

INSPECTION REPORT

NEW WALTHAM PRIMARY SCHOOL

New Waltham, Grimsby

LEA area: North East Lincolnshire

Unique reference number: 117742

Headteacher: Mr Mark Perry

Reporting inspector: Janet Gill
18706

Dates of inspection: 30th April – 3rd May, 2001

Inspection number: 192233

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Peaks Lane
New Waltham
Grimsby
Lincolnshire

Postcode: DN36 4NH

Telephone number: 01472 233051

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Phillip Bond

Date of previous inspection: 24th February, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18706	Janet Gill	Registered inspector	English Art and design Music Special educational needs	Characteristics of the school Standards, the school's results and pupils' achievements Teaching and learning Leadership and management What should the school do to improve further?
9411	Rosemary Last	Lay inspector		Attitudes, values and personal development How well the school care for its pupils Partnership with parents
20007	Trevor Neat	Team inspector	Science Information and communication technology Design and technology History Physical education Equal opportunities	
11810	George Logan	Team inspector	Mathematics Geography Religious education Areas of learning for children in the Foundation Stage	Curricular opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

New Waltham Primary School is situated in New Waltham, a village on the outskirts of Grimsby. The school has increased in size since the last inspection and is of about average size. It has 247 pupils on roll in eight classes, from reception to Year 6. Many of the pupils come from the surrounding area. There are a significant number of pupils entering the school during the academic year, particularly into Key Stage 2, which already has very large classes. Twenty per cent of those on the special educational needs register have entered the school in the last 18 months, of these 75 per cent are in Key Stage 2. There are more boys (53 per cent) than girls. Children are admitted at the start of the year of their fifth birthday. The children's attainment on entry to the reception is broadly average. Nearly nine per cent of pupils are entitled to a free school meal, which is around average. There are no pupils in the school who speak English as an additional language. Twenty two per cent of pupils have special educational needs; this is broadly average. This is an increase since the previous inspection. Two children have a statement of special educational need.

HOW GOOD THE SCHOOL IS

New Waltham school is an effective school. The headteacher, well supported by the deputy headteacher and governors, is providing the school with good leadership. Improvements have been more rapid in the last two years, since the headteacher's appointment. The quality of teaching is good, and is benefiting learning and, as a result, standards are improving, particularly at the end of Key Stage 2. Pupils achieve above average standards at the end of Year 6 in English and mathematics. Children are enthusiastic, enjoy their learning and make good progress. The school has an average income and provides satisfactory value for money.

What the school does well

- The headteacher provides good leadership, directed at improving the quality of education and raising levels of achievement. He is well supported by all staff and governors.
- The quality of teaching has improved since the last inspection. It is now good and this is resulting in good progress and improved standards.
- The Foundation Stage is a strength of the school. The children make a positive start to their school life and make very good progress.
- The school is very effective in promoting pupils' very good behaviour and positive attitudes; this results in a harmonious caring environment where there are very good relationships.
- Parents have positive views of the school and are provided with good information.

What could be improved

- Standards in information and communication technology are not high enough at Key Stage 2.
- The role of the subject leader has shortcomings.
- Procedures for assessment in science and the foundation subjects require improvement.
- The accommodation, in particular for Key Stage 2 pupils, is unsatisfactory.
- There could be more opportunities for pupils to show initiative and become more independent in their learning, particularly in investigation and research based activities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound improvement since the last inspection in 1997, and is now an effective school. Progress has been particularly rapid since the appointment of the present headteacher, who has been strongly supported by the staff and governors. Leadership and management are now good. The school has taken positive steps to address the key issues raised in the previous report in relation to monitoring and evaluating the quality of education. The monitoring role of the subject leader in science and the foundation subjects still has shortcomings. There have been significant improvements in the quality of teaching. Sixty per cent of teaching was good or very good. This has a significant impact upon the progress pupils make and standards they achieve, which are rising. The staff use guidance from the National Literacy and Numeracy Strategies and the Qualifications and Curriculum Authority (QCA) to help them to decide what to teach and when. This has helped to improve the provision for all subjects, including art that was previously unsatisfactory. Assessment of pupils' attainment and progress is

satisfactory overall, with effective procedures for English and mathematics. However, assessment in other subjects is not sufficient to monitor pupils' progress over time. The school has extended investigative approaches and independent learning in the library but is limited by the accommodation to extend this, particularly for older pupils. The school is in a strong position to continue to tackle its priorities effectively.

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	A*	C	C	C
Mathematics	B	A	C	C
Science	B	C	E	E

Key

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

In the 2000 Key Stage 2 National Curriculum tests, results were in line with the national average, and that of similar schools, in English and mathematics, and well below average in science. The overall trend for improvement in the three subjects has been below the national trend. However, the results are erratic. In 2000, there was a particularly low attaining group of pupils, linked with a significant number of pupils who had moved into the key stage during the year, many with special educational needs (SEN). These factors depressed the overall results although the provision for pupils with SEN are effective and pupils make good progress in relation to their prior attainment. There is clear evidence of an improvement in attainment in the school, particularly towards the end of Key Stage 2. Attainment in English and mathematics is currently average at the end of Key Stage 1, but above average by the end of Year 6. Improvements are due to rigorous monitoring and analysis of data, leading to better teaching and learning, particularly for seven to 11-year-olds, the effective implementation of the National Literacy and Numeracy Strategies, better planning and improved assessment procedures. Realistic targets were met in English and exceeded in mathematics. Challenging targets have been set for 2001 tests, which are likely to be met. Inspection evidence in science indicated that standards are average at the end of each key stage. Booster classes are held to address identified weaknesses, however investigative work is inhibited by lack of space to carry out practical activities.

In the 2000 National Curriculum tests for seven-year olds, in reading, writing and mathematics, results were in line with the national average. When compared to similar schools, average standards were reached in reading and writing, but they were below average in mathematics. Inspection evidence indicates higher attainment in reading than writing. In science, standards are average. In other subjects, standards are mostly average, although at Key Stage 2, standards are below average in information and communication technology (ICT). Standards are average in art and design, history and music at Key Stage 2, but rapidly improving. Children enter reception with attainment around average, although the present class has more able children than is typical. The majority are likely to reach, and many exceed, the expected standard in all areas of learning by the end of reception.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school. They show a high level of enthusiasm, are well motivated, showing very positive attitudes to their work and activities. They co-operate with one another very well and work hard.
Behaviour, in and out of classrooms	Pupils are very well behaved in and around the school. There is no oppressive behaviour, and a high degree of harmony exists between

	pupils, regardless of background. There have been no exclusions during recent years.
Personal development and relationships	The personal development of pupils is good. Pupils undertake roles of responsibility conscientiously. There are very harmonious relationships amongst pupils and very good rapport between staff and pupils. There are limited opportunities for pupils to become independent in their learning, particularly in investigation and research-based activities.
Attendance	Attendance levels are very good and well above the national average. Pupils are prompt into school and lessons start on time.

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.

The quality of teaching has improved significantly and is now good overall. No unsatisfactory lessons were observed. Sixty per cent of lessons were good or better; 21 per cent were very good. This is helping pupils make better progress and standards are rising, particularly at the end of Key Stage 2. The good teaching is helping pupils acquire skills, knowledge and understanding well. They are interested and have very positive attitudes to learning. Teaching is of high quality in reception; this helps children make very good progress. The strongest teaching is in Years R, 2, 3 and 5. Pupils with SEN are taught well. The teaching of English and mathematics is good, including the teaching of basic skills. Literacy and numeracy are used well across other subjects. Strengths of teaching include effective planning and good day-to-day assessment, including positive marking that helps pupils improve their work. Pupils are involved in evaluating their own learning and working towards their individual targets. This is effective. Children are encouraged to be independent in reception, however, due to the constraints of the accommodation, opportunities for independent learning and investigative work is inhibited for older pupils. Behaviour management is very good, with staff consistent in their approach; this helps pupils behave very well. Occasionally the pace of teaching slows, resulting in pupils becoming inattentive and restless. Deployment of teaching assistants is not always effective, particularly in large classes. The use of homework is good; it is relevant, consolidating and extending learning well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has been effective in implementing an appropriate curriculum. However, practical activities and investigative work are inhibited by the crowded classroom conditions. The National Literacy and Numeracy Strategies have been successfully implemented and are having a positive effect upon standards. Policies have been revised. The children in the Foundation Stage benefit from a rich curriculum.
Provision for pupils with special educational needs	The management of, and provision for, pupils with special educational needs are good. These pupils are very effectively supported by teachers and other adults, and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and social development is good. However, there are limited opportunities for pupils to meet with people from other ethnic origins and cultures and there are missed opportunities within the planned curriculum for cultural development.
How well the school cares	The school is a safe, secure and caring learning environment, where children are happy. Health and safety, and child protection procedures

for its pupils	are very good. Assessment procedures have improved in English and mathematics, but not yet in science, ICT and the foundation subjects.
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Links with parents are good; they have positive opinions of the school. The information provided for them is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets a clear vision and direction for the school and is very aware of what the school needs to do next to improve. This is shared with the staff and governors. There is effective teamwork between the headteacher and deputy headteacher and a strong commitment from everyone to continue to raise standards. The role of the subject leader, although improved, still has shortcomings.
How well the governors fulfil their responsibilities	The governors mostly fulfil their statutory duties, although there are minor omissions in the Governors' Annual Report to Parents. They are very supportive of the headteacher. They know the school well and are committed to its future development.
The school's evaluation of its performance	The school now works hard to evaluate its successes and weaknesses and is aware of its overall performance. Good monitoring of English, mathematics and SEN helps to raise standards. The school has built on its strengths and improved weaknesses; it is now an effective school.
The strategic use of resources	Educational priorities are clearly linked to the budget. There is careful monitoring of specific grants. Financial planning is good and the administrative staff give good day-to-day financial support. Principles of best value are well understood and implemented by the headteacher and governors. The school offers satisfactory value for money.

The quality and quantity of learning resources are satisfactory. They have improved in ICT, although their use is not totally efficient. The inadequacies in accommodation, particularly at Key Stage 2, has an adverse effect on pupils' personal development, and their involvement in investigative and practical activities in subjects like ICT, art and design, music and science. The principles of best value are well understood and implemented by the headteacher and governors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are happy, like to come to school and work hard. • The children's behaviour is very good • The quality of teaching is good. • The staff are easy to approach. • The way their children progress. 	<ul style="list-style-type: none"> • They would like to see smaller classes. • Some parents wanted a greater range of extra-curricular activities. • A few were concerned about the amount of homework given.

The inspectors agree with the positive views of the parents. They also agree that there are inadequacies in the accommodation, which impact upon their children's personal development and involvement in practical activities in the large classes of up to 41 pupils. However, the inspectors' findings show that there is adequate provision of extra-curricular activities, which include sporting and other interesting activities and a programme of visits and visitors. The amount of homework set was judged to be generally appropriate, and often good at Key Stage 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class in the September of the year in which they become five, all attending full-time. Initial assessments typically indicate that speaking and listening skills, mathematical and personal and social skills are around the average level. The current reception group, with a high proportion of able children, is not fully typical of other year groups. By the end of the Foundation Stage, it is likely, given the good to very good progress that they make, that the majority of children will attain, and a proportion significantly exceed, the early learning goals in all the areas of learning. The progress made in physical and creative development is particularly good. The staff put a very high emphasis on personal, social and emotional development, which reflects the ethos of the school; consequently children are likely to exceed the early learning goals in this area.
2. In the 2000 Key Stage 1 National Curriculum tests, the results in reading, writing and mathematics were in line with the national average. Results were average in reading and writing, and below average in mathematics, when compared to schools with a similar proportion of pupils entitled to free school meals. Writing was below the national average at the time of the previous inspection. Improvements have been good in all subjects since 1999. The rate of improvement has been greater than the national trend. This is as a direct result of the effective implementation of the National Literacy and Numeracy Strategies, better planning with clear learning objectives and good targeting of extended writing. There is a good emphasis on matching work well to the differing abilities of the pupils; this means that all the pupils, including those with special educational needs (SEN), make the gains in learning that they should. Girls performed better than boys in reading but this was not borne out during the inspection. Teacher assessments in science indicate that the standards are above average when compared nationally, but average in comparison to similar schools.
3. In the 2000 Key Stage 2 National Curriculum tests, the results in English and mathematics were in line with the national average and, in science well below average. Results were average in English and mathematics and well below average in science when compared to schools with a similar proportion of pupils entitled to free school meals. The results of the National Curriculum tests in science indicated that attainment at age 11 was well below average compared with all schools, and with schools of a similar character. However, these results are not typical of the school's past performance. Results for the three previous years were average or above. Inspection evidence shows that standards are broadly average at both seven and 11. The "dip" in results in 2000 at Key Stage 2 was due to the presence of a larger than usual number of pupils with SEN in the class taking the tests. There were no significant differences between the attainment of boys and girls in all three tests. The trend in improvement for all three subjects was below the national trend. Standards have been erratic since 1996, partly due to small cohorts and the steady increase in the proportion of pupils with SEN, particularly of pupils moving into Key Stage 2. Realistic targets set by the school were met in English and exceeded in mathematics. Targets have been raised for 2001. The school is determined to continue to make further improvements and reach these challenging targets. It has effectively implemented the National Literacy and Numeracy Strategies and detailed analysis and tracking of pupils' progress has helped to ensure work is set at the appropriate levels. There has been more rigorous monitoring by the headteacher and the literacy and numeracy co-ordinators, which has had a direct impact on the improved quality of teaching and learning. This extent of monitoring has not yet been extended to science. The temporary subject leader is aware of areas for development, and these have been incorporated into the work held in the booster classes for Year 6. The deputy headteacher monitors whole school planning and evaluation of pupils' work to ensure assessment assists subsequent planning. The provision for pupils with SEN is good and monitored thoroughly by the special educational needs co-ordinator (SENCO); this also has a significant impact upon the progress that pupils make. Booster groups in English, mathematics

and science are taking place to raise pupils' achievement. All these initiatives are having a significant impact on standards, which are rising.

