

INSPECTION REPORT

CORPUS CHRISTI RC PRIMARY SCHOOL

Coventry

LEA area: Warwickshire

Unique reference number: 103725

Headteacher: Miss E. Callaghan

Reporting inspector: Mr Jed Donnelly
23637

Dates of inspection: 4th – 8th December 2000

Inspection number: 191580

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Longbank Avenue
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Coventry

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Appropriate authority: The Governing Body

Name of chair of governors: Mr John Lappin

Date of previous inspection: 3rd February 1997

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|--------------|----------------|----------------------|---|---|
| 23637 | Jed Donnelly | Registered inspector | Information and communication technology Areas of learning for children in the foundation stage Equality of opportunity | The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key Issues for action |
| 14042 | Julian Sorsby | Lay inspector | | Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers |
| 30792 | Kay Rider | Team inspector | English Provision for pupils with special educational needs | |
| 17681 | Roger Sharples | Team inspector | Science Design and technology Music | |
| 2200 | Jim Stirrup | Team inspector | Art and design Geography History Physical education | |
| 19386 | Trevor Watts | Team inspector | Mathematics Provision for pupils with English as an additional language | Quality and range of opportunities for learning |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Corpus Christi School, for pupils aged three to eleven, is in Coventry on a spacious site that it shares with Corpus Christi Church, Social Club and Convent. Children come from a mixture of social backgrounds and bring to the school very different life experiences and some from disadvantaged backgrounds. Staff are hard-working and committed and offer pupils and parents a supportive and inclusive environment firmly rooted in the beliefs and values of the Catholic Christian ethos of the school. Expectations for pupils are high and challenging and they are supported within a safe, welcoming atmosphere.

Since the last inspection a nursery class has opened in December 1998. Development of the early years curriculum and the educational and social benefits that it gives to those children transferring from nursery to reception is becoming evident. Attainment on entry to the nursery is low. The number of pupils on roll is 291. The number of pupils known to be eligible for free school meals is above the national average. The percentage of pupils who have a special educational need are below the national average.

HOW GOOD THE SCHOOL IS

Corpus Christi is a good school and has many very good features. In comparison to all schools overall, the school is above the national average in mathematics and in line in English and science. Teaching is good overall with some very good or excellent features. Provision for children in the foundation stage is very good. The ethos of the school is very good. The leadership by the headteacher is good. The school gives good value for money.

What the school does well

- In comparison to similar schools nationally attainment in English and mathematics is well above average and above average in science.
- Teaching is good overall and sometimes very good or excellent.
- Leadership by the headteacher is good with some very good features.
- Pupils make good progress during their time at school.
- Pupils' spiritual, moral and social development is very good.
- The provision for children in the foundation stage is very good.

What could be improved

- Standards in art and design and design and technology at Key Stage 2.
- The quality of work set for more able pupils.
- Role of subject co-ordinators in monitoring and evaluating the teaching in their subject.

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 made significant progress in addressing the majority of key issues since the last inspection in 1996. The quality of teaching is much improved and standards are improving overall. Current temporary measures have been put in place to cover the responsibilities of the deputy headteacher following a period of illness. The impact of these temporary measures which have changed each year since the last inspection has had little effect on the work of the school. Although the senior management team operates appropriately, the current arrangements require revision in order for the school to build effectively on its good work. The capacity for the school to improve further is satisfactory.

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 |
| | 1998 | 1999 | 2000 | 2000 |
| English | C | C | C | A |
| mathematics | C | D | B | A |
| science | C | D | C | B |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The performance data indicates an overall positive picture of the school and the weaknesses are relative to that achievement. The inspection evidence supports this. The consistently high standards of the school in relation to similar school and the achievements of pupils at least in line or above national standards, reflects the effectiveness and good standards of teaching and learning in the school.

By the age of seven, standards in English and mathematics are good overall. All pupils make good progress overall, which includes personal and social development. Standards are good in mathematics and satisfactory in English and science by age eleven. Standards in art and design and design and technology at Key Stage 1 are satisfactory however, at Key Stage 2, they are unsatisfactory overall. Standards in geography and history are good across the school. In information and communication technology (ICT), music and physical education, standards are satisfactory. Pupils with special educational needs make good progress during their time at school. In comparison to similar schools, pupils' achievements are above or well above average.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils enjoy coming to school and show very positive attitudes to their work. |
| Behaviour, in and out of classrooms | Very good. Behaviour in lessons, throughout the day and across the school is of a very high standard. |
| Personal development and relationships | Pupils' personal development is good, reflecting the strong ethos of the school and its valuing of the individual. Relationships between pupils and with adults are very good. |
| Attendance | Satisfactory. Despite lower than average attendance rates, these are the consequence of a lack of commitment of a very small number of families. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Very Good | Good | Good |

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

Teaching is very good for children in the foundation stage. Teaching is good overall in Key Stages 1 and 2. In two out of three lessons teaching is good or better and in one out of three teaching is very good or excellent. Literacy and numeracy are well taught across the school. Strengths of teaching include very good classroom organisation. The good management of pupils' behaviour makes a positive contribution to their learning. Most lessons proceed with pace and teachers have high expectations of pupils' behaviour and learning. Weaknesses in otherwise satisfactory teaching include insufficiently challenging work for some higher attaining pupils. Pupils with special educational needs make good progress.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is good and very relevant. The school has appropriately focussed its attention on literacy and numeracy and this has been successful. The lack of some pupils' opportunities in art and design, design and technology and composing and performing music is a shortcoming and therefore does not meet statutory requirements. |
| Provision for pupils with special educational needs | Good and complies fully with national guidelines. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for spiritual, moral and social development is very good. Cultural development is satisfactory. |
| How well the school cares for its pupils | Very well. This is a caring school where the welfare, protection and care of pupils are of a very high priority. The implementation of the child protection policy and procedures is excellent. |
| Partnership with parents and carers | The school's relationship with parents is satisfactory. The school provides parents with a satisfactory level of information about their children's progress. Parents support school events and a small number play an active role in the day-to-day life of the school. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Leadership by the headteacher is good with some very good features. Currently the post of deputy headteacher is shared by two members of the senior management team. Management of the school is satisfactory. |
| How well the governors fulfil their responsibilities | Governors know the strengths and weaknesses of the school well. Some aspects of their work lack rigour. |
| The school's evaluation of its performance | Satisfactory. The school is further developing this aspect of its work to raise standards further. |
| The strategic use of resources | The school uses all its resources, including staff and finance, efficiently. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • The school expects pupils to work hard and achieve their best • Pupils are helped to become mature and responsible. • Teaching is good • Pupils make good progress • Pupils like coming to school | <ul style="list-style-type: none"> • The range of activities outside lessons • The extent to which the school works closely with them • The extent to which they are kept informed about their children's progress. |

Inspectors agree with the positive views held by parents. Inspectors also agree that the range of activities outside lessons is limited but satisfactory overall. Inspectors judge the information provided to parents as satisfactory as is the extent of the work of the school with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The performance data indicates an overall positive picture of the school and the weaknesses are relative to that achievement. The inspection evidence supports this. The consistently high standards of the school in relation to similar school and the achievements of pupils at least in line or above national standards, reflects the effectiveness and good standards of teaching and learning in the school.
2. The attainment of the majority of children when they enter the nursery is below the nationally expected levels but is broadly in line when they begin their schooling at Year 1. Pupils' achievements in National Curriculum tests at age seven is above the national primary average and well above the national average for schools with similar proportion of free school meals. At age eleven it is in line with national averages. In comparison with similar schools nationally, achievements are well above average in English and mathematics and above average in science.
3. There is no significant difference between the attainments of boys and girls or between groups of pupils. However, tasks set for some higher attaining pupils are sometimes not sufficiently challenging for them to progress at an appropriate level. Skills in ICT are not adequately developed in other subjects.
4. The inspection findings in English reflect the national test results. Standards are above the national average for seven year olds and for eleven year olds in line with the national average. During Key Stage 1 pupils produce neat legible joined-up writing that is stimulated by such books as *The Cockatoo* and is displayed in a lively and exciting way in the classroom. During Key Stage 2 pupils use their writing to produce 'wanted' posters; for example, 'Wanted Long John Silver for Mistreating Parrots', pupils enjoy this humour in their work.
5. Pupils' achievements in mathematics are good throughout the school. Pupils attain well compared to national expectations, and very well compared to similar schools. Pupils make good progress through both key stages, and they have a good grounding in basic number work by the age of seven years. They are learning to handle money, know about different shapes, and measure objects using standard measures such as centimetres. By the age of eleven years, pupils are telling the time accurately, calculating in numbers up to several thousands, estimating and measuring distances, the volume of containers, the number of degrees in an angle of, for instance a triangle or octagon. They have developed a good mathematical vocabulary. The less able pupils are achieving very well because of the support they receive, but the most able pupils are not challenged as much as they might be by the work set.

6. In science, standards are in line with national expectations at the end of both key stages and above that of similar schools. Pupils have a good level of knowledge and understanding and they make good progress, particularly at Key Stage 2. This is as a result of the good opportunities offered to them to predict and to investigate a range of scientific principles. There are times when the more able pupils are insufficiently challenged.

7. Standards in art and design at the end of Key Stage 1 are satisfactory. Standards at the end of Key Stage 2 are below that normally expected of pupils of a similar age. Whilst pupils produce some interesting work to develop painting skills. Most of pupils' art and design work focuses on drawing and painting, with virtually no planned opportunities for pupils to engage in textile, ceramic or three-dimensional work. There are few opportunities for pupils to study the work of great painters and to use this experience as a stimulus for their own work.

