates an excellent response from pupils who practise and refine skills energetically whilst attempting rolling, vaulting and jumping sequences with a strong sense of style. Pupils are alert, attentive and engaged. Pupils are expertly challenged to consider alternatives, safety issues and purpose behind the activities. Pupils demonstrate a high level of understanding with impressively sustained, focused concentration.

123 Improvement has been good since the last inspection because curriculum leadership is good and teaching is very much improved. Much effort has been put into developing long and short-term planning across both key stages. However, the use of several schemes of work for mid-term planning remains a source of insecurity, there is no agreed whole-school scheme that sets out pupil entitlement in a planned sequence and monitoring of teaching and learning is not sufficiently systematic. The school recognises this and has plans to improve further; it is well placed to do so.