4. Inspection findings from evidence from lessons, discussions with pupils, the scrutiny of work and school monitoring indicate that standards are above the national average in both English and mathematics and in line with the national average in science at Key Stage 2. In English, overall standards are in line with the national average at Key Stage 1, with above average attainment in speaking and listening and reading. At the end of Key Stage 2, standards are improving at a rapid rate; this is linked to effective teaching and very positive attitudes and hard work on behalf of the pupils. They are confident speakers and attentive listeners. In reading, pupils are above the national average by the end of both key stages. Pupils in Key Stage 1 read a wide range of books with fluency and good expression, and understand differences between non-fiction and fiction books. By the end of Key Stage 2, effective teaching ensures pupils have the skills needed to read with deeper understanding. Literacy skills are taught effectively across the curriculum. By Year 6, pupils use their independent research skills well in the library, and make good progress with their reading as they "skim" and "scan" for information and learn to read at a greater speed. Pupils have access to a wide range of books. This ensures that there is breadth and progression in learning. Extended writing sessions have been introduced since the last inspection. These are held outside the literacy hour and have raised the quality of writing across the school. This is particularly the case at Key Stage 2, where standards are above average and where a significant proportion of pupils achieve higher levels. Pupils record their work in science, history and geography using appropriate format and terminology.
5. Inspection evidence indicates pupils are achieving well in mathematics and standards are rising. The positive benefits of the structured daily mathematics lessons are coming through and this is seen in the higher standards being achieved. They are currently average for the seven-year-olds, and above average for the 11-year-olds in numeracy and the other aspects of mathematics. At both key stages, around 90 per cent of pupils are achieving at least average standards with a good proportion attaining higher levels. Pupils in Key Stage 1 make steady progress. The progress made by the older pupils is now picking up significantly in the context of some very good teaching in Key Stage 2, although the quality of learning is sometimes less good than the teaching would suggest. This is because there are so many pupils in some Key Stage 2 classes, and it is very difficult for teachers to provide the support necessary in order to accelerate pupils' learning to the levels which might be achieved. Across the school, variations in the attainment of boys and girls reflect those which occur nationally. Pupils with special educational needs are supported satisfactorily and make progress comparable to the other pupils. There are good opportunities for pupils to apply their mathematical skills in subjects, such as science and geography when they use co-ordinates and produce graphs.
6. There have been a number of improvements in science since the inspection report of 1997, which are beginning to have an impact on standards and the progress pupils make in science. This has been due to the national planning guidance for science that has been successfully incorporated into the school's programme of work. Inspection evidence indicates that pupils at both key stages make satisfactory progress, including those with special educational needs. The work done at Key Stage 1 shows a bias towards the study of life and living processes. Pupils respond appropriately to suggestions for carrying out investigations, such as trying to discover what snails prefer to eat, but they do not always say whether the results are as they expected. The achievement of pupils at Key Stage 2, in the investigative aspects of science, is less secure than in other areas of the subject. This was a factor in the last inspection. The unsatisfactory nature of the accommodation and, to some extent, lack of confidence and subject knowledge on the part of some of the teachers, particularly about scientific enquiry, hampers pupils' progress in this area.
7. The school has made rapid progress in improving the provision of ICT in the last two years and much has been achieved since the last inspection. A computer suite, with new resources, has been installed and a timetable has been devised to allow pupils across the school to develop their computer skills regularly. At the end of Key Stage 1, pupils' attainment is in line with national expectations. At the end of Key Stage 2, attainment is below that which can be

expected nationally in ICT. Pupils do not have sufficient time or opportunity to experience a wide enough range of work. The computer suite is too small to meet the needs of the very large classes in Key Stage 2, so that they cannot use the space efficiently. These factors hamper pupils' progress made in ICT. Key Stage 1 pupils use ICT across the curriculum. They word process stories, devise charts, such as a pictogram to show traffic flow, and use a graphics program to create pictures after the style of famous artists. This helps them to confidently use a range of skills in context. Teachers in Key Stage 2, successfully promote the use of the Internet for research, for example to support work on ceramics. Word processing is used as well as spreadsheet tasks in Year 6. Although the school is working to achieve breadth of coverage, not all pupils achieve sufficient depth of experience in the limited time available, resulting in below average standards. However, national expectations are now far more challenging in terms of content than previously.

8. Standards have been maintained in religious education. By the end of each key stage, attainment is in line with the expectations of the locally agreed syllabus. The majority of pupils in Key Stage 1 make sound progress in their understanding and knowledge of Christianity and other world faiths. They know much about the life of Jesus, including the miracles he performed, and other faiths such as Islam and know something of the ways in which Muslims practise their religion. By the end of Key Stage 2, pupils are beginning to explore different viewpoints. They research other religions in some depth, including Judaism and festivals such as Sukhot. However, they do not discuss the significance of pilgrimages and the things that happen during them. Pupils consider "The Journey of life" and take stock of the essentials that they will need, such as family, love, friends and peace of mind. The lack of items, such as modern Bibles for children and artefacts from a range of religions, detracts from the progress that pupils make, as does the narrow choice of books about different faiths available in the school library. The new co-ordinator is aware that unsatisfactory learning resources are having an impact on learning, as is the limited range of visits.
9. Good improvements have been made in many other subjects in the school. Pupils across the school make at least satisfactory progress in all other subjects. This is an improvement from the previous inspection. The improvements in standards are due to better teaching, the adoption of QCA national planning guidance, and improved resources. Standards have been maintained in geography, design and technology, music and physical education (PE) in Key Stage 1. They have improved in art and design and history and pupils are now reaching average standards. At Key Stage 2, standards are now average in art and design, although there is evidence of higher attainment due to effective and enthusiastic teaching. In art and design, pupils now use a good range of media to good effect in both two- and three-dimensional work. There are also strengths in history and music and standards are rising in these subjects. Standards, particularly at Key Stage 2, are being raised by very good use of musical terminology, an enthusiastic approach and a good scheme of work, which emphasises well all aspects of the music curriculum. In history, at both key stages, first hand investigations and the good use of artefacts and resources enhance pupils' learning. This was apparent in a Year 1 /2 lesson when pupils compared Victorian life with the present time, although there is little evidence of them sequencing events or attempting to put objects into time order. Older pupils lack understanding of the consequences of the main events and changes that occurred, for example during the Ancient Greek period.
10. Pupils with SEN make good progress, both in lessons and over longer periods of time. They are supported effectively, particularly those with statements and specific learning programmes, by their teachers and learning support assistants. Their progress is monitored well by the SENCO to ensure work is pitched at the right level for them. They receive specific support, which helps them to achieve their targets. In relation to their prior attainment, these pupils achieved good, and sometimes very good, results in the 2000 National Curriculum tests.

Pupils' attitudes, values and personal development

11. The children enter the school with around average skills in personal and social development. By the end of the reception class, they are exceeding the early learning goals in this area. This shows very good achievement and reflects the skilful teaching in the reception class. Children

show very positive attitudes and enjoy coming to school. They listen carefully to the adults. All staff have very high expectations of children's behaviour. Children respond well, behave very appropriately and enjoy very positive relationships with the adults and with each other. They listen to each other patiently, take turns and share resources, demonstrating highly developed social skills. Opportunities are provided for children to select activities and most do so confidently. They quickly become independent. They persevere with their learning, and are capable of sustaining concentration for a worthwhile period. The majority tidy away well at the end of sessions.

12. The attitudes of the children and their behaviour are very good, and remain strengths of the school. Parents appreciate the values and standards the school promotes and nearly all pupils are eager to come to school arriving in good time. Their positive attitude towards work impacts favourably on their performance in lessons. Pupils, including those under five, are keen to learn. For example, those seen in a science lesson in Key Stage 1 were enthusiastic and eager to find out more about the fabrics they discovered during a hunt around the school. The orderly atmosphere helps to create a positive climate for learning throughout the school.
13. A high standard of behaviour is expected and pupils respond to this very positively. Pupils are courteous towards staff, visitors and to each other. Relationships between pupils are usually very good and they are prepared to support each other in their learning, for example, whilst working in pairs on computers and in the lunch break, the older pupils help younger ones to read. Relationships between pupils and between pupils and staff have improved and are now very good, with the adults providing fine role models. There is respect for the feelings of others and a sense of concern for each other. Pupils take care of their resources and the local environment, such as ensuring there is no litter. The consistently warm and harmonious relationships help to create a climate where bullying and racist behaviour do not take place. Pupils are tolerant and show a capacity to avoid confrontation. During the inspection, no oppressive behaviour was seen. Since the last inspection there have been no permanent or temporary exclusions. Overwhelmingly parents believe behaviour is good and the inspection findings endorse this.
14. The personal development of the children is good. Pupils are involved in their learning and concentrate well. They are willing to do their homework and many take advantage of the extra-curricular activities. They are enthusiastic about the school council, on which two pupils from every class serve. This is seen as a way of being genuinely involved in the affairs of the school. Educational visits, including residential ones, provide occasions for pupils to develop personally and socially. Some parents would like more extra-curricular activities, but the inspectors' view is that there is adequate provision, including sporting and leisure activities and a programme of visits and visitors. Pupils are encouraged to take responsibility for their actions. Pupils' acceptance of personal responsibility is the result of the strong influence and encouragement of staff. Opportunities are given to the pupils to do specific jobs and they enjoy the responsibility. However, owing to the large class sizes at Key Stage 2 accommodated in small classrooms, opportunities within the classroom for selecting their own equipment and resources are limited. This restricts pupils' independence and use of initiative. Pupils with SEN apply themselves and make good progress. Parents believe the school is helping their child to become more mature and responsible and the inspectors' findings support this.
15. Since the last inspection, levels of attendance have risen and are now well above the national average. There are very few unauthorised absences. Registers continue to be marked promptly and efficiently with clear criteria for authorising absence securely in place. Statutory requirements, regarding attendance, are now fully met.

HOW WELL ARE PUPILS TAUGHT?

16. At the time of the last inspection, in 1997, the quality of teaching was considered sound overall. Since then the quality of teaching has improved considerably. In the last inspection 13 per cent of lessons observed were unsatisfactory. No unsatisfactory teaching was observed during the present inspection. All teaching is satisfactory or better, with just over 60 per cent being at least

good. Very good teaching is a feature of 21 per cent of lessons; previously it was three per cent. Overall teaching is good, with very good features at the end of Key Stage 1 and in Years R, 3 and 5. This is helping pupils make better progress and subsequently standards are rising. The improvement has largely been associated with staff changes, in-service training and systematic, rigorous monitoring of teaching and learning, including classroom observations of literacy and numeracy by the headteacher and subject leaders. The National Literacy and Numeracy Strategies and schemes of work based on the Qualifications and Curriculum Authority's (QCA) national guidance, together with better planning and improved assessment procedures in English and mathematics, have also contributed towards the improvement.