8. In design and technology, pupils achieve satisfactorily in Key Stage 1, but only in a limited range of materials. They plan their work well, and later they evaluate what they have done. Their work is often well related to other subjects. In Key Stage 2, however, standards do not improve enough over the four years. Pupils are not learning how to plan and design a project with any real thought as to its purpose, or the materials that will be used. Their skills in making things are elementary and unsatisfactory, and are limited to a few tools and materials.

9. Pupils achieve good standards in geography. They develop simple mapping skills in Key Stage 1 and develop an understanding of the area they live in. Pupils plan a route from home to school, and write about field trips they have been involved in. In Key Stage 2 they extend their knowledge of the local environment and compare it with cities both in the United Kingdom and abroad. Pupils write in well developed sentences on such issues as settlements, the life of a river and environmental.

10. Standards in history at the end of both key stages are good. By the end of Key Stage 1 pupils display an effective understanding of how things change over time, both in their own lives and in the lives of people in the past. By the end of Key Stage 2 pupils have a good knowledge of a range of periods of history. The extensive work the pupils are involved in enables them explore individual topics in real depth and they are able to understand how people and circumstances change society.

11. Standards in ICT are satisfactory overall and the school recognises the need to further develop teachers' subject knowledge and develop ways of using ICT across the curriculum.

12. Standards of work in music are satisfactory but there is a lack of opportunities for pupils to develop their composing and performing skills. This is owing to the high numbers in the lessons, the limited time available and the lack of access to specialist instrumentalists.

13. Standards in physical education at the end of both key stages are satisfactory in the lessons observed. Pupils develop a range of skills appropriate to the variety of sporting activities.

14. Pupils with special needs make good progress towards their targets. The school has good processes in place to identify pupils with special educational needs. All pupils on the special needs register have individual education plans that are implemented using the local authorities nationally recognised Special Needs Action Plans and this gives clear targets against which to monitor progress. The class teacher monitors pupils at stages one and two, termly, with the special educational needs co-ordinator and then discusses the individual education plan with parents. Pupils at stage three are monitored at termly meetings between the class teacher, special educational needs co-ordinator and parents. There is a good response from parents who attend meeting and support and encourage their children.

15. The assessment and performance data for the school indicates that boys' performance in Key Stage 1 at level 2 or above is overall very similar to the girls and when compared to national averages the boys are above averages. In Key Stage 2, the comparison of girls' versus boys' attainment at level 4+ in the individual aspects of English and mathematics show a fluctuating picture but overall in English the girls do better however, this is in line with the national average. In science at level 4 the boys have consistently achieved higher standards but, in comparison to national standards they are both in line.

16. At Key Stage 1, the performance of pupils achieving level 3 and above is above the national average overall in relation to national standards. At Key Stage 2, the performance of pupils achieving level 5 or above in relation to national standards is broadly in line in English and science and in mathematics varies from above to in line. In relation to similar schools nationally, English is well above average and in mathematics and science is broadly above average.

Pupils' attitudes, values and personal development

17. Since the last inspection, pupils have maintained their good attitudes to learning and their good standards of behaviour. Most parents say that pupils' good behaviour is a positive feature of the school and that there are few incidences of bullying. Parents who attended the meeting before the inspection said that the school promotes a family atmosphere and positive attitudes and values. Pupils are encouraged to take responsibility and learn independence from the time that they start at school. Nearly all parents say that their children enjoy coming to school.

18. Pupils have very good attitudes to school and most are enthusiastic about their work and school life. Their positive attitudes to learning have a clearly beneficial impact on the progress that they make. Pupils are confident in the classroom and around the school. In lessons, they settle down quickly, concentrate on their work and listen well to their teachers. They are often keen to learn more. They are quick to answer questions and listen well to others when they make responses. Pupils show high motivation and try very hard to improve. In most lessons, pupils work well on their own although there are few occasions when they find it difficult to work on their own initiative and start to fuss or become distracted. These examples, however, are rare and pupils are usually fully involved in the activities provided for them. They willingly discuss their work with their teachers, friends and visitors and there is a friendly atmosphere in the classroom.

19. Pupils' behaviour is good. They know what is expected of them and clearly understand the difference between right and wrong. In lessons, most pupils behave very well all of the time. They are quiet and attentive and do not distract others around them who are working. Pupils treat resources carefully and listen well to instructions. Around the school, pupils are clear about the expected standards of behaviour and move sensibly through the school. They are polite and friendly and make visitors to the school feel welcome. In the dining hall, there is a sociable, noisy and relaxed atmosphere as pupils sit with their friends and with adults. Although there are some small upsets, no incidents of bullying or unpleasant behaviour were observed during the inspection and pupils were seen to play well together in

the playground. Pupils behave very well during assemblies. There have been no exclusions from the school in the past year.

20. Pupils make very good progress in their personal development and relationships. The consistent promotion of positive attitudes towards others results in very good relationships throughout the school. Pupils and staff all work together in a caring, supportive atmosphere and this has a positive impact on the quality of pupils' lives at school. Pupils show respect for their teachers and classroom support assistants and have developed a good rapport with them. Pupils co-operate very well with each other, working well together in groups and pairs and most work independently when required to do so. Pupils have good relationships with each other and show understanding of those who may have difficulties or special needs. The family atmosphere commented on by parents is evident throughout the school.

21. Pupils develop good social skills as they progress through the school. All members of school, including teaching and non-teaching staff provide good role models for pupils. Pupils recognise the high expectations made of them in terms of their behaviour and respond in a positive manner. Pupils move around school in an orderly manner, respect their environment and are courteous to visits. Very good relationships exist between teachers and pupils. Pupils demonstrate an effective understanding of good citizenship through their regular fundraising for both local and national charities.

22. There are no significant differences between different groups in the school and all pupils are polite and courteous both in lessons and as they move around the school. They form very good relationships with one another and with members of staff.

23. Pupils respond very well to opportunities for taking responsibility; for example, taking registers to the school office, although opportunities to take responsibility outside lessons are infrequent. Pupils make decisions about how funds raised for charities are to be allocated.

24. Pupils say that they like coming to school and this is confirmed by the views of parents in questionnaires and at the pre-inspection meeting. Attendance levels are below the nationally expected levels, but this is due to the circumstances of a small number of families with whom the school is working appropriately. Pupils arrive at school in good time. Their prompt arrival and the good attendance of most means that there is very little disruption to pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

25. Teaching is now consistently good across the school and progress since the last inspection is good.

26. Teaching is good or better in nearly two lessons out of every three. Teaching is very good or excellent in one out of every three lessons taught during the inspection. This is a very high quality and is one of the main reasons for the high standards pupils achieve overall.

27. In English, the good teaching observed in Key Stage 1 is characterised by good planning and effective use of resources to create lively lessons. For example, a pupil dressed

as a Lollipop Lady to illustrate the use and importance of labelling and this increased the pupils understanding of their individual task to label the house and garden. At Key Stage 2 pupils are introduced to writing for a variety of purposes and this includes some good work re-producing Pepys Diary and writing humorous narrative such as 'My teacher is an Alien'. This humour ensures that pupils enjoy their work and concentrate well, gaining confidence in their achievements.

28. Teaching in mathematics is good overall. Teachers plan lessons well, and conduct lessons with warmth and enthusiasm. Lessons are conducted at a good pace, and are well structured, with a good warm-up activity and a review of what pupils have learned at the end. The majority of pupils are well challenged by the level of work that they are expected to do. Weakness in a few lessons is in the suitable range of work for the lower and higher achievers. What occasionally happens is that teachers plan a single topic for all of the class, and, after a good explanation, they set the pupils to work on their own or in groups. The teacher then supports the less able pupils with their work, either as a group, or by going round the class. This is good for raising the rate of learning for the lower ability pupils, but it also leaves the most able pupils finishing their work fairly quickly, and then having to do more of the same. The extension work that they are given is mainly not challenging and is not difficult enough for them. They are doing more of the same work, not more difficult work, and so the most able pupils are not learning as well as they might, and should.

29. Teaching in science is satisfactory at Key Stage 1 and is good at Key Stage 2. The main strength is in the structured use of investigations. This offers the basis for pupils to test their predictions and creates a real sense of excitement to stimulate their inquiries. Where the investigations are not so well planned pupils are not involved in the activities and it is more of a teacher demonstration. In a number of lessons, good questions and relevant worksheets challenge all the pupils. In lessons where this does not occur the higher achieving pupils are not challenged to extend their learning.

30. Teaching is satisfactory in geography, history, ICT and music across the school. At Key Stage 1, art and design and design and technology is satisfactory but unsatisfactory at Key Stage 2. Teaching of physical education is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers' knowledge and understanding of the subjects they teach is good in English, mathematics and science and generally satisfactory in geography, history and physical education. However, there are gaps in knowledge at Key Stage 2 in some aspects of art and design, design and technology and music. ICT is a focus for development and the school recognises the need to develop ICT more fully by improving teachers' confidence.