17. Children are very well taught when they start school. Teaching in the reception class is consistently of a very high quality; the pace is lively. Very good teamwork helps to create a safe, secure and stimulating environment. The availability of a second qualified teacher and a highly skilled nursery nurse, in addition to the class teacher, means that, in the current year, children are benefiting from a very high staffing ratio. Good attention is given to all areas of learning and the children are being well prepared for entering Year 1. Consequently, most children are likely to achieve the early learning goals in all areas of learning by the end of the Foundation Stage. Children's personal, social and emotional development is given a very high priority, to good effect and many are likely to exceed in this area of learning by the time they leave the reception class. Classroom organisation and the management of children are extremely effective. These have a very positive impact, consequently behaviour and attitudes to learning are very good and children respond well to instructions. Planning is very good and a good range of activities is provided, which effectively promotes learning. Children concentrate well and show increasing independence. They are interested in the activities offered, enjoy what they do and increasingly co-operate well. Procedures are very good for assessment, and information gathered is used well to help plan work appropriate for differing abilities, which helps all children, including those with SEN who make at least good progress, in relation to their prior levels of attainment.
18. The quality of teaching in the remainder of the school is good overall, often with very good features at the end of Key Stage 1, and in Years 3 and 5. At the time of the last inspection the quality of teaching was better in Key Stage 2 than Key Stage 1; this remains the case. The strengths in teaching include effective behaviour management, particularly for older pupils, good planning and day-to-day assessment. The weaknesses include a slow pace at times for younger pupils and, occasionally, less effective deployment of teaching assistants. From the time they enter the school, children are effectively encouraged to work together, behave well and evaluate their learning. When lessons are effective and stimulating, pupils show great interest and enthusiasm, work hard and present their work well. In reception, independence in learning is promoted very well, however opportunities are reduced, particularly for older pupils, due to the constraints of the accommodation. The rate of pupils' learning in all lessons is at least satisfactory. In nearly 60 per cent of lessons, learning is good or better.
19. The quality and provision for the teaching of pupils with SEN are good, in particular those with statements and special learning programmes. This has a positive impact on the progress pupils make. Their positive attitudes and perseverance ensure that learning is at least satisfactory, but often good. Pupils with SEN are taught well by their teachers. This appeared to be the case in the previous inspection. Work is well matched to their needs, and careful planning helps the pupils to achieve their targets. Special needs teaching assistants, particularly those who give specific help, work closely with teachers. This helps the pupils to make good progress, as in Years 1 / 2, 3 and 5. They are involved in planning, assessing and recording the progress and attainment of pupils with SEN. Pupils' needs are regularly assessed by the SENCO and this information helps to plan the next stages in learning successfully.
20. Pupils' acquisition of skills, knowledge and understanding is good in English and mathematics. This is due to effective teaching in English and mathematics, particularly in the lessons observed in Key Stage 2. This reflects the real strengths now emerging in the teaching of the older pupils, which is having a positive impact on standards, which are rising. The systematic teaching of literacy and numeracy skills has improved since the last inspection. Their knowledge and understanding of the National Literacy and Numeracy Strategies is good, as is their technical

competence in the teaching of basic skills. A particularly good example was observed in a Year 2 lesson, when the teacher made spelling fun with the help of "Rosie the Witch": if the spelling is correct it goes in the cauldron, if not, it goes back on the wall display to learn again for homework. Literacy skills are promoted effectively in other subjects. For example, teachers promote the use of specific vocabulary in other subjects well, such as in mathematics, science, art and design and music. This helps pupils to understand and use correct terminology when discussing and explaining their work.

21. The National Numeracy Strategy is assisting teachers in planning and teaching mathematics. The quality of learning, however, varies significantly. This is, in part, a reflection of the number of pupils in the classes. Good practice was observed in lessons in Years 2 and 5. Planning to meet individual needs was a positive feature of many lessons observed. However, the teaching assistants are not always sufficiently active in Key Stage 2 and make a restricted contribution in the context of the large classes found there. Teachers use the closing few minutes of the lesson well. They reinforce the use of correct mathematical vocabulary effectively. This helps to extend pupils' learning in literacy. Oral sessions support the development of improved mental skills and agility.
22. The quality of teaching in science is satisfactory overall, and good teaching was seen at both key stages. At the time of the last inspection, weaknesses in teaching included inappropriate approaches to investigation in science. Appropriate opportunities are now offered, but this is an area where the subject leader is aware she needs to support teaching of the investigative aspects of the subject. Pupils respond well to the teaching. They show good levels of interest and present their work tidily. Their good habits of listening carefully and discussing their work sensibly with their friends help to ensure that they learn effectively. At Key Stage 2 the recording of experiments allows writing skills to be improved, but at Key Stage 1, there is still too much use of printed worksheets. Throughout the school, teachers make too little use of computers in science.
23. It was only possible to see one lesson, in Year 6, in RE. Therefore it was difficult to make a judgement about teaching. However, from the evidence from pupils' work and their knowledge, teaching appears to be at least satisfactory. The lesson observed focused on comparing the creation stories of two religions and the teacher's good subject knowledge enhanced the pupils' interest and contributed well to the progress they made. His sensitive handling of the concept of faith promoted spiritual development well.
24. In the previous inspection there was insufficient teaching of skills in ICT. A computer suite, with new resources, has been installed and a timetable has been devised to allow pupils across the school to develop their computer skills regularly. The quality of teaching seen in lessons was satisfactory. Clear explanations and successful management of pupils contributed effectively to the progress made. However, time constraints and organisational difficulties restrict what can be achieved. While the intention exists to improve pupils' knowledge and understanding of the use of computers through work in other subjects of the curriculum, this is limited at present. There are however, some opportunities for pupils to apply their skills in word processing and retrieving information to support other subjects such as literacy, mathematics, and art and design. A particularly good example was observed when Year 5 pupils searched on the Internet for information about containers, to support their work in art and design.
25. Teaching in all foundation subjects is usually at least satisfactory, and often good. In the previous inspection, teaching of art was unsatisfactory; it has now improved with very good features in Key Stage 2. In Key Stage 1, teaching is never less than satisfactory in all subjects. At Key Stage 2, teaching is at least satisfactory with strengths in art and design, history and music. Pupils' learning in lessons is at least satisfactory. In the foundation subjects, overall, it is satisfactory in Key Stage 1 and good at Key Stage 2.
26. Lesson planning is good. The introduction of a common format has contributed positively to the improved teaching. Learning objectives are clearly stated in teachers' planning and usually shared with the pupils at the beginning of lessons. When they are shared and pupils know from

the outset what they are expected to learn, this has a significant effect on the progress made in lessons. Planning to meet individual needs was a positive feature of many lessons observed. However, in a few lessons, for example in science and PE, teachers do not identify often enough in their planning how they will meet the needs of higher attaining and gifted and talented pupils. Work is usually matched well to individual needs, which promotes good progress effectively for most pupils. This is one of the reasons there has been an increase in the number of higher levels in the core subjects being achieved, in the National Curriculum tests.

27. The teachers manage their classes well, and pupils react admirably by behaving very well and working hard. All members of staff have established a positive rapport with the pupils and this results in a good ethos for learning across the school. Teachers manage pupils effectively in Key Stage 1, with most pupils responding well. The pace of lessons is usually good and pupils complete a good amount of work and remain attentive, although more could be expected in some lessons with younger pupils. Teachers in Key Stage 2 have very good strategies for managing behaviour and high expectations of both work and behaviour. The very best lessons are lively, brisk and are taught with enthusiasm. This maintains pupils' attention and they remain focused, consequently the rate of learning is good. This is having a positive impact upon raising standards and the good behaviour and positive attitudes displayed by the pupils. Pupils show great interest and enthusiasm in all their lessons, work hard and present their work well. They answer with confidence and maturity, as in the Year 6 literacy lesson, when pupils discussed the characteristics of "The Demon Headmaster".
28. Day-to-day assessment procedures are good. Lessons are evaluated and outcomes are used to plan subsequent lessons. Teachers know their pupils well and there are many examples of the good use of assessment during lessons. A particularly good feature is when pupils are encouraged to be involved in evaluating their own learning and working towards their individual targets; this they do well. It is particularly effective in literacy. The quality of marking of pupils' work is usually good. Sometimes pupils are given too little guidance as to how they might improve their work, as in some mathematics lessons. The best marking includes helpful comments, encourages improvement, acknowledges when this has been achieved and comments specifically on subject content and presentation. Teachers encourage pupils to use subject terminology well, for example, musical vocabulary is used well by pupils to discuss the mood of music in Year 3 and describe the actions of the instruments played in Year 5. This not only establishes correct subject terminology and extends pupils' learning in literacy, but also helps them to explain their thinking. Teachers provide good opportunities for homework. It is relevant to the lesson and consolidates and extends learning well, especially in English and mathematics.

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

29. The school provides a curriculum, which is broad, balanced and relevant, for pupils in Key Stages 1 and 2. The curriculum planned for children in the Foundation Stage is very good, providing a rich range of experiences for the children. It is based on the areas of learning recommended for young children, with very good support for the development of basic skills. As the year progresses, more able children in the reception class begin to work within the Key Stage 1 curriculum. The provision prepares children effectively for the National Curriculum and the next stage of learning, with the majority of children making good progress across the curriculum.
30. The curriculum for the older pupils has been a recent priority for development within the school and satisfactorily meets the requirements of the National Curriculum for pupils aged five to 11. There are strengths in the teaching of numeracy and literacy, and this is leading to steadily improving standards. The provision for the development of investigative skills in science is a less secure feature and there are limitations in the range of experience provided in art and design and design technology. These weaknesses relate to the cramped nature of the accommodation in Key Stage 2 in particular. This does not permit easy movement within classrooms, provide scope for undertaking investigative tasks or allow pupils to take greater responsibility for their learning. This affects the development of pupils' skills. The opportunities to develop skills in ICT are

inhibited by the large number of pupils in some classes and the difficulty of ensuring that pupils have sufficient access to the computers.

31. Religious education is taught in accordance with the locally agreed syllabus. A satisfactory curriculum has been developed to support pupils' personal, social and health education. This includes sex education, drug awareness and citizenship. Some elements are taught within circle time, where pupils have an opportunity to discuss their concerns and to listen to others. However, circle time is not yet provided in all classes and is an area currently being developed. Other aspects, such as sex education or health education, are more closely linked to the science or physical education (PE) curricula. The school prepares pupils successfully for the next stage of their education.
32. The quality of the curriculum has continued to improve since the last inspection particularly in the provision for literacy, numeracy and ICT. The literacy strategy is securely established with good practice evident at both key stages. A particular strength of the school is the success with which it has implemented the National Numeracy Strategy. This has had a positive effect upon standards in mathematics across the school. The appropriate use of numeracy skills is evident in science and geography.
33. There are good quality, recently revised policy documents in place for all statutory subjects. The Qualifications and Curriculum Authority's (QCA) national guidance, has been adopted and is being trialled until the school is able to produce schemes more closely aligned to its particular needs. There is no formal written policy for personal, social and health education, although all the elements of that provision are in place. The school has developed a whole-school plan that provides an overview of what is to be taught to each year group, together with detailed short-term planning. This planning is thorough and provides a clear framework for the teaching.
34. The amount of teaching time allocated to subjects is mainly appropriate with an appropriate proportion of the time available being spent on English and mathematics. This decision successfully supports the school's intention of raising standards in the key core subjects.
35. Equality of access to the curriculum for all pupils is satisfactory. They are given appropriate opportunities. The school takes account of pupils' ages, attainment, gender, ethnicity and needs. The opportunities provided for pupils with SEN in Key Stages 1 and 2 are good and the school implements the Code of Practice¹ fully. Pupils on the register of special needs are set appropriate, focused targets in their individual education plans. The in-school support for pupils with statements of SEN need is good. The provision for children who may have SEN in the Foundation Stage is good, with planned support for pupils who require additional input in order to promote progress.
36. The programme for extra-curricular activities is satisfactory, although some parents would like to see more opportunities. The range of activities during school time includes sporting and cultural opportunities. The curriculum is enhanced by day and residential visits, the programme of visits outside school and the range of visitors to the school. The school has satisfactory links with the community, and with neighbouring schools and with partner institutions. Procedures for welcoming new children to the school are well established and there is effective sharing of information with parents.
37. The personal development of all pupils is effectively supported throughout their life in school. The provision for pupils' spiritual, moral and social development has improved and is now good, whilst the quality and range of cultural opportunities remains sound. The co-ordinator for personal, social and health education is new in post and has just started to review current practice to ensure progression in teaching and learning.