31. Particular strengths of teaching include the sensitive and skilful way in which teachers manage their pupils. This creates a secure and positive foundation for learning. The pace and enthusiasm are also positive features which ensure pupils respond and learn effectively. Teachers have successfully adopted the planning framework of the National Literacy and National Numeracy Strategies and they have a consistency of approach. Teachers in the foundation stage plan in detail and organise interesting activities that develop several areas of learning together. They make good use of questions to develop children's understanding and they and the support staff use every opportunity to develop the children's language; for example, they encourage them to respond in simple complete sentences to questions offering them choices. Consequently, children's learning is good. There is some particularly effective teaching in the foundation stage. Teachers create an orderly, well-organised learning environment which helps to foster a good working atmosphere.

32. Pupils with special educational needs are taught well. They are confident and enthusiastic about their achievements. They are keen to show their work and read regularly with the education assistants. The majority of special needs pupils have differentiated work well-matched to their needs. They are supported by a combination of in-class and withdrawal

which effectively encourages both group work and also intensive work on reading skills development.

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

33. The breadth and balance and relevance of the curriculum throughout the school is good overall. There is a sound balance between the subjects, and the overall range and emphasis of subjects is relevant to the needs of the pupils and the aims of the school. All of the required subjects are taught to some degree, with a particular and good emphasis on the core subjects of English, mathematics and science. Progress since the last inspection is good.

34. The balance within most subjects is good. The planning of most subjects includes the whole range of the topics and aspects that are required by the National Curriculum. The exceptions are in art and design and in design and technology at Key Stage 2 where statutory requirements are not fully met.

35. The planning and teaching of English through the National Literacy Strategy is good. It is effective in raising standards of pupils' achievements, aided by the encouragement of literacy skills through other subjects such as writing up experiments, or writing about topics in history and geography.

36. The planning and teaching of mathematics through the National Numeracy Strategy is good and effective, both in the discrete lessons, and also through other subjects such as science, and, to a lesser extent, ICT. Teachers have adopted the strategy well as they have undertaken extensive training, and have improved their confidence in teaching.

37. There is a very good emphasis on the central skill of conducting investigations in science. The syllabus for science overall is good, as it is for history and geography. Sex education is not taught as such, in accordance with the school's current policy, but the governing body is currently looking for ways to introduce this aspect of pupils' development into the curriculum. The syllabuses for physical education and ICT are satisfactory.

38. Teachers of classes where there are pupils from two different years are making good efforts to implement the two-year cycle of topics in each subject, so that pupils do not repeat work unnecessarily when they move to a higher class.

39. There are currently no pupils in school who need additional help with their language skills because English is not their home language. The school does, however, have good arrangements with local Minority Groups Support Service to assess the language abilities of any new pupils, and to decide upon the level and type of support that might be necessary. This support is provided as required for each individual pupil. One pupil received support in the past, but it is no longer necessary. Staff are well aware of the issues involved, and are well versed in the action to take should it be necessary.

40. The school makes sound provision for extra-curricular activities and equal opportunities for pupils are met in practice. There is some out-of-school football for boys, and some girls and a Year 6 residential experience. Pupils also take part in several cross-country racing events against other schools. One group of pupils went to France for the finals of one competition. There was some provision of coaching by other adults for a short time last summer, for football, basketball and hockey.

41. Pupils' learning is enhanced by visits that are organised through the local "Partnership Agency". Through this organisation, which is a partnership between the local education authority and some major local businesses, pupils from all classes make a visit each year to any one of a wide range of sites and activities such as a building site, an interactive electrical exhibition, a transport centre, a DIY store and a "hands on" Tudor museum.

42. The school makes very good provision for pupils' personal and social education. This is partly through the good example set by staff, and also by staff having high expectations of pupils' behaviour and attitude in lessons and around the school generally. A great deal of personal and social development takes place through the lessons for religious education. This has a very good impact on pupils' personal development, as well as on developing religious knowledge. Many aspects of social and moral values are explored through the other lessons.

43. The school has good links with parts of the local community, especially the local Catholic Church. These links make a very positive contribution to pupils' learning.

44. Links with other educational institutions are good. They are mainly centred on the school to which most pupils go at the age of eleven. The school also meets with staff from other schools in the area, to discuss matters of mutual interest and concern such as standards at the end of the key stages and financial affairs.

45. The school has a very good ethos in which all pupils are seen as individuals and are positively valued. Provision for spiritual development is very good and is very much linked with its central aim of providing all pupils with an education based upon Christian and Roman Catholic values and principles. The school fulfils all requirements for a daily act of collective worship, with prayers being said both at class and key stage assemblies as well as at the end of the school day and at lunchtimes. Pupils are provided with the opportunity to contribute to assemblies with individual classes presenting their own assemblies. These are of a spiritual and celebratory nature. Assemblies have a clear spiritual dimension, with pupils being given the opportunity to reflect on the meaning of their faith and how it impacts on theirs and other peoples' daily lives. The lighting of Advent candles in assemblies during the period of the inspection provided pupils with the opportunity to reflect on the concept of enlightenment in their own lives through their education and relationships with other people. A very good example of planned provision for spiritual development within the curriculum was also observed in a reception class with the pupils' work on pattern, order and sequence in mathematics being closely linked in class assembly to order, pattern and sequence in God's universe.

46. A strong sense of morality underpins the aims and ethos of the school, with pupils having a strong sense of right and wrong and develop good social skills. Pupils are well aware of the responsibility they have for their own actions, and show a concern for the well being of others. This is reflected in the displays in classrooms and around school on such issues as 'Love one Another' and 'Needing Others'. It is also re-enforced by the school's Behaviour Policy, the Code of Conduct and the class rules drawn up by individual classes. Good behaviour is also enhanced by the school's rewards and sanctions system with the emphasis being very much on the rewarding of positive behaviour rather than the penalising of bad. Opportunities are provided for pupils to reflect on and write about moral issues linked to such issues as concern for the environment and the problems of the peoples of The Third World.

47. Provision for pupils' cultural development is satisfactory. The large majority of pupils share a common cultural background. In geography pupils explore their local environment as well as looking at various countries and cultures around the world. In history pupils come to an understanding of the changing nature of English society, as well as considering other societies and cultures in the past. In English pupils develop an understanding of their literary heritage, including the works of Shakespeare. Few opportunities are provided in music and art and design for pupils to study the works of great musicians and painters. Although pupils develop a good understanding of people and places around the world there are limited opportunities for pupils to learn about and appreciate other cultures in our own society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school has maintained the good provision for the care and support of pupils reported at the last inspection. The quality of support for pupils' welfare, behaviour and personal development has a good impact on pupils' lives at school and on their learning. All staff in the school have good relationships with pupils and care for their individual needs. There are very good systems in place for monitoring pupils' behaviour and supporting individual pupils who may be having difficulties. The overall quality of educational and personal support and guidance for pupils is good.

49. The school meets the statutory requirements for providing a safe place for pupils and adults to work in. There are good procedures in place for ensuring that any possible hazards are reported and dealt with quickly. The headteacher ensures that the school carries out regular checks of the premises and continues to seek improvements to the school buildings. All staff pay good attention to health and safety requirements around the school and in lessons; for example, when using gymnastics equipment.

50. The procedures for dealing with pupils who are unwell or who hurt themselves are good. There are sufficient trained staff who give caring and sympathetic support to pupils who are upset or who require first-aid treatment. All staff have good awareness of pupils who may be experiencing difficulties or whose welfare is giving cause for concern. The procedures for child protection are excellent and staff have received suitable guidance in the correct way to report concerns. The school has a good understanding of its responsibilities for those children who are 'looked after' and has good links with their carers.

51. The school has fewer pupils on the special needs register than the majority of schools. Most of the pupils on the register have learning difficulties, some younger pupils have delayed speech and language skills and receive advice and support from the Speech and Language Therapy Service who have provided programmes that the school implements.

52. The school has very good procedures for monitoring pupils' attendance. There are very good procedures for the promotion of pupils' behaviour and for dealing with any isolated incidences of unsatisfactory behaviour. All staff have very clear expectations of pupils' behaviour and the majority are consistent in their approach to any lapses. The consistency

with which staff treat pupils has a positive impact on their behaviour. Pupils have a clear understanding of expected standards and rarely stray from them.

53. The school has satisfactory procedures for monitoring and supporting pupils' personal development from the time they start at the school to when they move on to secondary school. Good use is made of rewards for good behaviour, attitudes to work and improvement. Staff in the school know the pupils very well and give them very good guidance and support when they need to make improvements. Classroom assistants also play a strong role in this respect.

54. Assessment has improved since the last inspection. However, there is still a lack of consistency in the use of assessment across the subject areas. This has been recognised by the co-ordinator and proposed developments reflect the need for greater consistency. Most developments have occurred in English and mathematics in response to the arrangements for assessment and the use of assessment information in planning, linked with the national strategies for numeracy and literacy. At the beginning of summer 2000 optional tests were introduced at the end of Year 3, 4 and 5 to assist in the tracking and monitoring of pupil progress. Although some analysis of Key Stage 2 tests has been done, such as, in writing, further development in using test information is planned. Moderation of story writing has been completed in English and this has involved teachers in discussing appropriate levels of attainment to form a portfolio of examples of assessed work. This work requires further development across other areas. Planning sheets for lessons state clear learning targets with an assessment section as an integral part of the sheet, although in a number of subjects this section is briefly completed and lacks detail. New record keeping sheets are used in science across the year groups and the assessment is linked to the detailed programmes of study for Key Stage 1 and 2.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The last inspection report judged that there were significant limitations in the contacts with parents. Since the last inspection the school has improved its range of contacts with parents to a point where this is now a satisfactory partnership.

56. The school encourages parents to become more involved in school life and to support their children's learning, although there are some parents who do not play an active role in the partnership between home and school. Various procedures, such as parents' year group meetings, three open evenings each year and termly letters, now give parents a better idea of what their children are doing during their time in school. Annual academic reports give a clear indication in most subject areas as to what pupils know understand and can do. However, they do not report in relation to national expectations.

57. Parents appreciate the pastoral care that is provided for their children. Nearly all parents say that the school promotes good standards of behaviour and that their children are well cared for and supported in a family atmosphere. The great majority of parents feel that the school is approachable if they have any concerns.

58. In the questionnaires completed before the inspection, most parents indicated good support for the school and its work. Parents feel that their children are making good progress,

that teachers have high expectations for their children and that the school is helping pupils to become mature and responsible. They say that they are able to approach the school with any questions or problems and most report that their children like coming to school.

59. Almost half the parents responding to the questionnaire criticised the school's provision for extra-curricular activities. A significant minority also felt that the school does not work sufficiently closely with parents and that they do not have enough information on their children's progress. Inspectors acknowledge that there has been improvement in the information given to parents concerning their children's progress but that opportunities to make this more comprehensive are being missed.

60. Overall, the quality of information provided for parents is satisfactory. The governing body's annual report to parents, the school's prospectus and pupils' end of year reports meet statutory requirements. The school encourages parents to keep in regular contact with teachers through termly consultation meetings and by encouraging informal contact with teachers when parents have any concerns. Parents receive regular but infrequent correspondence about events and activities taking place in school, and parents of children in the nursery receive a very good, regular newsletter. There is, however, no whole school newsletter. The school prospectus gives parents good information about the organisation and activities of the school.

61. The school makes a satisfactory commitment to an open and positive relationship with parents through its home-school agreement, which the majority of parents have signed to indicate their support. Although not many parents take the opportunity to help in school, those who do are welcomed and appreciated by teachers. Where their children are directly involved, parents are supportive. They attend school events such as assemblies and masses. Parents of children with special educational needs are involved in the identification of their children's needs and are invited to all termly and annual reviews and have due regard to statutory requirements and national guidance.

62. Overall, teachers provide pupils with a satisfactory range of homework and many parents are active in support of their children's learning at home by hearing them read and helping them learn spellings and tables. The use of reading diaries for younger children and homework diaries for older pupils has helped to improve parents' understanding of what their children are expected to do at home. Some parents are beginning to use these as a method of regularly communicating with teachers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership by the headteacher has been very successful in building a committed staff team. Current temporary measures have been put in place to cover the responsibilities of the deputy headteacher following a period of illness. The impact of these temporary measures which have changed each year since the last inspection has been minimal on the work of the school. Although the senior management team operates appropriately, the current arrangements require revision in order for the school to build effectively on its good work. The capacity for the school to improve further is consequently only satisfactory.

64. Governors are supportive and are clear about the strengths and weaknesses of the school. Their work in monitoring and evaluating the work of the school is developing but lacks rigour although they are involved in school target setting overall which the school has achieved. The school's educational priorities are very well supported through its financial planning and monitoring by the school and governing body.

65. The contribution of subject co-ordinators to the overall management of the school is under-developed. Most co-ordinators do not have the opportunity to evaluate the quality of teaching in their subject and are therefore unable to contribute full to raise standards further.

66. The special educational needs co-ordinator offers good leadership and management of this area, she maintains her training and development ensuring she regularly updates her knowledge and skills. The individual education plans are written in consultation with the class teachers and are well focussed and specific. There is a good range of resources for special needs and the school has appropriate resources to enhance and extend reading progress.

67. Those members of staff responsible for finance are conscientious and efficient, and there are very good internal systems for the safety of funds, and the checking and balancing of day to day transactions. Ongoing expenditure is carefully monitored, and spending patterns are suitably explored. The school also seeks to obtain best value when making purchases of supplies and equipment or employing services.

68. The number of staff employed in the school, including the education assistants, is good. The qualifications of the staff meet the needs of the curriculum. Most teachers have a responsibility for a subject in which they were initially trained or for which they have particular experience. The staff maintain good levels of training in their subject attending courses run locally within the Local Authority and often they are also involved in local groups of specialists who meet regularly; for example, the special educational needs co-ordinator attends the annual conference for special needs co-ordinators and this ensures the school can keep up to date with developments in their subject area.

69. The school's commitment to training and development overall is good and extends to include the Nursery Nurse who is currently undertaking a part-time degree course. The school allows her leave of absence to complete the study and view this as a great asset for the school as a whole. The school has a programme to develop performance management and monitoring of teaching and the senior management team are currently undergoing training to allow this to be implemented.

70. Accommodation is satisfactory overall. At the time of the last inspection accommodation was reported as an area that needed development. The school has an active programme of renewal and renovation underway and have addressed many of the areas highlighted by the last inspection. The internal decoration of the school is satisfactory and the remaining work to the exterior is in the school development plan. The school has built a conservation area that is actively used by the pupils. The Key Stage 1 playground is a barren and sterile area with no playground markings and no quiet seated space, it has poor surface drainage and is underused for outdoor physical education. The Key Stage 2 playground has some marking for team sports but has no quiet seated area for reflective play. The Nursery is newly developed and has a good outdoor play area with exciting and stimulating markings

including a road and pedestrian crossing. However, it has no covered outdoor play and this restricts the Nursery pupils' physical development.

71. Learning resources are satisfactory overall. Particular strengths are noted in mathematics and science where resources are accessible and there is a good quantity, quality and range of general equipment. The school has extended its quantity of resources in ICT and has a satisfactory range of CD-ROMs that promote learning in history and geography. The art and design resources show a satisfactory quantity of paper, paint and materials, but has only a limited range of prints of artists' works to stimulate artistic activities. English resources show that new fiction and non-fiction books have been purchased but the Key Stage 2 reading scheme has become worn and unattractive. Particular weakness was noted with the resources for design and technology which are unsatisfactory for Key Stage 2 pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. To improve standards further, the headteacher and governing body should:
- (1) Raise standards in art and design and design and technology especially at Key Stage 2.
(Paragraphs: 7, 8, 30, 34, 108, 110, 111, 117, 118, 120)
 - (2) Improve the breadth and quality of tasks and activities in lessons to meet the range of pupils' needs particularly higher attainers.
(Paragraph: 97)
 - (3) Ensure subject co-ordinators monitor and evaluate the quality of teaching throughout the school.
(Paragraph: 65)

The following minor issues should be considered for inclusion in the development plan:

- In music, increase the opportunities for pupils to express themselves by composing and performing music. (Paragraphs: 12, 141, 142)
- Provide an outdoor covered area for the nursery. (Paragraphs: 70, 81)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 60 |
| Number of discussions with staff, governors, other adults and pupils | 20 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 9 | 30 | 24 | 37 | 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) | 17 | 291 |
| Number of full-time pupils eligible for free school meals | N/A | 87 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 0 |
| Number of pupils on the school's special educational needs register | 0 | 30 |

| 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 | 16 |
| Pupils who left the school other than at the usual time of leaving | 27 |

Attendance

Authorised absence

| | % |
|---------------------------|------|
| School data | 6.69 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|------|
| School data | 0.29 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | | 2000 | 17 | 22 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 13 | 15 | 16 |
| | Girls | 22 | 22 | 22 |
| | Total | 35 | 37 | 38 |
| Percentage of pupils At NC level 2 or above | School | 90 | 95 | 97 |
| | National | 83 | 84 | 90 |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 16 | 14 |
| | Girls | 22 | 22 | 22 |
| | Total | 37 | 38 | 36 |
| Percentage of pupils At NC level 2 or above | School | 95 | 98 | 92 |
| | National | 84 | 86 | 88 |

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 |
|--|------|------|-------|-------|
| | | 2000 | 23 | 28 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 17 | 20 | 22 |
| | Girls | 23 | 22 | 23 |
| | Total | 40 | 42 | 45 |
| Percentage of pupils At NC level 4 or above | School | 78 | 82 | 88 |
| | National | 75 | 72 | 85 |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 16 | 18 | 19 |
| | Girls | 23 | 20 | 24 |
| | Total | 39 | 38 | 43 |
| Percentage of pupils At NC level 4 or above | School | 76 | 75 | 84 |
| | National | 67 | 69 | 75 |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 286 |
| Any other minority ethnic group | 5 |

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) | 14 |
| Number of pupils per qualified teacher | 25.7 |
| Average class size | 25.7 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 8 |
| Total aggregate hours worked per week | 214 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 17 |

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

| | |
|--------------------------------|-----|
| Number of pupils per FTE adult | 8.5 |
|--------------------------------|-----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | £ |
|--|----------|
| Total income | 663 977 |
| Total expenditure | 693 772 |
| Expenditure per pupil | 1 891 |
| Balance brought forward from previous year | (90 877) |
| Balance carried forward to next year | (61 082) |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 291 |
| Number of questionnaires returned | 135 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 50 | 42 | 5 | 0 | 3 |
| My child is making good progress in school. | 44 | 50 | 4 | 1 | 1 |
| Behaviour in the school is good. | 43 | 46 | 5 | 1 | 5 |
| My child gets the right amount of work to do at home. | 35 | 52 | 10 | 0 | 4 |
| The teaching is good. | 56 | 38 | 4 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 41 | 44 | 10 | 4 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 56 | 39 | 4 | 0 | 1 |
| The school expects my child to work hard and achieve his or her best. | 62 | 35 | 0 | 1 | 2 |
| The school works closely with parents. | 33 | 49 | 14 | 1 | 2 |
| The school is well led and managed. | 45 | 46 | 5 | 1 | 3 |
| The school is helping my child become mature and responsible. | 44 | 51 | 3 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 10 | 29 | 33 | 13 | 15 |

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

73. At the time of the inspection, there were two reception classes and a nursery which had part-time pupils. The school's assessment of children on entry to the nursery class indicates that the attainment of the majority of children is below nationally expected levels.