¹ Code of Practice - this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

38. Spiritual development is good. It is promoted not only through the whole school acts of worship, but in the wider curriculum. Overall acts of collective worship are mainly Christian in character and comply with statutory requirements. They contribute to the advancement of pupils' spiritual, moral and social development. There is usually sufficient time given for reflection, for example, after prayers. A sense of wonder of the world is present in many moments during the school day, as when reception children looked at magnified mini-beasts. Teachers promote the importance of respect for other cultures and beliefs by sharing celebrations such as Chinese New Year, Diwali and Christmas and highlighting the similarities between all faiths.
39. Pupils' moral development is good and the day-to-day teaching makes a significant contribution to this. Moral education is enhanced by encouraging pupils to devise their own class rules as part of the school's positive behaviour policy. The celebration of achievements also has an impact on moral development, as there is an award for kindness to others. Pupils are encouraged to take responsibility for their actions and understand right from wrong. Planned opportunities are given, for example during circle time and assemblies, for pupils to discuss moral issues. In one very effective assembly, younger pupils considered the moral implications of the story of St Francis and the wolf.
40. The school has high expectations for the pupils' social development and provision is good. It is helping the pupils to interact in a more mature manner with each other. Pupils are given lots of opportunities to show consideration for others and they are encouraged to be supportive of each other. The school is effective in fostering very good relationships. The rising number of "newcomers", who arrive during the school year, are made to feel welcome. Where appropriate, the pupils are given good opportunities to work together in groups and in pairs in lessons. Both boys and girls show a sense of fair play in the playground. The school is particularly successful in promoting a sense of community in which all are valued and respected. The school is actively seeking further links with the local community to contribute further to pupils' learning. They help and support local residents, for example by singing to them at the nearby home for the elderly.
41. The provision for cultural development remains satisfactory, although some improvements have been made since the previous inspection in the provision of a wider range of books. Pupils study their own culture through such aspects of the curriculum as literature, art, geography, history and music. The range of extra-curricular activities makes a positive contribution to pupils' broader cultural development. However, although progress has been made in learning about other faiths, there are few opportunities for pupils to meet with people from other ethnic origins and cultures to enrich their multi-cultural knowledge and understanding.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school gives a very high priority to promoting the care of all its pupils. It takes very good care to provide them with a secure environment in which they are happy and can learn. All staff are very well aware of child protection issues and they implement the policy when necessary. It is helpful that the designated teacher for this area has had appropriate training. There are very good procedures for health and safety. For example, regular fire practices take place and are clearly recorded, whilst risk assessments are consistently undertaken and the results acted upon. The governing body reviews safety and security on a regular basis and considers ways of ensuring that the environment is safe. All pupils are competently supervised at work and at play.
43. Pupils, parents and carers are often reminded of the importance of regular attendance. The system for recording attendance is clearly understood by all teachers and the procedures are carried out efficiently. Effective measures are in place for promoting good attendance, but the school continues to target holidays taken in term time. There have been no exclusions since the last inspection. Attendance and punctuality are carefully monitored and appropriate measures taken when necessary.
44. Since the last report, the policy for behaviour and discipline has been reviewed and fully implemented. Ways of promoting good behaviour are very effective with teaching and non-teaching staff working together, ensuring a consistent approach in dealing with any inappropriate

behaviour. This helps to provide a positive climate, which is having a definite impact on learning. Pupils have a clear understanding of the school's expectations of very good behaviour and understand the systems of rewards and sanctions. Anti-bullying strategies work well and no bullying or racist behaviour was observed during the inspection. Nearly all parents are pleased by the good behaviour and the inspectors' findings support this positive view.

45. The school provides valuable support and guidance, which helps pupils to make responsible choices. The established staff know the pupils and their families well and this knowledge is used effectively by all teaching staff, for example, at times of family crisis. Monitoring of personal development is mostly informal, although there are comments on the pupils' maturity and development in the annual written reports to parents. Parents are appreciative of support given by the school and are well satisfied with the help their children receive, particularly on entering reception. Assemblies celebrate achievement and give pupils opportunities to share their successes in all aspects of school life. This encourages them to do more, and boosts their confidence and their self-esteem. Pupils with SEN continue to be effectively supported by their teachers and other adults. Virtually all parents believe their children are becoming more mature and responsible and the inspection results confirm this.
46. Statutory assessment requirements are fully met. Arrangements for assessing and recording pupils' progress and achievements are satisfactory overall. There are very good procedures in the Foundation Stage and good systems have been developed in Key Stages 1 and 2, in English and mathematics. However, assessment procedures in science, ICT and the foundation subjects are not sufficient to monitor pupils' progress over time.
47. There are good systems that enable the staff to track pupils' academic progress and achievements accurately. In English and mathematics, assessments are used regularly to indicate pupils' development against age-related expectations. Teachers use this information to identify pupils with SEN and to set targets for individual pupils. All the information gained is used to monitor the progress of individuals and classes effectively. This helps to identify future learning targets for the school, as well as for individuals and classes, creating an environment where learning moves forward successfully for all pupils. All the information gleaned from assessments is used satisfactorily as a basis for writing the pupils' annual reports. These are clearly written and readily understandable by parents.
48. For pupils with SEN, gaps in learning are identified and appropriate support put into place. Work is planned to follow the pupils' targets in their individual plans and learning is broken down into small steps. This is particularly successful for pupils with statements for SEN and those on specific learning programmes. Pupils make good progress; a few make very good progress. Good support is provided for pupils with SEN. Teachers and support staff work closely together to make sure that work is pitched at the right levels. Regular assessments effectively monitor SEN pupils' progress and their achievements, including how well they have performed in national tests.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school welcomes parents and visits to the school are encouraged. The headteacher is willing to see parents whenever possible. Parents believe that all members of staff in the school are easily approachable and this positive climate contributes to pupils' learning at both home and school. The school is seen as a happy place where their children enjoy learning and the inspectors support this view.
50. The only significant issue the parents raised about the provision the school offers was the current size of classes, particularly at Key Stage 2. Inspectors consider that the classroom accommodation is inadequate for the pupils at Key Stage 2, as it does not, for example, allow pupils to become independent in selecting their own resources for practical activities. The school is planning to use the new classroom, which is currently being built, to help alleviate the position at Key Stage 1.

51. The overall quality of information to parents is good. Parents are kept well informed of their children's progress. Records of achievement folders for very young pupils are particularly valued by parents. There is now a termly formal consultation meeting with class teachers and, at the end of the school year, detailed written reports, upon which parents have the opportunity to comment. These informative written reports of each child's progress over the year give details relating to personal and academic development, and are now retained by the parents. This is an improvement since the previous inspection. However, they do not consistently outline the next steps in learning. Parents are able to consult with teachers at any time through the school year. Meetings to give parents a deeper understanding of the curriculum have been poorly attended, but information leaflets such as that on the provision for pupils with SEN are welcomed. The vast majority of parents are very pleased with the progress of their children and the way they are told about it.
52. Letters and leaflets give general useful information such as term dates and details of school events. The attractive and very helpful school prospectus conforms to legal requirements, but the annual report to parents by the governing body has omissions regarding pupils with disabilities.
53. All parents are still encouraged to become involved in their children's learning, which has a beneficial impact on their children's progress. Homework is set throughout the school and is well supported by many parents. However, some of them are not sure how best to support their children's learning. The amount of homework was identified by a few parents as an area of concern. The inspectors' view is that the amount of homework set is generally appropriate and often good at Key Stage 2. Parents of pupils with SEN encourage their children to complete homework tasks.
54. The staff welcome the dedicated group of regular volunteers, which includes both parents and other members of the community, who assist in the classroom and accompany school trips. This involvement is having a positive impact on standards and pupils' learning. There continues to be an active Parent Teacher Association, which arranges successful social and fund-raising activities. The money raised goes towards providing extra resources to benefit the pupils' education.
55. The school's links with parents, carers and the community continue to grow. The mother and toddler group and the pre-school playgroup, which meet in the school, give parents and children an early opportunity to become involved in the life of the school. Except for the accommodation and large class issue, parents are happy with what the school offers and with their children's progress. Parents believe that the school provides a safe and caring environment in which their children can develop and progress and the inspectors' findings support this view.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school are good and are having a positive impact on pupils' achievements. There are significant strengths in the school. The school benefits by the positive leadership provided by the headteacher, who has been in post just over two years. He sets a clear vision and direction for the work of the school and is aware about what the school needs to do next to improve still further; this is shared effectively with the staff and governors. The school's aims and values are strongly reflected in the positive ethos of the school. Effective teamwork, particularly between the headteacher and the deputy headteacher, harmonious working relationships, and strong commitment from everyone to continuous improvement have a positive impact on maintaining strengths and raising academic standards.
57. The school has made sound improvement since the last inspection four years ago, and is now an effective school. Progress has been particularly rapid since the appointment of the present headteacher. The school has taken positive steps to address the key issues raised in the previous report in relation to monitoring and evaluating the quality of education, although they are aware this is still an area of development. However, the work that has been carried out has improved the provision of education sufficiently to raise standards in English, mathematics, science and art and design. The school sets targets for literacy and numeracy, which are based

on test data as well as past and present pupils' work. Actual results are analysed and if there are shortcomings in the national tests, subsequent work is planned to address the issues. The quality of teaching has improved; a considerable percentage of the best teaching observed was by the recently appointed teachers. Planning and assessment have improved. The common format adopted ensures the learning objectives are promoted well, and work is evaluated in order to inform subsequent planning. This is monitored effectively by the deputy headteacher. The staff use National Literacy and Numeracy Strategies, LEA and QCA national guidance as a basis for deciding what to teach and when. This has helped to improve the provision for all subjects, including art that was unsatisfactory in the last inspection. The school has worked towards extending investigative approaches and independent learning across the curriculum. The role of the library in developing investigative and independent learning approaches has been greatly enhanced, but the library was underused during the inspection. However, despite the teachers' best attempts, it is extremely difficult for them to promote independence and investigative work in overcrowded classrooms. This is unsatisfactory and has a negative impact on the personal development of the pupils.

58. Delegation to staff of management responsibilities is satisfactory overall. Many are new in post but all support the management structure of the school and are keen to raise standards. The deputy headteacher offers good support to the management of the school. She undertakes the role of special educational needs (SENCO) and assessment co-ordinator, which gives her a good overview of the school. The subject manager for literacy has just taken over the role, but her predecessor implemented the Literacy Strategy well and monitored teaching and learning, along with the headteacher. There are equally good systems in place to monitor standards, teaching and learning in mathematics. However, the school is aware that in the other subjects, the subject leaders' role still needs developing. They have worked hard to ensure the teachers have good guidance to teach the subjects. All schemes of work have been reviewed and resources purchased to ensure that the implementation of the new curriculum has proved successful. They are developing portfolios in their subjects and managing their budgets in line with the action plans in the school development plan. They do not, however, monitor planning and teaching formally.
59. The provision for pupils with SEN is managed well by the co-ordinator and monitored by the named governor. The co-ordinator effectively liaises with staff and all the relevant agencies, maintains the paperwork, attends reviews and acts as a contact for parents. Work is carefully planned and is always pitched at the right levels, teaching is good and the pupils make good progress. Funds for SEN are used effectively to provide additional support staff. This is successful, and ensures that pupils progress well in their learning and achievements. There are sufficient teaching assistants of good quality to ensure that pupils with SEN progress well, particularly those working with statemented pupils or those on specialist learning programmes.
60. The governing body is effective, is properly constituted and fulfils its statutory duties soundly, although there are some minor omissions in the annual report to parents. Governors ensure they are well informed by the headteacher about all aspects of the school. They recognise that the school has overcome some weaknesses, particularly with regard to securing permanent management of the school, yet they understand that the school still has work to do to continue to raise the achievement of the pupils. The governors fully support the headteacher in his vision for the school. They strongly endorse the direction he puts forward for the school. Plans and decisions are carefully assessed before they are put into practice. There is a close and open working relationship between governors and staff. This ultimately benefits the school and has meant that improvement has been brought about.
61. Educational priorities are clearly linked to the budget, with governors considering the effects of spending upon raising standards and the quality of educational provision. Curriculum co-ordinators now link their budgets more closely to the school's priorities. However, financial planning is made more complex because of the problems in acquiring accurate and up-to-date budgetary information from the local education authority. There is careful monitoring of specific grants, such as that to support pupils' special educational needs. The good financial practice of the administrative staff identified in the last report continues and the principles of best value are well understood and implemented by the headteacher and governors.

62. The school has an appropriate number of suitably qualified staff. The performance management of staff is clearly linked to the school development plan and the needs of the school. The school uses targeted in-service training to increase the expertise of both teachers and non-teaching staff suitably. The teaching assistants provide effective support for pupils with SEN, enhancing teaching in the classroom, but the role of some of them in classes is insufficiently developed. However, the teachers and their assistants generally form an effective team, making a positive contribution to the learning, attainment and development of the children. Staffing levels are satisfactory in other areas such as administration, lunch-time supervision and cleaning. There is a good team spirit amongst all the staff.
63. The school building is secure, clean and well maintained. Parents expressed their concern about the large number of pupils in classrooms, particularly in Key Stage 2. A classroom is currently accommodating a voluntary pre-school playgroup of non-statutory school age children during the afternoon. One result of this is that children of statutory school age have inadequate classroom accommodation in the school. In Key Stage 2, the accommodation has an adverse effect on pupils' personal development and on practical activities in lessons in the classrooms. Although an additional classroom is being built adjacent to the Foundation Stage area, this will not alleviate the position at Key Stage 2.
64. Resources remain sound overall. However, the provision for the Foundation Stage, English, mathematics, art and design and ICT (although underused) is now good, but that for religious education needs upgrading. The books and library equipment have been updated and expanded and now support the development of research and information skills better. Effective use is made of visits to places of interest during the school day and of residential visits to enhance teaching, learning and personal development.
65. Taking into consideration the rising standards, improved self-evaluation and target setting, the improvements made since the appointment of the present headteacher and the average costs per pupil, the school is now effective and offers satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. To continue to develop the effectiveness of the school and further improve the quality of education and raise standards of achievement, the governing body, with the headteacher and staff should:

- (1) Raise the standards in information and communication technology (ICT) at Key Stage 2 by:
 - Implementing the planned development of the scheme of work in ICT;
 - Planning how pupils' ICT skills can be developed through work in other subjects;
 - Devising a systematic means of assessing and recording pupils' attainment and progress to ensure that information about what pupils know, understand and can do is used effectively to help teachers in their subsequent planning;
 - Review time allocations and the organisation of large classes to ensure pupils gain the maximum amount of "hands on" experience in ICT lessons.

Paragraphs: 22, 24, 30, 64, 98, 128, 130, 131, 133, 136 and 147.

- (2) Develop the role of the subject leader by:
 - Providing training in classroom observation especially in relation to monitoring the quality of teaching and pupils' work;
 - Ensuring all subject leaders have opportunities to monitor planning in their subjects, in order to be aware that skills, knowledge and understanding are taught, and in a progressive order.

Paragraphs: 57, 58, 108 and 129.

- (3) Develop systematic assessment procedures in science and the foundation subjects in order to:
 - Effectively monitor pupils' progress over time;
 - Locate recorded information efficiently;
 - Inform curriculum planning.

Paragraphs: 46, 108, 112, 118, 123 and 140.

- (4) Review the use of the present accommodation, particularly for Key Stage 2 pupils in order to:
 - Increase the range of opportunities for pupils to develop skills, to enable them to become more independent in their learning, particularly in investigation and research based activities;
 - Create sufficient space to ensure effective learning can take place when pupils carry out practical activities in subjects such as science, art and music.

Paragraphs: 6, 7, 14, 18, 21, 30, 50, 57, 63, 94, 97, 102, 113, 131, 139 and 140.

In addition the following minor issues should be addressed:

- (1) Rectify the minor omissions in the Governors' Annual Report to Parents.

Paragraph 60.

- (2) Review the role of the teaching assistants in order they are effectively deployed during lessons.

Paragraphs: 18, 21, 62 and 97.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	40	39	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	247
Number of full-time pupils known to be eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	55

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.3	School data	0
National comparative data	5.6	National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	23	16	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	19	21
	Girls	16	16	15
	Total	36	35	36
Percentage of pupils at NC level 2 or above	School	92 (90)	90 (90)	92 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	22
	Girls	16	16	16
	Total	36	38	38
Percentage of pupils at NC level 2 or above	School	92 (90)	97 (97)	97 (97)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	23	16	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	15
	Girls	13	14	14
	Total	28	31	29
Percentage of pupils at NC level 4 or above	School	72 (77)	79 (97)	74 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	17	18
	Girls	13	12	13
	Total	23	29	31

Percentage of pupils at NC level 4 or above	School	59 (80)	74 (86)	79 (91)
	National	70 (68)	72 (69)	79 (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	220
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10.2
Number of pupils per qualified teacher	26.8
Average class size	30.9

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	178

Financial information

Financial year	1999/2000
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	£
Total income	470052
Total expenditure	454836
Expenditure per pupil	1770
Balance brought forward from previous year	22389
Balance carried forward to next year	37605

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

247

Number of questionnaires returned

86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	2	1	0
My child is making good progress in school.	63	29	7	0	1
Behaviour in the school is good.	55	43	1	1	0
My child gets the right amount of work to do at home.	47	40	12	1	1
The teaching is good.	71	24	3	0	1
I am kept well informed about how my child is getting on.	67	27	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	14	1	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	52	36	9	0	2
The school is well led and managed.	47	45	5	1	2
The school is helping my child become mature and responsible.	53	38	5	0	3
The school provides an interesting range of activities outside lessons.	26	41	23	6	5

Some totals may not add to 100 due to effects of rounding.

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

67. Children enter the reception class in the September of the year in which they become five, all attending full-time. Initial assessments typically indicate that speaking and listening skills, mathematical and personal and social skills are around the average level. The current reception group, with a high proportion of able children, is not fully typical of other year groups. By the time they are ready to start in Year 1, given good to very good progress in almost all areas of learning, the majority of children attains, and a proportion significantly exceeds, the early learning goals in all the areas of learning. The progress made in personal, social and emotional development, and in physical and creative development is particularly good.
68. At the time of the inspection there were 25 full-time children on roll. The induction programme prior to starting school is good. It includes the provision of a detailed booklet and an opportunity for parents and children to make a preliminary visit. There are no home visits, but most parents are known well to the school already because of the close links, which exist with the voluntary playgroup, which has the use of a room within the school. The great majority of entrants to reception has attended the playgroup. There is a good partnership with parents. The quality of information for parents is good. Children are settled and happy. Children in the reception who might have SEN are monitored closely and given additional support. The provision for these children is good, enabling them to make good progress, in relation to their prior levels of attainment.
69. The curriculum for the Foundation Stage is linked to the early learning goals for children of this age. The quality and range of learning opportunities are very good. The pace is very lively, with a rich range of opportunities available and this promotes children's learning well. Planning is very thorough and effective. Records of achievement are developed on entry to the nursery, which clearly indicate what each child can do, in relation to each of the areas of learning. Formal baseline assessment is in place when children enter the reception class. The use of assessment information to determine the next steps of learning is very good.
70. Learning resources are very good, with good provision for physical development. The learning environment is stimulating and encourages children to be interested and to learn. The availability of a second qualified teacher and a highly skilled nursery nurse, in addition to the class teacher, means that, in the current year, children are benefiting from a very high staffing ratio. This underpins, to a significant extent, the high quality provision and the very good progress that is being made.

Personal, social and emotional development

71. The teaching in this area of development is very good. Most children make good or very good progress, and, by the time they are ready to start in Year 1, significantly exceed the expected levels. They show very positive attitudes and enjoy coming to school. They listen carefully to the adults. They behave very well and enjoy very good relationships with the adults and with each other. They listen to each other patiently, take turns and share resources, demonstrating highly developed social skills. Opportunities are provided for children to select activities and most do so confidently. They are capable of sustaining concentration for a worthwhile period. The majority tidy away well at the end of sessions.

Communication, language and literacy

72. The children enjoy listening to stories. They share books with each other and with adults. Talk is used to very good effect by the adults. There was some effective use of questioning, during literacy sessions and in social times. Speaking skills are developed well. Imaginative play, such as the "Gingerbread House" or the building site area, makes a good contribution to language development. Adult intervention is used to good effect to promote spoken language.

73. There is a strong emphasis upon the development of reading skills. There is a book corner. Children share books with staff, listen to stories read from “big books” during literacy sessions and regularly take reading books home. A significant number are reading with some confidence, one at a level far above that usually found at this age. More than half of the children know all their sounds and letters, benefiting from the emphasis on phonic awareness which underpins the language teaching. The great majority reach the early learning goals by the end of the year and some significantly exceed it. The few less confident children know the difference between words and pictures and are beginning to use initial sounds. However, they still have difficulty with basic vocabulary and meaning. The needs of higher-attaining children are successfully met, enabling children to make good progress. Most children write their names and simple words independently, with some adding punctuation. A few still copy-write. There are good opportunities for children to record their ideas and experiences through a range of purposeful writing activities. The quality of teaching is very good overall, which helps all children make at least good progress. By the time they start in Year 1, children’s skills in speaking and writing are above those expected for their age.

Mathematical development

74. Teaching in this area is very good and by the end of the reception year the majority of children reaches, and many exceed, the early learning goals for mathematics. Attainment is above the level expected, with children making at least good progress in this area of learning. In the nursery most children recognise and count numbers to 20; some children count well beyond that. One child counts forward to 50 in twos and then in reverse. They can add single digit numbers and record their work. They work out “how many more” handclaps one person achieves. They recognise hours on a clock face and estimate how long a minute lasts and how much they can achieve in that time. Staff promote the use of correct terminology therefore children have a good understanding of mathematical language, such as “lighter” or “heavier” and “taller” or “shorter”. They practise forming numbers correctly. They can say the days of the week and then indicate which day comes before/after another.
75. Higher attainers recognise common plane shapes. There is some emphasis on problem-solving and thinking skills. In water play they estimate how many bottles will be needed to fill a bucket, or how much sand to turn the wheel. The learning environment in the nursery encourages children to see mathematics around them through appropriate displays and tasks. There are number lines and shape displays. Mathematical activities are supported well by the staff.

Knowledge and understanding of the world

76. Teaching is good and a number of activities successfully extend children’s learning. Children enter nursery with satisfactory knowledge and understanding of the world. Some good experiences stimulate their curiosity. They examine fruit and discuss where it comes from. They plant seeds and grow beans. They watch ice melt. They look at growing things through a magnifying glass. They explore containers in the sensory display and explore their responses. They know that a magnifying glass makes things bigger. They learn about old and new objects, homes and families, make cakes for the “Teddy Bears’ Picnic”, look at the seasons, replicate the construction work in school in their own construction area. They learn about the work of the emergency services. Good opportunities promote children’s cultural development. For example, they learn about Hinduism and Christianity and have visited the church. The children have good opportunities to use the computer and many are developing sound mouse control. There are good opportunities to use the computer to support learning. Good use of questioning helps to move the learning on. Children make good progress and their knowledge and understanding is good by the time they leave the reception class.

Physical development

77. A secure outdoor play area, shared with the playgroup, contributes effectively to the development of children’s physical skills. During a high quality movement lesson indoors, children used the

hall space well and responded enthusiastically. Very good teaching in this area of learning is illustrated well in a PE lesson. The teacher encouraged good awareness of the space. The teacher focused well on language and encouraged careful listening skills. Children were made aware of the effect of exercise on their bodies and most children were confident in extending themselves physically. Overall children make very good progress and significantly exceed the expected levels by the end of the reception year. Most children are developing competence in handling scissors, pencils and paintbrushes and there is a wide range of equipment available. All children have the chance to use a range of materials such as playdough.

Creative development

78. A wide range of media and experiences is available and some children produce art and craft work of a commendable quality. The skills of a significant number of children are well above the expected levels by the time they enter Year 1. Very good teaching enables most children to make good progress in developing skills in painting. They draw bears and paint fruit, house fronts, zebra patterns and the "Three Little Pigs". Skills in cutting and sticking are developed as children make African masks on paper plates. They make mobiles and build African happiness drums from recycled materials in the nursery. They make elephants, lions and antelopes from playdough. They produce observational sketches of their visit to the church, paint leaves based on a visit to Bradley Woods, draw bears in pastels, make papier maché models, design and make calendars, mix colours to observe the changes, produce textured surfaces, butterfly collages, and model insects in saltdough. The lively display enhances the learning environment and contributes effectively to children's creative development. Children have opportunities to express their own ideas and communicate their feelings through the re-enactment of favourite stories, such as "Goldilocks", "The Three Little Pigs", and the "Teddy Bears' Picnic". These activities support the development of speaking skills well. Children explore a range of percussion instruments. They have an increasing repertoire of songs and rhymes and join in with enthusiasm.
79. The high quality provision for children in the Foundation Stage and the good progress which they make are significant strengths of the school. The quality provision noted at the last inspection has been further enhanced.

ENGLISH

80. The previous report indicated that overall standards in English were above the national average at Key Stage 2, although in writing average standards were achieved. They were in line with the national average at Key Stage 1, in both reading and writing. Since 1996, standards have been variable in English. This is because there are more pupils with SEN entering throughout the school, but particularly in Key Stage 2, as the school year progresses. This factor contributes to the rather erratic standards achieved in English in recent years. The overall trend for improvement has, however, remained in line with the national trend. The school has made good improvement over the last two years and standards have improved, and are still improving. This improvement has been brought about by the effective implementation of the National Literacy Strategy, which gives the basis for the scheme of work. Extended writing sessions have been introduced since the last inspection. These are held outside the literacy hour and have raised the quality of writing across the school. The headteacher and previous subject leader have been involved in greater monitoring of teaching and learning and assessment of pupils' attainment and progress. Booster groups are taking place to raise pupils' achievement. The provision for pupils with SEN is good and monitored thoroughly by the SENCO; this also has a significant impact upon the progress that pupils make and learning. The deputy headteacher monitors planning and evaluation of pupils' work to ensure assessment informs subsequent planning. The information gathered on the quality of teaching, learning and assessment is being effectively used by the headteacher and deputy headteacher to set school and individual literacy targets. These are reviewed regularly. Targets were just met last year. They have been set high for this year, and with all the strategies in place to improve standards, it is likely that they will be achieved.