74. Provision overall is very good. Good progress has been made since the last inspection, when most of the teaching and provision for the early years was judged to be good. The current co-ordinator has a clear plan for the development of the foundation stage. Several good initiatives have been introduced and there is now an interested and stimulating learning environment with an appropriate emphasis on communication, numeracy and social development where teaching is often very good and pupils will achieve the early learning goals by the end of the foundation stage.

75. The provision for communication, language and literacy is good and children are making good progress. Their attainment when they leave the reception class is now in-line with national expectations from a low starting point at the age of three. Every opportunity is taken to develop skills in speaking and listening by providing a stimulating and interesting environment, modelling the correct language and re-inforcing key vocabulary. During the inspection, some classes were concentrating on the recognition of key elements of the Elmer the Elephant books and the associated language. As a result of good practice, many opportunities are provided for the children to talk to each other in small groups and to the whole class about what they have been learning. Recognition of letter sounds begins in the nursery and it is further developed in the reception class, where the teaching of sounds is linked to handwriting skills. Most children hold a pencil correctly and trace over their names and some write recognisable letters unaided. Many children have the appropriate pre-reading skills, such as knowing that print carries meaning and that English is read from left to right. Some recognise words on sight and recall the main points of the story.

76. Provision for mathematical development is good. Children's attainment in this area is in line with the expected level when they reach the end of the foundation stage and are making good progress over time. Good opportunities are provided for children to count and recognise numerals in an every-day context, such as at registration or in the role-play area. The children know and enjoy number rhymes. Counting is encouraged in a number of activities and older children recite numbers to twenty and beyond, match and do simple addition or subtraction. Mathematical language is developed through the role-play areas and through activities which involve sorting, matching and pattern making; for example, some children in the nursery recognised that two other children were absent from school and made a good guess about how many were in the class. Structured play times are also used to re-inforce language when children are required to use words such as 'big' or 'little' or 'one' or 'two' to describe what they want.

77. There is good provision for knowledge and understanding of the world. On entry to the nursery, attainment is below the expected levels but when they reach the end of the

reception year, achievement is generally satisfactory. Children in the nursery show strong natural curiosity; for example, they were astonished when they were helping a teacher to set up a tent in the classroom to explore the Nativity story involving toys, straw and role-play. The teacher made very good use of this learning opportunity and children asked many questions. There is suitable provision for sand and water play and the planned use of these areas in the classes is good. Children are introduced to computers in the nursery class and reception classes and use the mouse to give commands to listen to a talking book or make basic marks using an art program.

78. The provision for creative development is good. Attainment at the end of the foundation stage is in line with national expectations from a low base and progress is good. The children draw pictures, using paint and crayon and create collage using coloured paper. These activities are well planned by the teachers so that children develop independent creativity. The standard of drawing is satisfactory. The children enjoy stories and songs and are able to join in with some words and actions. Children make good use of the role-play areas, such as a home area and a shop in the nursery.

79. The provision for physical development is good and children make good progress. The outside area offers a range of stimulating activities including bikes, bean bags, jumping and balancing. Most children manage these activities with confidence and with a good awareness of others. Staff are supportive and encourage those with less confidence to take an active part. The children handle, pedal and push toys with ease and they can use a range of large and small equipment satisfactorily. They have good manipulative skills and handle malleable materials and tools, such as pencils and glue-spreaders safely, correctly and with satisfactory control.

80. The provision for personal, social and emotional development is very good and the children's progress is good and often very good. Most children come to school happily, they relate well to one another and form good relationships. They take turns and share toys and equipment. They are very well-behaved and compliant in lessons but also demonstrate initiative; for example, structured play sessions, where they are given many opportunities to explore the available materials. Children have good social skills, take care of equipment, tidy up at the end of sessions and have good manners. They respond to experiences and show a range of feelings and express them to adults in the school; for example, when exploring the school outdoor environment identifying a variety of shapes.

81. In the lessons observed, the teaching was good overall with some excellent features. The school has made a good start in introducing the foundation stage and the early learning goals. Teachers plan in detail, learning intentions are clearly stated and interesting activities are organised. The teachers make good use of questions to explore and develop children's understanding, the pace of the lesson is good and appropriate teaching strategies are used. The rooms are very well organised with resources neatly labelled. The outside areas, especially in the nursery, are well-developed and their use as extended learning areas is very good. However, there is no outdoor covered play area for the nursery children and this restricts the further progress children can make in their physical development. The teachers and the support staff are enthusiastic, supportive and encouraging and they use every opportunity to develop the children's whole experiences. All members of staff are well deployed to support the children's learning and work very well as a team.

ENGLISH

82. Standards in English have improved steadily since the last Inspection. The results achieved in the national tests for the year 2000 show eleven year old pupils achieved results in line with those expected nationally and seven year old pupils achieved results above the national average. In comparison with similar schools results in reading and writing were well above average for seven year olds and well above average for eleven year olds. Over the last four years the school has shown steady improvement with the results of seven-year-old boys who have consistently done better than the national average in both reading and writing.

83. Some of the youngest pupils join the school with weak language skills and speak only in single words or short phrases. In the nursery and reception classes pupils are given the confidence to speak and are encouraged to listen to others. By the time they are seven years old pupils carry out teacher instructions and talk satisfactorily about their work, they are developing their vocabulary and could easily explain; for example, the difference between gloves and mittens worn by the Lollipop Lady. By nine years old pupils are involved in active dialogue, they listen carefully to the discussion and continue by offering relevant responses; for example, pupils decide what to put in their 'Magic Box' and explain why they have chosen that item. By the time they are eleven pupils good progress is achieved through a thorough awareness and use of language by the school staff particularly open-ended questioning during the Literacy Hour. Teachers' instructions are clear and precise, and there is positive encouragement of pupil's attempts at discussion. Pupils are enthusiastic during class discussions, they are keen to share their ideas and willing to wait their turn and listen to other pupils.

84. Early in the reception class pupils are encouraged to look at pictures and recognise whole words on cards. Regular reading work is sent home and parents are actively encouraged to complete the reading record. Pupils progress rapidly from individual words to the early reading books. They are pleased with their achievement and are keen to display their reading skills. By seven years old most pupils use letter sounds to read unfamiliar words. By nine years old most pupils read fluently to anticipate the outcome of the story. By the age of eleven most pupils have completed the reading schemes and have free access to the range of books in the class library. Pupils have access to a range of books including poetry and non-fiction and these are available both within the classroom and in central libraries in the upper and lower school buildings. The school promotes the use of dictionaries and has a range suitable for all age groups. The school has some weak readers who are on the special needs register and these pupils have additional reading practice from the Education Assistants who support pupils within class and operate some small group withdrawal for intensive phonic work. Pupils who receive this support make sound progress with their reading. In the lower school the range, quantity and quality of reading books is good, in the upper school new fiction and non-fiction books have been purchased but the graded reading books are worn and unattractive.

85. Pupils are encouraged to write through a structured handwriting scheme, and a programme of guided writing has helped the school to improve the quality of handwriting, punctuation and grammar. The youngest pupils join the school with weak pencil control skills and develop the effective manipulative skills from a systematic programme which involves

using pencils, paint brushes, scissors and modelling materials. By the age of seven the most successful pupils use drafting to improve the quality and accuracy of their writing and begin to write in joined writing using full stops and capital letters. They write exciting stories on themes such as 'The ruined cottage' and produce poetry with rhyme and rhythm. By the age of eleven pupils use writing for a variety of purposes; for example, they express an argument on the issues of wildlife conservation, they produce a script complete with stage directions and appropriate punctuation which they then act out for the rest of the class. Less able pupils and those on the special needs register make sound progress with written work and are encouraged to use the computer to help with presentation, in the lower school all pupils produced one sentence about their family; for example, 'my brother plays with me' and these are displayed in an interesting way as leaves on 'My Family Tree'. Overall pupils make steady progress with writing, they settle down willingly to writing and show pride in the presentation of their work. A structured spelling programme has not yet been fully established and this has resulted in some able pupils continuing to make errors with regular verbs; for example, 'hope' becomes 'hopeing' and 'stop' becomes 'stoped'. There is also no clear plan to encourage pupils to practice spelling corrections and this limits their further progress.

86. Over half the teaching seen was good and there was one excellent lesson and one unsatisfactory lesson. The school has implemented the principles of the National Literacy Strategy and this has resulted in good knowledge and understanding of the subject and good lesson planning. The teachers have sound expectations. Three of the lessons seen were exciting and inspirational with teachers using 'props' and games to stimulate interest; for example, a Year 1/2 class used the 'Full Circle' game where pupils are given a letter each and come to the front to spell out chosen words and an year five class was delighted by the class teachers 'demonstration' of 'onomatopoeia' whilst chewing a sweet! Assessment and monitoring of pupil progress is underway and some sound work has been done on the establishment of literacy targets for pupils that are displayed around the room. The monitoring of teaching through the sharing of good practice that exists in the school has yet to fully impact on standards within the school.