81. The results of the National Curriculum tests carried out in 2000 show that 11-year-olds attained standards in English that were in line with the national average. Compared with schools with a similar proportion of pupils eligible for free school meals, standards were also in line with the average. Standards have steadily improved since 1999, especially in writing, which is used well across the curriculum. There is no significant difference between the attainment of boys and girls. Out of the nine pupils on the SEN register, five pupils gained a Level 3 and three achieved the average Level 4. Of these pupils, four had joined the school during Key Stage 2, and six of them were on stages 3 – 5 of the Code of Practice. These pupils made good progress in relation to their prior attainment.
82. Inspection evidence indicates that the present pupils in Year 6 are working at above average levels in speaking and listening, reading and writing. This agrees with the school targets set for the 2001 National Curriculum tests. The school has been determined to raise the standards in English and this is beginning to take effect throughout the school. In September 2000, the school introduced a new handwriting scheme. The school identified this to be an area of weakness: the new scheme as yet, has not made a significant difference to pupils' handwriting and presentation.
83. The results of the National Curriculum tests carried out in 2000 show that seven-year-olds attained standards in reading and writing that were in line with the national average and that of similar schools. Girls performed better than boys in both reading and writing in the tests. However, there was no significant difference noted in the inspection evidence. Standards are improving, and at a rate faster than the national trend in writing.
84. Inspection evidence from lessons, school monitoring and the scrutiny of work indicates that pupils in the present Year 2 are working at above average standards in reading and average standards in writing. Pupils work within ability groups in literacy across Year 1 and 2. This is successful and means the Year 2 teacher can extend the average and more able pupils effectively, by offering well-matched work.
85. Children enter the school with around average attainment; they make good progress in reception and achieve slightly above standards in speaking and listening and reading. Progress is steady in Year 1, but accelerates for the older Year 2 pupils. In Key Stage 2, progress has been rapid in Year 3, since the appointment of a new teacher in January, and steadies in Year 4. It accelerates again in Year 5, again with another new teacher. Progress is then maintained, so that by the end of Year 6, attainment is above average. This is due to good and very good teaching, particularly in Key Stage 2, with high expectations and very good behaviour management, which leads to pupils having positive attitudes, they behave well and are prepared to work hard.
86. Overall standards of attainment in speaking and listening are above the national average throughout the school. Teachers have a good understanding of the National Literacy Strategy and encourage pupils to use appropriate vocabulary in literacy and in other subjects. Teachers use questioning skilfully to promote speaking and listening and to elicit responses from pupils. This is especially good throughout Key Stage 2, where very good teaching strategies are successful in raising standards and the quality of pupils' learning. Many pupils listen well, which helps them to make predictions about stories, describe the setting in stories and respond confidently to questions in a range of subjects. In a Year 2 science lesson, the well-led discussion resulted in improved understanding of materials. Pupils were able to describe the properties of fabrics well. Year 6 pupils review their work at the end of the lesson in a mature manner. They are able to illustrate their work with examples and use appropriate terminology.
87. By the end of Key Stage 1, standards in reading are above average. Standards have risen and satisfactory progress is made. Pupils are benefiting from the introduction of the literacy hour and the increased focus on literacy. Text sessions are organised well and help to maintain pupils' interest with a good range of suitable texts, including fiction and non-fiction. By Year 2, most pupils have a good understanding of the role of the author and illustrator and the contents page and index. Pupils read simple texts with increasing fluency and show in discussion that they

understand them. This is because reading comprehension skills are developed effectively across the curriculum. Year 2 pupils are fascinated by the facts about volcanoes and are keen to read the text out loud. The teacher encourages the pupils to examine the text carefully and explains new concepts well. Pupils explore the text carefully and discuss the features of non-fiction texts. They have successfully learnt about the functions of bullet points, styles in print, the contents, glossary and index. Books are taken home on a regular basis, which help pupils to practise their skills. In addition to the guided reading sessions in the literacy hour, teachers include reading at other times to ensure pupils have sufficient practise.

88. At the end of Key Stage 2, pupils' attainment is above the national average and good progress is made across the key stage. This is because the skills needed to read with deeper understanding are being taught at the appropriate level in whole class and guided group reading time. The able and average readers demonstrate fluency and read with good awareness of punctuation, thus expression is improving well. They make reference to the text when they explain their opinions about a book. Year 6 pupils enjoy reading "The Demon Headteacher". The teacher's good questioning skills challenge pupils to look more deeply in the text. This helps pupils to make reference to the text using their inferential and deduction skills well, as they build up the character of the headmaster. Pupils access and select information in non-fiction books, and know the functions of the glossary, contents and index. There are good examples of reference books being used in subjects such as art and design, when Year 5 pupils use their independent research skills well to find information about containers, both in reference books and on the Internet. Pupils make good progress with their reading as they "skim" and "scan" for information and learn to read at a greater speed. They have access to a wide range of books, which ensure that there is breadth and progression in learning, particularly for the more able readers.
89. Inspection evidence from lessons, the scrutiny of work and school monitoring indicate that in writing at Key Stage 1, standards are in line with the national average. Teachers offer their pupils a good range of work within literacy and across the curriculum. They encourage their pupils to write in a variety of forms. Pupils write instructions, for example, "how to make our area safer", as well as labels in science. They also write stories and poems using appropriate language and format. In Year 2, the teacher encourages her pupils to write longer stories with good attention to the setting, beginnings and conclusions. This is helping to raise standards, particularly for the more able group, as evident in their stories, where their ideas are developing logically and there is some good use of extended sentences. Most use a joined script and form their letters satisfactorily, so that they are able to read back their own writing. Teachers remind pupils to use appropriate punctuation, full stops and capital letters and these are beginning to be used consistently by most pupils. Good teaching of letter sounds has helped to improve spelling, as seen in pupils' work since September; they use their knowledge gained in the literacy hour well.
90. Attainment in writing is now above the national average by the time the pupils are 11. This is a good improvement on last year's results. Teachers offer their pupils challenge and good opportunities to write in a variety of forms. Evidence found included: letters, poems, instructions, book reviews, play scripts, historical accounts and science reports. Pupils have a good understanding of the conventions of different forms of writing, for example, Year 6 pupils know the need to start a new line when different characters speak in a play. Instructional writing is successfully promoted, for example, when Year 5 pupils write instructions for making Naan bread, which also demonstrates a good multi-cultural approach. The quality of handwriting is satisfactory overall. Many pupils use a fluent, joined script, however many use a variety of writing implements, including pencils and ball point pens, which leads to varied standards of presentation. ICT supports literacy satisfactorily in lessons for word processing and research.
91. Overall, teaching is good and has a significant impact upon pupils' learning and the progress they make. This is an improvement since the previous inspection. The teachers have worked hard to implement the National Literacy Strategy, which they do with good understanding of the requirements of the strategy. They teach basic skills well with a secure knowledge of English, which is an improvement since the last inspection. For example in Year 3, teaching phonics is made great fun; pupils learn their letter sounds very well through chanting a rap. Pupils enjoy literacy, and the majority of pupils' attitudes to the subject is very good. Planning is good;

learning objectives are identified and usually shared with pupils at the beginning of lessons and reviewed at the end. Teachers use good questioning skills, listening carefully and valuing the spoken contributions from their pupils. They help them to develop the confidence to speak in front of others. They challenge pupils to think carefully and extend their thoughts and ideas into words. Day-to-day assessment procedures are used well and marking is helpful in enabling pupils to know what they need to do next in order to improve. Targets are shared with the pupils, who are keen to improve and are prepared to refer back to the targets. Pupils are aware of what it is they have learnt in the lesson and what they need to do to improve. This is good practice and effectively carried out by teachers. Many pupils meet the expectations of their teachers, work hard, concentrate and persevere, working within the time limits that are set. Lessons are less successful when the pace slows and expectations are too low. This leads to a minority of younger Key Stage 1 pupils who become restless and inattentive in class introductions. Work is not always matched sufficiently well to their ability. The overall progress of pupils with SEN is good, and the individual education plans are incorporated well into teachers' planning.

92. The subject has recently been taken over by a new subject manager. She has already assessed the strengths and weaknesses in the subject and is very committed to raising achievement in the school. She had good opportunities to monitor teaching and learning with the headteacher, which helped to prioritise the next steps for development in the subject, such as the handwriting initiative. The present subject manager is aware of the need to offer pupils more opportunities in drama and to monitor the new handwriting scheme. Assessment procedures in English are good. Tests to monitor progress are in place and, with the results of the teachers' assessments, the school is in a powerful position to set meaningful targets. Individual targets have been set for every child, and are reviewed regularly. From this data, challenging school targets have been set and the school is confident that these will be met. Homework is used well to reinforce and extend work in lessons.

MATHEMATICS

93. When the school was last inspected, standards in mathematics were average at age seven and well above average at 11, with pupils making at least satisfactory progress. In the National Curriculum tests, at the end of Key Stage 1 in 2000, pupils achieved standards which were average when compared to those being achieved nationally and below average when compared to those found in similar schools. At the end of Key Stage 2, standards were average both when compared to the national average and when compared to those achieved in similar schools. The change over time reflects in part the steady increase in the proportion of pupils with SEN, but also the significantly increased class size in the school. While attainment in Year 6 at the expected Level 4 is often high, too few pupils are achieving the more challenging Level 5. This situation is now improving. Targets were exceeded in the 2000 National Tests for the percentage of pupils achieving Level 4 and above. More challenging targets have been set for 2001 tests, and given present standards in Year 6, these are likely to be met. Overall, the progress made since the last inspection, particularly in relation to implementing the structures of the National Numeracy Strategy, has been satisfactory.
94. Standards are currently average for the seven-year-olds, but above average for the 11-year-olds in numeracy and the other aspects of mathematics. More than nine out of ten of the current Year 6 pupils are likely to achieve the expected Level 4 in the national tests, with around one fifth achieving the higher Level 5. Overall, pupils are making satisfactory progress. The current reception children are benefiting from a very advantageous staffing provision and this is accelerating their progress. Pupils in Key Stage 1 make steady progress. The progress made by the older pupils is now picking up significantly because of some very good teaching in Key Stage 2, although the quality of learning is sometimes less good than the teaching would suggest. This is because there are so many pupils in some Key Stage 2 classes and it is very difficult for teachers to provide the support necessary in order to accelerate pupils' learning to the levels, which might be achieved. Across the school, variations in the attainment of boys and girls reflect those which occur nationally. Pupils with SEN are supported satisfactorily and make progress comparable to the other pupils.

95. By the age of seven, the more able pupils understand place value to hundreds and can round numbers to the nearest ten or hundred. They can add two digit numbers to two digit numbers. They estimate length and weight in appropriate units and then measure quantities accurately. They can sequence in twos and tens. They are learning simple tables and number bonds. The more confident are developing strategies for efficient mental calculations involving addition and subtraction. They read simple clock faces and recognise odd and even numbers. They recognise key features of two- and three- dimensional shapes. They can generate number sequences. At present, almost nine out of ten Year 2 pupils appear likely to achieve the expected standard, with around one quarter achieving at the highest level. The positive benefits of the structured daily mathematics lessons are coming through and this is seen in the higher standards being achieved.
96. In Key Stage 2, there is evidence of steady improvement. The proportion of pupils achieving the expected level is likely to be above average in the 2001 tests. By the age of 11, pupils are confident in their approach to mental calculations and are usually accurate. They have a growing understanding of fractions, decimals and percentages. They represent information correctly in graphs and in pie charts. The most able pupils calculate area and volume by formula, measure angles and recognise types of triangle. They understand the basic principles of probability. There are some opportunities for pupils to apply their mathematical skills in subjects such as science, and in geography when they use co-ordinates. The most able pupils have covered a good range of work and are achieving well. The range and quality of work observed was best for the pupils in Year 6. Provision is least effective in Year 4, where the pace of learning early in the year was slow.
97. The quality of teaching and learning is good overall for pupils in Key Stage 1, while teaching was good in the lessons observed in Key Stage 2. This reflects the real strengths now emerging in the teaching of the older pupils. The quality of learning, however, varies significantly. This is, in part, a reflection of the number of pupils in the classes. Across the school, the quality of teaching is never less than satisfactory and is often good. The pace of learning is generally brisk, although there is some variability. Good practice was observed in lessons in Years 2 and 5. Planning to meet individual needs was a positive feature of many lessons observed. However, the learning support staff are not always sufficiently involved in Key Stage 2 and make a restricted contribution in the context of the large classes found there. The quality of marking of pupils' work is satisfactory across the school, although pupils are not always given sufficient guidance as to how they might improve their work.
98. Teachers use the closing few minutes of the lesson well. They reinforce the use of correct mathematical vocabulary effectively. This helps to extend pupils' learning in literacy. Oral sessions support the development of improved mental skills and agility. Within the main activities, most teachers plan for a number of group activities and match work well to individual needs. This promotes satisfactory progress. The use of ICT to extend learning in mathematics is improving. The school has developed comprehensive target setting for year groups and, particularly, individuals.
99. The co-ordinator is providing effective leadership for the subject and has had opportunities to observe teaching. There are basic structures for formal assessment in mathematics. Record keeping provides teachers with a clear view of the strengths and weaknesses of individual pupils. A start has been made to the analysis of national and optional test information. This helps the teachers to track pupils' progress and identify areas of weakness across the school. The effective use of this information to push up standards further is a priority for the co-ordinator. The subject is well resourced overall.

SCIENCE

100. The statutory teacher assessments carried out in 2000 showed that standards at age seven were above average. The results of the National Curriculum tests that year indicated that attainment at age 11 was well below average compared with all schools, and with schools of a similar character. The proportion of pupils achieving a higher than expected level in the tests, was also

well below average. However, these results are not typical of the school's past performance. Results for the three previous years were average or above.

101. Inspection evidence shows that standards are broadly average at both seven and 11. This is a marked improvement on last year's outcomes. The "dip" in results in 2000 at Key Stage 2 was due to the presence of a larger than usual number of pupils with SEN in the class taking the tests. There are no significant differences between the attainment of boys and girls.
102. Pupils at both key stages make satisfactory progress, including those with SEN. However, the achievement of pupils at Key Stage 2, in the investigative aspects of science, is less secure than in other areas of the subject. This is due to the unsatisfactory nature of the accommodation and to some lack of confidence and subject knowledge, particularly about scientific enquiry, on the part of the teachers. There are not enough classrooms for the number of pupils. Consequently, there is not enough space to easily undertake the practical work needed to develop pupils' ideas about scientific enquiry. Looking at the pupils' past work, inspectors found that the study of animals and plants was sometimes done more rigorously than experimental work, and opportunities were missed to develop more sophisticated ideas about investigations, such as the control of variables in tests.
103. Since the last inspection, much better analyses have been made of the strengths and weaknesses of pupils' attainment and the revision of earlier learning is far more effective. Also, the national planning guidance for science has been incorporated into the school's programme of work successfully. However, management of the subject has changed hands several times and responsibility is currently held by the deputy headteacher on a temporary basis.
104. The work done at Key Stage 1 shows a bias towards the study of life and living processes. For example, pupils in Years 1 and 2 undertake work about the structure of the ear that is often done by older children. Their experiments are mainly about plants and creatures. They respond appropriately to suggestions for carrying out investigations, such as trying to discover what snails prefer to eat, but they do not always say whether the results are as they expected.
105. Some of the work of pupils at the start of Key Stage 2 is above the expected level; for example, that about reproduction in flowering plants. However, there are weaknesses in the way pupils write about experiments at the end of the key stage. As in a test to find which shoes had the best grip, they do not always predict using their existing scientific knowledge or draw conclusions by interpreting the results.
106. The quality of teaching is satisfactory overall. It was never less than satisfactory in the lessons observed, and good teaching was seen at both key stages. The pupils respond well to the teaching. They show good levels of interest and present their work tidily. The teachers manage their classes well, and pupils react admirably by behaving very well and working hard. Their good habits, of listening carefully and discussing their work sensibly with their friends, help to ensure that they learn effectively. The good methods used by teachers, including ensuring that the pupils know from the outset what they are expected to learn, have a significant effect on the progress made in lessons. However, the objectives set out for each lesson are not always defined as closely as they should be, and teachers do not identify often enough in their planning how they will meet the needs of higher attaining and gifted and talented pupils.
107. The evidence provided by looking at pupils' past work shows that suitable opportunities are provided for developing number skills in science lessons. At Key Stage 2, the recording of experiments allows writing skills to be improved, but at Key Stage 1, there is still much use of printed worksheets which reduce similar opportunities for pupils in Years 1 and 2. Throughout the school, teachers make too little use of computers in science.
108. The temporary co-ordinator has worked hard to introduce the changes described above. There has not been time for her to provide written advice to teachers or training to support their teaching of the investigative aspects of the subject. There are plans to allow her to check the quality of teaching and learning, but this aspect of her role is currently not effective. This reduces the

support she can give to teachers in helping them to raise standards. The system for recording of pupils' attainment focuses teachers' attention on those pupils who do particularly well or badly in a given lesson, but does not show how well the class is doing as the term proceeds.

ART AND DESIGN

109. Only one art and design lesson was observed in each key stage during the inspection. Evidence was obtained from the scrutiny of pupils' work, evidence folders, sketchbooks, displays and discussions with pupils. Standards are in line with national expectations at the end of each key stage. This is a good improvement since the previous inspection, as standards were below average at the end of both key stages. The provision has improved because recently appointed teachers have expertise in the subject and the adoption of the national guidance is used as the basis for a scheme of work. This has made a positive impact on the quality of teaching and range of experiences; consequently pupils are now making better progress, particularly at Key Stage 2, where standards are rapidly rising. The subject makes a good contribution to pupils' spiritual and cultural development, through the richness of interesting and stimulating displays of pupils and other artists' work.
110. At Key Stage 1, pupils develop a satisfactory range of skills using a variety of media and techniques. Younger pupils have regular access to paint and collage and learn how to mix colours and apply paint with care from Year 1. Observational drawing is promoted well by the teachers. Pupils are encouraged to look carefully at mini-beasts with magnifying glasses. This helps them to draw snails and spiders really carefully, with accurate details. A wide variety of resources provide Year 1 / 2 pupils with good opportunities to experiment with colour and texture, as they weave fabrics and paper. Good skills teaching and encouragement help pupils learn well, including those with SEN, as they carefully thread materials through the looms. The use of ICT is beginning to make a good contribution to art and design. For example, pupils create effective black and white pictures based on woodcuts and geometric pictures after the style of Mondrian.
111. By the end of Year 6, it is evident that pupils both appreciate and like art and design, and have some knowledge of artists. This illustrates that the quality of teaching is good. Pupils are interested and knowledgeable about art and design. The school has paid good attention to providing experiences for pupils to learn about art from different cultures and from famous artists. The Year 4 study of famous artists helped pupils to produce good representations in the style of L.S.Lowry. They captured the mood of the artist with their detailed drawings against an urban background. There are good cross-curricular links, particularly with history and literacy. Pupils in Year 6 are taught good three-dimensional skills in order to produce carefully illustrated Greek papier maché vases and clay relief masks. Pupils are encouraged to look at good quality prints, resources and artefacts; this helps them to learn to make mature judgements about the style and methods artists and craftspeople use. This was clearly illustrated when in discussion with Year 5 pupils about the work of Susie Cooper. Pupils are encouraged to reflect on their work and make improvements. The effective use of sketchbooks assists their development in using a range of media, including a variety of pencils, charcoal, pastels and paint. This helps to raise the quality of work. There are good links with ICT. Pupils in Year 5 use web sites on the Internet to find examples of containers to link in with the work of the rest of the class. Particularly effective pictures in the style of Kandinsky were created using a graphic program. The artist's work inspired pupils to create good representations of the abstract pictures using geometric shapes and concentric circles.
112. In nearly all aspects of the subject, both in two- and three-dimensional work, the quality and range of experiences are good. Pupils' art work is clearly valued by the wide variety of stimulating displays which include a variety of art from other cultures. The impact of the new scheme of work, which is based on national guidance, has made a significant difference to standards. Visits to art galleries, such as the Usher Gallery, enhance pupils' experiences as in the Year 3 studies of Paul Nash and Salvador Dali. The subject leader is enthusiastic and is providing good, clear management of the subject. She has begun to collect work from across the school and monitors work through displays. However, she does not formally monitor planning, teaching and learning.

Evidence from planning shows that good use is made of day-to-day assessment to plan subsequent work, however there are no formal systems for assessing pupils' skills or progress over time.

DESIGN AND TECHNOLOGY

113. At ages seven and 11 pupils attain average standards. This was also the case when the school was last inspected in 1997. The areas of concern that inspectors had at that time about opportunities to evaluate familiar products, the narrow range of learning resources and the problems involved in using the art room for lessons, have been addressed successfully. However, the inadequacy of the accommodation remains an important issue since the number of pupils in most classes makes it difficult to carry out practical work with tools safely.
114. Boys and girls, including those with SEN, make satisfactory progress as they pass through the school. Although the school makes proper arrangements to teach this subject, it was only possible to see one lesson during the inspection. However, the scrutiny of pupils' past work and teachers' planning indicates that the sound achievements of pupils are due to the satisfactory quality of teaching at both key stages and a balanced programme of work.
115. The only lesson seen was in Year 3. This was of good quality. The confidence of the teacher and the good pace she generated helped pupils to learn ideas about simple pneumatic systems well. The pupils were excited about the task they were asked to do and soon became fully engrossed in it. They worked well with their partners to solve and meet the challenge of using balloons and tubes to demonstrate the effects of compressed air.
116. The work done in exercise books and the examination of the products that pupils make show how well they respond to the opportunities provided. This is particularly noticeable when pupils in Years 1 and 2 make detailed, painstaking drawings of the structure of the fabrics they study, and in the colourful, good quality finishes that the children in Year 5 give to the musical instruments they design and make.
117. As a result of the last inspection report, teachers provide more opportunities for pupils to research existing products, before designing their own. They make good use of the Internet to do this, as in the work on bread products done by pupils in Year 5. Pupils show a good awareness of the needs of consumers. Those in Year 6, when designing slippers, write comments such as, "I will make them from wool to keep people's feet warm". Some good examples of pupils evaluating their own products from the users' points of view were seen, including a pupil in Year 3 deciding that it would be better to take "the wavy bits off" the photograph frame they had designed. However, overall, not enough evaluation is carried out either during the designing and making processes, or afterwards.
118. The knowledgeable subject leader has worked effectively to improve learning resources and to encourage and support her colleagues. She has sensible plans to develop the system for assessing and recording pupils' attainment to check more accurately that skills are gained appropriately.

GEOGRAPHY

119. Only one lesson in Year 6 in geography was observed during the inspection. Scrutiny of pupils' written work and displays indicated that the standards achieved in geography by pupils aged seven and 11 are satisfactory. The progress which pupils make as they move through the school is satisfactory up to the age of seven. Progress is satisfactory overall up to the age of 11, but there is much more variation within this key stage. Pupils with SEN make similar progress to the others.
120. In Key Stage 1, pupils' attainment is satisfactory. In their last significant unit of work, completed in the autumn term, they examined photographs and recognised familiar features. They identified key features of town and country environments and became familiar with the local area and wrote

letters with proposals for making the area safer. They conducted a traffic survey and graphed the results. They learnt to distinguish between features which are physical and those of human origin. However, much of the work covered is done orally and there was restricted written work available as evidence of the breadth of work which pupils have covered.

121. In Key Stage 2, the availability of evidence varied between year groups. Geography was currently being taught only in one year-group. Pupils in Year 3 have considered holiday environments and climatic zones. They have conducted weather surveys and produced bar charts showing temperatures in different locations. They understand the difference between human and physical features on a map. The unit of work on settlements, completed in the spring term, shows a significant improvement over the work in the previous term and, for some pupils, standards are currently good. Pupils recognise different types of settlement, the origins of place names and characteristics of village communities. They have designed map symbols, and give directions and locate features on a map in relation to four-figure grid references. Limited evidence was available for Year 4 pupils, although a wall display indicated prior work on improving the local environment. Year 5 pupils have completed work on a contrasting locality, the water cycle, weather symbols and the location of main world events. The comparative study of Whitby and Cleethorpes was limited. Written work is minimal and there are many missed opportunities for developing pupils' geographical understanding. Pupils have some understanding of the water cycle and of the major world river systems. There is evidence in wall displays of the use of the Internet and library to research geographical topics, such as India and the polar-regions. Year 6 pupils have covered a negligible amount of geography in the current school year – a brief study of the development of a new road link. In the lesson observed, they were beginning work on mountain environments. While pupils had an understanding of what environments were, there were clear gaps in their knowledge of key world features and in their recognition of continents and countries on a world map.
122. From evidence of pupils' work and displays the quality of teaching and learning is at least satisfactory at both key stages. However, written work in Key Stage 2, indicates that there is some variation as to the priority given to the subject in some classes and the level of staff subject knowledge indicated. The range and quality of written work and of marking vary between year groups. These factors affect the quality of pupils' learning. There is too little focus on the potential of the subject for developing pupils' literacy skills. While marking is just adequate in some year groups, it is now of exemplary standard in others, notably Year 3, where areas for development and targets for improvement are explicitly identified. This is very good practice and gives pupils a clear focus for improving their performance.
123. The school has recently identified which elements of the revised curriculum should be taught, and when. This programme has been implemented since the autumn term and staff are following it. The curriculum is restricted in the provision of opportunities for practical work outside the school to extend pupils' awareness of the world and different environments. There are no effective systems in place for assessing pupils' attainment in geography. While the subject is adequately resourced overall, insufficient resources were available to allow the contrasting location study to be completed appropriately. Some use is being made of computers and the Internet to extend pupils' learning.
124. Overall, with a clear curriculum plan in place, showing a coherent programme for teaching geography through the school, there has been satisfactory improvement to the situation reported at the last inspection, but a number of areas for development remain.