87. Pupils understand their task requirements and the lessons are well paced to ensure good concentration. Throughout the lessons pupils behave sensibly, they are prepared to work independently and show patience when sharing their work at the end of the lesson. The pupils are reminded of their personal targets and the work is well matched to pupil needs and allows them to stay focussed. The Learning Support Assistants help to keep the pupils on task and the relationships within the classroom are good. In a few lessons the work offered is the same for all pupils and this means that able pupils become bored and distracted. In some early Key Stage 2 classes there is a shortage of books with pupils using photocopies which were not easy to read as their shared text.

88. The English co-ordinator has good knowledge and understanding of the subject and is actively involved in developing initiatives to improve literacy standards within the school.

MATHEMATICS

89. Pupils' standards of attainment are above average in both key stages. They are good compared with national expectations in both key stages, and are very good compared with

similar schools in both key stages. There has been a satisfactory maintenance of high standards since the last report. Teaching is now much improved, with the widening of the approaches used and an increase in resources.

90. In both key stages, the lower ability pupils are achieving very well. This is because they receive good attention from teachers during lessons. The most able pupils, although they are achieving well for their age, are not achieving as well as they might. This is because work set is sometimes insufficiently challenging.

91. By the age of seven years, pupils are learning well in lessons, and are making good progress in the longer term in all of the required aspects of mathematics. Pupils reinforce and extend their mathematics skills and understanding soundly through other subjects such as history, geography and science. Pupils have a good understanding of number, counting, adding and subtracting numbers, and of money to 50p. The more able pupils do simple sums to over a hundred, and money sums for amounts up to £1. They measure using standard and non-standard units, such as hand-spans or footsteps, and centimetres. They tell the time to the nearest half hour, and know the days of the week, and the months of the year. Pupils understand the difference between estimating and measuring. They have drawn reflections of objects, and understand basic symmetry. All pupils have learned about the basic two dimensional shapes such as triangles, squares and circles, and the higher attaining pupils understand that different angles join sides together in different ways, especially right angles. The most able pupils can work out fractions of objects such as a half or a quarter.

92. Pupils continue to make good progress all through Key Stage 2, with good coverage of the required aspects. By the time they are eleven years old, pupils are able to do mental mathematics with numbers, including problems of different kinds, doubling and halving numbers, working out fractions, finding the square of a number and dividing numbers. In their main class activities, the more able pupils work out long division sums, and long multiplication, as well as add and subtract numbers in the thousands. They work out complex fractions, decimal numbers and percentages, and can convert one into another.

93. The quality of teaching is good overall. It ranged from satisfactory to excellent. It was very good in Key Stage 1 and good in Key Stage 2.

94. Teachers have good knowledge of the subject. This helps them to plan lessons well, in the main, with a clear aim that enables pupils to concentrate well on the lesson's focus. The lesson focus is often displayed at the front of the class each lesson: teachers explain it to the pupils at the start of the lesson, and then evaluate whether or not they have learned what they were intended to. The lessons are well based on pupils' previous learning, so that pupils learn in a planned progression.

95. Teachers use a good range of teaching styles and approaches, and lessons have a good structure, with a good mental mathematics warm-up activity that stimulates, interests and motivates the pupils. This is usually followed by a main activity that is well organised and well resourced, including very good use of question and answer sessions to promote pupils' thinking and learning. Teachers regularly check the understanding of pupils well as they proceed with a lesson, and have good regard to pupils' individual education plans, especially those aimed at improving behaviour or language skills. Lessons generally finish with a good plenary, or review of what has been learned, although few lessons are not well timed, and the

main activity ends abruptly as the teacher realises that time has run out. This leaves little or no time to go over what has been learned, with no reinforcing and reminding pupils of the main points of a lesson.

96. In one particularly good practical lesson pupils were involved in a good mental mathematics warm-up activity, and then went into the playground to estimate and measure the distance that they could throw a beanbag. The teacher kept good control of the class and they carried out the task well. The lesson ended with a good plenary that reviewed all of the work done, including how accurate pupils were becoming in their estimations of distances.

97. Teachers are generally well organised and have a selection of resources ready for each lesson. Pupils learn particularly well in lessons where the resources are well chosen to challenge the more able pupils, and other resources are chosen to support the lower attainers. This careful choosing and preparation of resources, however, does not always happen and, on rare occasions, teachers rely on the same page in the book, or the same worksheet, for all pupils. The result of the limited range of suitable resources and targets for different ability levels among the pupils is that the most able pupils are not stretched for long by the work that they are given to do. They finish their work fairly quickly, and then do more of the same, as a reinforcement activity, instead of one that makes them work more challengingly.

98. Pupils behave well in most classes most of the time, because teachers are competent in controlling their behaviour, especially when they are sure of the subject. The higher achieving pupils, particularly, are often very well motivated by teachers' enthusiasm, and their learning is helped by their own motivation and willingness to apply themselves to their work. Relationships in classes are positive in the main. Most teachers are warm and supportive in their classes, and involve all pupils equally. This has the effect of encouraging and motivating their pupils to learn well. Because teachers have high expectations for how well pupils will behave, and how they will concentrate on their work, the pace in lessons is generally good or very good.

99. In both key stages, teachers mark pupils' work frequently, but not very positively with comments that will help the pupils to develop their understanding. Homework is set regularly, providing pupils with good opportunities for extending or reinforcing their learning and for completing tasks that have been started in school.

100. The leadership and management of mathematics is good overall. The co-ordinator has a good overview of the subject, especially in Key Stage 2, and there is a good policy in place. There is a good scheme of work that is well based on the recommended scheme, and a good system of assessing pupils' progress in, based directly on the local education authority's scheme. This is quite recent, but it is developing well. The assessment scheme is generally followed by teachers, and is checked by the co-ordinator, along with lesson plans on a regular basis. The National Numeracy Strategy is in place, but has not yet completed first full cycle of work in Key Stage 2. There has been some monitoring of teaching, but this has now stopped, pending further training to help staff to do it in a formal way. The resources are very good, with a good range of learning aids and practical activities, especially for the younger and less able pupils. Overall, the leadership and management of the subject has made a significant contribution to the above average standards achieved.

SCIENCE

101. Standards in science at the end of Key Stages 1 and 2 are close to the national average for all schools and above the national average for similar schools. Since the last inspection there has been an improvement in the standard of teaching, as no unsatisfactory lessons were observed.

102. From Year 1 to Year 6 pupils are making good progress in their achievements and this is reflected by the work in their books and in the lessons seen during the inspection. Pupils can talk confidently about work they have done in science and older pupils use a number of facts to solve a problem that is posed. For instance, Year 6 pupils deduce ways of separating a number of mixtures using filtration and evaporation. They describe in detail the circulation of the blood around the body, the role of the lungs and heart and the effect of exercise on the pulse rate. Pupils at the end of Key Stage 1 name the different senses of taste, smell and touch and can state why a plant grown in the dark is not as healthy as one grown in the light. They understand the reasons for healthy eating and that certain materials float while others sink.

103. In the Year 1 and 2 lessons on forces, pupils remember previous work on pushing and pulling and they show development in their understanding of why the friction caused by

different surfaces influences how far a toy car will travel down a slope. Higher achieving pupils know that gravity keeps objects on the ground and can describe the reason why people float when they are in space. By the end of Key Stage 1 pupils are studying elasticity and how a elastic band can store energy in their work on forces.

104. By the end of Key Stage 2 pupils construct electrical circuits using a number of components, such as switches, buzzers, batteries and bulbs. In a Year 6 lesson pupils can use universal symbols to draw a diagram of the circuit. In Year 5 pupils are investigating the effects of light on different materials and they can name if a material is opaque, translucent or transparent. They discover that if an object is closer to the light source it creates a bigger shadow and can state that shiny objects reflect light. A higher attaining pupil described the purpose of the optic nerve.

105. The good progress seen in the pupils' achievement, throughout the school, is influenced by the well-planned and resourced investigations that take place in the lessons. This learning by doing motivates the pupils and allows them to predict outcomes and then substantiate their predictions through practical activities. Pupils understand what constitutes a fair test.

106. Teaching is good overall. At Key Stage 1 the teaching is satisfactory and at Key Stage 2 it ranges from satisfactory to very good. In the very good lessons observed, pupils are made aware of their targets at the beginning of the lesson. They can make their predictions on what may happen, conduct their investigations, record their findings and are given time at the end of the lesson to draw their own conclusions. These are then discussed with the rest of the group. In a Year 3 lesson the teacher started by pretending that she had made a mistake in mixing sand and salt and posed the question "How am I going to get my salt back?". The pupils were motivated by the challenge and the lesson was given a purpose. In a Year 5 lesson a pupil was unsure if a plastic bag was translucent or transparent but eventually came to the conclusion it was transparent after experimenting by using the light of the overhead projector. In these lessons the pupils are asked challenging questions according to their ability. In the otherwise satisfactory lessons the needs of the higher achievers are not fully met and the investigations are not as well prepared; for example, in a Year 2 lesson on the rolling of cars down a slope the pupils had limited opportunity for practical learning.

107. The procedures that the co-ordinator has recently introduced on the assessment of pupils' learning experiences to support the information gained by end of key stage tests is providing more detail on the achievements of the individual pupil as they progress through the school which contributes to the raising of standards overall. The resources are well organised and provide good support for the range of investigations carried out in lessons.

ART AND DESIGN

108. Whilst it was only possible to observe one lesson during the period of the inspection, this lesson, plus teachers' planning documents, and the scrutiny of work around the school and an art and design portfolio indicates that pupils in Key Stage 1 make satisfactory progress and achieve standards in line with expectations for their age. Pupils in Key Stage 2 make unsatisfactory progress and achieve standards below that expected of pupils of a similar age.

109. Pupils in Key Stage 1 are provided with the opportunity to engage in an imaginative range of drawing and painting activities. They draw and paint both themselves and members of their families, produce colourful paintings based on animals and birds, linked to their work on poetry, and create some interesting collage pictures of themselves on paper plates for a display entitled 'We Are God's Children'. Pupils' work in religious education influences their art and design work with pupils colouring-in Rangoli patterns and 'Happy Diwali' cards. Pupils also contribute to a range of large-scale collage murals and paintings. All of this provides a stimulating environment in which to work.

110. Much of the art and design work in Key Stage 2 is produced to support pupils' work in other areas of the curriculum. Whilst this often produces some imaginative work such as African blanket designs, African painted portraits and charcoal drawing of people going about their daily lives, a significant amount of art and design work requires no more than drawing and colouring-in with coloured pencils, crayons and felt tip pens. Pupils are provided with good opportunities to explore pure colour with some interesting work on tints and hues, and the creation of patterns based upon different shades of a single colour. However, once having learned this skill there are limited opportunities to put these skills into practice by exploring, repeating and refining painting skills for a range of purposes. The result is that much art and design work in the upper school is of a standard normally expected lower down in the school. There are very few opportunities for pupils to consider the work of great artists and use this as a stimulus for their own. The scheme of work for Key Stage 2 only identifies the study of two artists, Vincent Van Gogh and William Morris. This stimulus from the two chosen artists has provided pupils with some interesting art and design activities with some particularly good work on deconstructing and reforming Van Gogh's 'Sunflowers'.

111. Pupils enjoy their art and design lessons. This was observed in a satisfactory lesson in Year 5 on symmetry. Whilst the task given to pupils, to repeat a given half of a black snowflake in black felt pen enabled pupils to develop their drawing skills it was in essence no more than a copying exercise, with very limited opportunities for pupils to develop artistic skills, and to make a personal response to a given stimulus. Despite this, pupils worked with interest and enthusiasm, and gave their work their full attentions. The lesson was active and well paced. The teacher gave good individual support during this activity and provided pupils with the opportunity to share and celebrate their work at the end of the lesson.

112. Pupils were also observed in Year 6 in making polystyrene print blocks and using them to make repeat patterns. Whilst most pupils really focussed on the skills to be learned and gave their work their full attention, a minority of pupils were somewhat slap-dash in their work, with the result that their finished work was of a variable quality.

113. Art and design work in school is very much focussed on drawing and painting with virtually no opportunities for pupils to engage in textiles, ceramics and pottery and three-dimensional work.

114. The school's existing written guidance is not of satisfactory quality. The current range of resources are also unsatisfactory to cover the required areas of the curriculum. The school have identified these issues and they are included in their development plans.

DESIGN AND TECHNOLOGY

115. Standards of work are satisfactory in Key Stage 1 and are unsatisfactory in Key Stage 2. There has been unsatisfactory improvement since the last inspection, although the co-ordinator has begun to evaluate pupils' progress by monitoring work across the school and is collating samples of work for future reference.

116. Standards in Key Stage 1 are satisfactory. Pupils do some good design work, with careful thought about the materials to use and the purposes that they will be used for. The standard of their work is satisfactory, but it is limited to a small range of materials and tools. Pupils are currently working on designing a model playground in all three classes and are considering the materials they should use in the different features they want to include, and have looked at real playgrounds for ideas and are then making them. Groups of pupils use card, paper, lollipop sticks, art straws, different glues and construction kits to make their models in a long-term project. Their work previously includes making pop-up books arranged in a series of story cards like a cartoon. Another project has been about homes, and has included looking round the local area for ideas of types, and specific features of buildings. Pupils have used mainly recycled materials on these "homes" projects. In the past year, pupils in Key Stage 1 have also designed and made cone-shaped puppets, with hands and pop-up heads. They have taken part in some food preparation, including sandwiches, and biscuits, with some knowledge of healthy eating issues.

117. Standards in Key Stage 2 are unsatisfactory. This is especially so towards the top of the key stage. Pupils have a very limited range of opportunities, resources and materials in design and technology. There are very restricted opportunities to use ICT, to prepare heated or cooked food instead of sandwiches and salads, or to use mouldable materials such as clay, play dough or salt dough. There is very little separate and realistic design element in any of the work carried out.

118. In the younger Key Stage 2 classes, the work with paper "mechanisms" such as pop-ups, sliding figures and moving joints is quite basic, and pupils have not developed their skills sufficiently beyond Key Stage 1. Some pupils have made money containers from different fabrics, with some embroidered decoration. Others have made a "monster", using a balloon in a small cardboard box, with a tube fitted, so that blowing down the tube makes the balloon expand, and moves a part of the model. In Year 5, groups of pupils have made models of a Kenyan "shamba", or traditional village, out of card, paper and lollipop sticks. There has been some planning of this in a general way, well linked to a geography and cultural project, but the finished work is not of a high standard, and little consideration is given to the purpose of the structures from a design and technology point of view. This work is model-making rather than design and technology. In Year 6, pupils have made very simple "card holders" consisting of a length of wire or wooden stick, set in a plaster or concrete base a few inches across. The work is extremely simple, undemanding and limited, especially for pupils at the top of the key stage.

119. Only two lessons were seen during the inspection, both in lower Key Stage 2. In both of them, the teaching and learning were satisfactory.

120. The overall scheme of work is largely satisfactory, and is well based on the recommended Qualification and Curriculum Authority scheme. The co-ordinator provides teachers with termly copies of it, and expects teachers to plan to it, and she monitors their plans for each term. The situation is sound in Key Stage 1, where the co-ordinator is closely involved, and the planning involves the team of teachers working together, helped by the co-ordinator's knowledge of what should be done, and how it should be done. The planning is well integrated into different topics and different subjects. However, Key Stage 2 staff do not take part in similar joint planning to anything like the same degree or level of commitment and pupils curriculum entitlement is not fully met particularly at Years 5 and 6.

121. The co-ordinator is aware of the current limitations and subject development plans include an appropriate review of Key Stage 2 to support necessary improvement of the current unsatisfactory standards and provision in years 5 and 6.

GEOGRAPHY

122. Standards are above national expectations at the end of each key stage. It was only possible to observe a few lessons in Key Stage 2. However, these observations, teachers' planning documents and a detailed scrutiny of work indicate that pupils in both key stages make good progress in the subject. Progress and standards have improved in the subject since the last inspection when they were deemed to be satisfactory.

123. Pupils in Key Stage 1 have an understanding of the area they live in and are able to relate this to rest of the United Kingdom. Pupils have a knowledge of the four points of the compass and make good progress in mapping skills through sequenced and more complex uses of letter and number co-ordinates. They write good accounts of field trips they have had around the local area and produce simple maps of their route from home to school.

124. Pupils in Key Stage 2 are provided with the opportunity to study all the required elements of the geography curriculum. Pupils explore their local environment and are able to compare it with other countries around the world. They understand the importance of weather and how it affects different people's lives. Pupils explore land use and know how settlements change over time. They display an understanding and concern for their local environment and explore conservation issues in the third world.

125. In Years 3 and 4 pupils consider leisure and social amenities in their local environment, and identify the age and socio-economic nature of the people who would use these facilities. During the lesson observed on this issue pupils were provided with the opportunity to work together on a particular class or group of people and decide which of the amenities they would use. The sound progress in this lesson was very much influenced by pupils' willingness to listen to and respect other people's ideas and opinions before coming to a consensus of opinion. Pupils appreciated the opportunity to take control of their own learning and worked with interest and enthusiasm.

126. Topic work was observed in Year 5 and 6 as pupils explored the life style of young people in Kenya and compared it to their own. Good use of video materials, effective worksheets and challenging questions by teachers, enabled pupils to come to a good understanding of how their lives differed in terms of their home and school life with children from both the villages and cities of Kenya. The very good progress made in this and another similar lesson was much influenced by the teachers' secure knowledge of the subject in which good learning took place.

127. Pupils approach their geography work in a positive manner, they listen to their teachers with interest and are keen to make an active contribution to lessons. Pupils show a genuine interest in the lives of peoples around the world, and care for the environment and the problems of the third world. This element of geography makes a valuable contribution to pupils' moral and cultural development.

128. In the few lessons observed, teachers' lessons are always well planned, well resourced and organised with a good balance between teacher input and pupils activity. Teachers are secure in their subject knowledge and convey it to pupils in a meaningful and informed manner. Lessons are well paced and animated. Whilst teachers provide good support for less able members of the class all pupils are engaged in the same activity and the materials are inappropriate for all the pupils. Good relationships exist between teachers and pupils, with children actively wanting to please their teachers by working at their best. This was a significant feature in the good progress made in those geography lessons observed.

129. There is an effective policy and scheme of work for the subject. Good cross-curricular links exist with other subject, with pupils work on Kenya producing some imaginative work on African blankets and portraits of African people.

HISTORY

130. Whilst it was only possible to observe two history lesson, both in Year 6, these two observations, plus teachers' planning and a detailed scrutiny of work indicates that pupils in both key stages make good progress in the subject and achieve standards above those normally expected of pupils of a similar age. Standards in the subject have improved since the last inspection when they were judged to be satisfactory.

131. Examination of pupils work indicates that by the time they are seven pupils have a simple yet effective understanding of chronology as they construct their family time lines. They are aware of the function of family trees and are able to contribute to some very nice displayed work on the subject. Pupils understand the roles played by several historical figures and are aware of the influences these people had on their period.

132. Pupils in Key Stage 2 are given the opportunity to explore all the required topics in the history curriculum. Teachers provide pupils with the opportunity to explore individual periods in real depth. Pupils write for a range of purposes, and explore a range of resources provided by teachers. Many pupils, particularly those coming to the end of Key Stage 2 produce some high quality topic books. A good example of this was observed in Year 6 as pupils considered events leading up to the outbreak of the Second World War, the 'phoney war' and the decision to move children to the countryside. The good progress in this lesson was much enhanced by the good use of video material to stimulate pupil's interest, and effective worksheets to help pupils to understand what it would like to be an evacuee. This was reinforced by a good homework task, as each pupils was given a postcard, and asked to produce a piece of empathic writing, as in character, they wrote to their parents about how they felt being away from home and in new and strange surroundings.

133. Whilst it is not possible to make a secure judgement on the quality of teaching on the basis of two lessons, those lesson observed were well planned, organised and resourced. The teachers were secure in their subject knowledge and were able to convey information to pupils in a meaningful and interesting manner. Teachers have high expectations of pupils and encourage them to make an active contribution to lessons. Pupils really enjoy their history lessons, they listen with interest to their teachers and are keen to respond to their questions. Pupils work both independently and collaboratively, and are able to talk with confidence

about the history activities they have been involved in. However, there is too little use of planning work for a range of pupils' abilities in lessons with all pupils being involved in the same activity and using the same worksheets and resource material immaterial of their ability. Whilst teachers provide pupils with a good range of information sheets to support their work there are few opportunities for pupils to engage in personal research and to become independent learners

134. There is a policy for subject and an effective scheme of work. The subject promotes good cross-curricular links, particularly with art and design. Opportunities are provided for pupils to visit a range of places of historical interest to support their learning in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Attainment is in line with national expectations at the end of Key Stages 1 and 2. Evidence collected during the inspection shows that the range of work undertaken in Key Stage 2 is not sufficiently extensive for all pupils but meets statutory requirements. This is largely due to the limited confidence of the teachers. However, there has been good improvement since the last inspection.

136. The school provides a planned course but there are not enough opportunities in Key Stage 2 for pupils to develop skills in the range of hardware and software. Planning is very advanced to improve the teaching of skills through the provision of a dedicated ICT suite. There are too few opportunities for pupils to develop information and research skills. Pupils in Year 6 use basic word-processing and can incorporate pictures and text into a page. Pupils in Year 5 can use a spreadsheet and type and save their work. In Year 3, pupils can change the size, colour and style of a text. However, the opportunities for consistent progress are limited because of the sometimes low level of teachers' knowledge and, until recently, by the lack of computers and printers. Pupils in Year 2 type sentences and create pictures using a range of colours using a mouse and click on icons while using a clip-art program.

137. Only two lessons were seen during the inspection and the teaching was satisfactory in both. Inspection evidence from pupils' files and portfolios show that teaching is satisfactory overall. Where the teaching is good through other subjects, effective planning and the teacher's adequate knowledge of the subject are sufficient to develop pupils' learning. Pupils are encouraged to become familiar with computers and to use them independently. They also use them to find and handle information.

138. Whilst teachers' planning is satisfactory in Key Stage 2, some teachers' knowledge and skills are underdeveloped to develop consistent and progressive learning. Pupils are not given the chance to develop more challenging research skills. Pupils' attitudes are satisfactory and they are willing to learn. They work well in pairs and their behaviour is good. Some pupils keep logbooks but these contain only basic rules and instructions.

139. The co-ordination of the subject is satisfactory. The school updated its computer hardware considerably during summer 2000 when twenty two PC's were installed. Training has been organised for all staff and the co-ordinator has an appropriate plan for the

development of the subject. However, the two co-ordinators are not able to monitor the quality of teaching and learning across the school due to a full-time teaching commitment.

MUSIC

140. As only four lessons were observed, the judgement that the standards are satisfactory, is also based on the scrutiny of the schemes of work, lesson plans and additional music heard in assemblies and an after school guitar club.

141. The pupils are given opportunities to develop listening skills, communicate their feelings about music and to sing as part of the class or larger group. The chances for the pupils to develop their skills in composing and to play instruments is limited by the large size of the groups, often two classes together, by the teaching time available and the lack of access to specialist instrumentalist tuition. By the time a Year 6 lesson has commenced there was only twenty-five minutes left in which to teach and this is a weakness. The purpose of this lesson was for the pupils to interpret how the composer of the music had used different instruments to represent the movements of animals. The pupils worked well in pairs but owing to the limited time had little opportunity to say why the instruments sounded like the animals. In a Year 1 and 2 lesson on sorting musical instruments, by the sounds they make, the time was largely spent singing to the songs on a tape. A short time was spent at the end of the lesson where pupils were given different instruments and asked to say if the instruments made a sound by being struck or shaken.

142. In a good lesson in Year 5, pupils clapped and hummed in rhythm producing high and low sound patterns. The teacher accompanied the singing on the guitar with a group of pupils on tambourines. Pupils remembered the words of the Christmas songs and boys and girls sang in harmony and with feeling. Again the group is large which is suitable for the singing but the limited supply of instruments gave only a minority of pupils the opportunity to play an instrument.

143. The guitar club held after school is well attended and the expertise of the teacher is reflected in the good quality of playing by the pupils.

144. The recently appointed co-ordinator has approached the local authority advisory service with a request for help in providing additional instrument instruction and recognises the strengths and weaknesses of the subject. A range of musical instruments is available in the Key Stage 1 and 2 halls.

PHYSICAL EDUCATION

145. At Key Stage 1 pupils' achievements are satisfactory. The scheme of work for the subject and teachers' planning documents indicates that opportunities are provided for pupils to make satisfactory progress in the subject and achieve standards in line with expectations for their age although too few lessons were observed to make a judgement about teaching and learning.

146. The quality of teaching in the key stage observed is at least satisfactory and often good. Lessons are well planned and organised, though the learning objectives for the lesson are not always shared with the pupils. Teachers have high expectations of pupils and provide them a good range of challenging activities. This is an important factor in the progress made in lessons.

147. In Key Stage 2 pupils are provided with the opportunity to explore all required elements of the physical education curriculum, including outdoor activities and swimming, with all pupils being able to swim twenty-five metres by the end of Year 6. Pupils make satisfactory progress in the subject and achieve standards in line with expectations for their age.

148. Pupils in Years 3 and 4 and display satisfactory throwing and catching skills, when playing small ball games. Pupils listen quietly to teachers' instructions, and carry them out in a well-focussed manner. Lessons are well sequenced by teachers with pupils moving from paired activities to mini-games. This enables pupils to refine skills through repetition. Good organisational and managerial skills by teachers, combined with good self-discipline enables pupils to make progress in these essential skills. Teachers praise pupils' efforts and consequently, pupils are keen to display their skills to the rest of the class.

149. Pupils in Years 3 display imaginative skills in dance as they explore a journey using mime and movement. Whilst many pupils clearly focus on the music being played and interpret it in a sensitive manner, a minority of pupils, usually boys, lack self-discipline. Although teachers generally use the commercial scheme of work for dance lessons, with taped music and instructions, in an effective way.

150. Pupils in Year 5 make very good progress in those skills associated with hockey and netball. In a well-paced and animated team-taught lesson pupils listened in virtual silence to instructions and coaching instructions and were keen to carry them out in a rigorous manner. The very good progress made in this lesson was very much influenced by the very good structured activities provided for pupils in this lesson. The teachers had high expectations of the pupils, and the pupils were keen to respond to them. Well-sequenced activities once more provided pupils with the opportunity to develop and refine skills throughout a range of increasingly complex situations, with pupils finally engaging in small team games.

151. Pupils in Year 5 also engage in some imaginative dance work as they explore the theme of aliens coming to earth. Pupils are able to perform a sequence of movements in response to a musical stimulus. Pupils work in a collaborative manner and take pride in their finished efforts.

152. Pupils in Year 6 demonstrate sound gymnastic skills as they develop the ability to create a range of body shapes and movement as they travel over floor and medium level gymnastic equipment.

153. Standards in the subject have been maintained since the last inspection.

154. Pupils display real pleasure in their physical education activities and are keen to please their teachers. They work with discipline and control and respond well to teachers' coaching points. This makes a significant contribution to the satisfactory and often-good progress observed in individual lessons. Pupils have good spatial awareness and a concern for others when moving around the hall, hard-core area or field.

155. The school has two good halls for the teaching of the subject, as well as access to hard surfaces and playing field. The school provides pupils with a satisfactory range of extra-curricular sporting activities with pupils taking part in local inter-school competitions and tournaments. With its emphasis on team building skills the subject makes a valuable contribution to pupils' social development.