HISTORY

125. The standards attained by seven-year-olds have improved since the last inspection, when they were unsatisfactory. The improvement in performance at Key Stage 1 is due to better teaching, the adoption of national planning guidance, and the work of the co-ordinator. Pupils now reach average levels of attainment at the end of each key stage, although standards in Key Stage 2 are rising rapidly.

126. Although proper provision is made to teach history, it was only possible to observe one lesson at Key Stage 1, which was good. Planning and pupils' past work verify that teaching is satisfactory throughout the key stage. The good work of the subject leader in building up the school's stock of historical artefacts has overcome the criticism raised in the last report about the lack of opportunities for pupils to carry out first-hand investigations. This was apparent in the work in pupils' books and in the displays around the school. A good example of this was seen in a lesson for years 1 and 2, when the use of objects such as a "dolly", a flat iron and a washtub allowed pupils to compare Victorian life with the present time. Pupils at this key stage know a lot about the main events and important people of the periods they study. However, there is little evidence of them sequencing events or attempting to put objects into time order.
127. The good use of resources also extends to Key Stage 2, where in a very good lesson, pupils in Year 3 studied maps from three different periods, to sequence them and look for changes in their village. The high expectations of what pupils can achieve, along with the good attitudes of children, resulted in them working at a higher level than expected. Teaching is at least satisfactory at Key Stage 2. The subject leader has worked successfully to develop opportunities for pupils to undertake research. This is now evident in work such as Year 5's study of life in the 1930s. Pupils at this key stage describe the characteristics of past peoples such as the Ancient Greeks well. They lack some understanding, though, of the consequences of the main events and changes that occurred.
128. Throughout the school, the skilful management of pupils, based on very good relationships, results in pupils behaving very well and working hard. This gives a considerable boost to the progress that they make. This is also true of the teachers' habit of consistently making sure that pupils know from the start of each lesson what they are expected to learn. Pupils have very good attitudes to learning history and listen to their teachers well, but some are too passive and do not ask questions or join in discussions. Teachers do not always give enough encouragement and praise to counteract this. Sometimes the pace of lessons is somewhat slow and the teaching is "pedestrian" and uninspiring. Printed worksheets are still used a little too often at Key Stage 1, and this reduces the opportunities that pupils have to write in complete sentences. Throughout the school, too little use is made of computers in history lessons.
129. The subject leader has contributed effectively to raising standards, but she is not required currently to monitor the quality of teachers' short-term planning to check how well tasks are matched to pupils' learning needs. There are plans to allow her to monitor the quality of teaching and learning soon.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. At the end of Key Stage 1, pupils' attainment is in line with national expectations; at the end of Key Stage 2 it is below. Pupils do not have sufficient time or opportunity to experience a wide enough range of work. That said, the school has made rapid progress in improving the provision for ICT in the last two years and much has been achieved since the last inspection. A computer suite, with new resources, has been installed and a timetable has been devised to allow pupils across the school to develop their computer skills regularly. While the intention exists to improve pupils' knowledge and understanding of the use of computers through work in other subjects of the curriculum, staff find it difficult to achieve this level of integration, so that this is only spasmodically successful at present.
131. Progress in two of the three lessons seen was satisfactory, but several factors inhibit pupils' progress overall. The very brief teaching sessions available to Key Stage 1 classes are not viable and provide insufficient time to work through new programs. The computer suite is too small to meet the needs of the very large classes in Key Stage 2, so that they cannot use the space effectively. Crowded classrooms and the pressures of the timetable make it difficult for staff in Key Stage 2 to ensure that pupils have an appropriate amount of time on the computers each week. Many pupils do not have the expected level of access during each week. In any case, no reliable recording systems are in place to monitor the situation. Pupils with SEN make progress similar to others.

132. Pupils at Key Stage 1 have carried out word processing to write stories. They have produced a pictogram to show their favourite animals and another to show traffic flow on the local roads. They have used tessellations and produced a design for a Christmas card. They have produced artwork after the style of Mondrian and Kandinsky. They are able to log on and find their way through the program menu. In a Year 1 lesson, pupils were observed using an art program, including the use of tools. Two boys were observed confidently and independently using a spelling program.
133. At Key Stage 2, Year 3 pupils have used word processing to support work in history, narrative writing and poetry and have written letters about the local environment. They have used a database to record personal and physical data. They have produced a slide show showing circuit drawings created in science. They are able to vary the size of the text and create bold lettering. There is some word processing in Year 4, together with some evidence of Internet research. Year 5 pupils have also used the Internet to gain information about ceramics. They have compiled a spreadsheet to illustrate the potential costs of a party, given a number of variables, and have used a word-processing program to write poetry and stories. In Year 6, pupils access the Internet for research, use a word-processing program and have undertaken a number of spreadsheet tasks. Although the school is working to achieve breadth of coverage, not all pupils currently achieve sufficient depth of experience in the limited time available. This impacts adversely upon progress and is one of the major causes of standards at the end of Key Stage 2 being below average.
134. The quality of teaching seen in lessons was satisfactory. Clear explanations and successful management of pupils contributed effectively to the progress made. However, time constraints and organisational difficulties restrict what can be achieved.
135. Pupils show positive attitudes to working with computers. Generally, they apply themselves to their tasks well. A high proportion of pupils have access to computers outside school and this contributes significantly to the skills, which they can apply to the work covered in school.
136. The subject leader is enthusiastic and knows how to develop the subject further. She provides good advice to other staff, but has little opportunity to monitor standards, planning or the quality of teaching and learning. Assessment systems are unsatisfactory.

MUSIC

137. In the 1997 inspection report, standards were found to be broadly in line with national expectations by the end of both key stages. Standards have been maintained, but are beginning to rise at Key Stage 2. The school recently introduced a published scheme as the basis for its work in music. This is beginning to improve the quality of the provision, as is the appointment of teachers with expertise in music. It is also starting to make an impact on progress, particularly by some Key Stage 2 pupils. All classes have music lessons each week; this is helping pupils build up their skills and knowledge.
138. Teaching by the end of Key Stage 1 is satisfactory overall, although there were good features in one of the lessons. Pupils make sound progress overall. They are showing satisfactory control of dynamics, pitch and rhythm, when they perform songs and hymns in assembly. Teachers make effective use of singing and performing with instruments in assembly. The teachers reinforce musical terminology well, as the majority of pupils listen carefully and follow instructions. There are, however, a few pupils who find it difficult to concentrate fully in one of the classes. This is because the pace of the lesson slows, consequently pupils become inattentive, and the rate of learning slows. Most pupils listen attentively to music and make appropriate comments about the instruments, which they name. They join in singing "The Iron Man's" song with enthusiasm and identify metallic sounds.
139. The quality of teaching and learning observed in Key Stage 2 is good, with very good features. Very good use of musical vocabulary, high expectations and very effective behaviour

management are features in these lessons; this helps pupils make good progress in lessons, and standards in music are beginning to rise. In Year 3, there is good co-operation as each group tries hard to compose music, and refine it, to reflect movement. They experiment with percussion instruments to effectively create sounds, such as trains moving. It is due to very skilful teaching in cramped conditions that Year 5 pupils manage to learn as effectively as they do. Pupils listen intently as Irish folk music is played, responding spontaneously to the rhythm of the music, joining in clapping and clicking their fingers. The teacher's enthusiasm inspires the pupils. Very attentive listening and effective questioning help pupils quickly identify the prominent instrument, the Irish drum, as well as working out the structure of the music. Pupils join in with the music, playing percussion instruments in time with each other and the music. This was very impressive, considering there were 40 pupils in the class. Pupils in both classes thoroughly enjoy their music and have positive attitudes to the subject; this is helping them make good progress.

140. The subject leader is enthusiastic and has a good knowledge of the strengths and areas to develop in the subject. She has worked hard to put into place a very comprehensive music scheme which gives good guidance to the teachers. It is particularly useful for non-specialists. This is gradually helping to raise standards in music. At present there are no formal systems in place for her to monitor planning, teaching and learning. Good systems are in place for short-term assessment. However, formal systems for monitoring pupils' progress over time have only been in place since the introduction of the scheme. The contribution of music to the pupils' development in spiritual, moral, social and cultural aspects is good overall. Although there are missed opportunities to develop music in assemblies, and for pupils to learn about composers and a wider range of music. There is now a choir in school and children are taken out into the community to sing to elderly residents. Visitors, such as the String ensemble, enhance the provision of music. There are difficulties due to class sizes, particularly for Key Stage 2, in organising music in classrooms. Until recently the majority of the teaching of composition has taken place in the summer term so that PE hall times could be used. This is unsatisfactory and acknowledged by the newly appointed subject leader. She is negotiating to have time throughout the year in the hall for music lessons during the next academic year.

PHYSICAL EDUCATION

141. The three lessons were observed were all of games activities. Consequently, no overall judgement is made of attainment in this subject. However, inspection evidence shows that the standards reached in games are average. In swimming, the school's records show that pupils attain average standards by the end of their period of instruction in Year 4. Since the last inspection, national planning guidance for PE has been adopted to rectify the concerns expressed about how effectively pupils gain skills, knowledge and understanding as they pass through the school.
142. The school makes proper arrangements to teach PE, but it was only possible to see one lesson at Key Stage 1, so no judgement is made of the quality of teaching of that age group. The lesson seen was satisfactory and showed that the criticism about the pupils' use of space in the hall has been addressed. Teaching at Key Stage 2 is at least satisfactory. The activities are planned well, overall, and tasks of increasing difficulty are provided to ensure sufficient challenge for most pupils throughout the lesson. For example, to begin with pupils practise hitting a catch to the fielder, but once that skill is mastered they must make it more difficult for their partner to trap or retrieve the ball. Members of staff set a good example for pupils by changing into suitable clothing. This strengthens the pupils' positive attitudes. These are evident in the extent to which they are intent on improving their skills as they practise, and when, unprompted, they return equipment to the store. During the lessons they concentrate and show perseverance. This enhances their learning well.
143. Teachers give effective coaching of skills such as how to hold a cricket bat. Consequently, pupils achieve effectively in games lessons and throw, strike, field and catch with satisfactory prowess. When teaching is at its best it is fast-paced and generates enthusiasm and enjoyment, but at other times it is ponderous and lacks zest. Teachers wisely provide opportunities for pupils to

apply their skills in the context of a game, for example, of cricket. However, the use of one large game rather than several smaller ones reduces the opportunities for individuals to be actively involved.

144. The subject leader has only recently been appointed, but is aware of the need to review the policy and to adapt the programme of work to meet the needs of the school. The present arrangement whereby all the pupils in Years 5 and 6 undertake games activities at the same time should be reviewed, since it creates problems about the availability of resources and space, which detract from the progress that individuals can make.

RELIGIOUS EDUCATION

145. The scrutiny of pupils' past work shows that by the end of both key stages the standards attained by pupils are in line with those expected in the locally agreed syllabus for religious education. The standards reported at the time of the last inspection have been maintained. Since then, the responsibility for teaching this subject has been given back to class teachers and no one teaches several classes as described in the last report.
146. There are satisfactory arrangements for teaching religious education, but it was only possible to see one lesson. However, from the scrutiny of work, displays, the knowledge and understanding pupils have acquired in RE, it is apparent that the quality of teaching and learning is at least satisfactory. The lesson observed was of satisfactory quality. It was focused on comparing the creation stories of two religions and the teacher's good subject knowledge enhanced the pupils' interest and contributed well to the progress they made. His sensitive handling of the concept of faith promoted spiritual development well.
147. The curriculum is broad and varied, and contributes effectively to the satisfactory progress that pupils make throughout the school. The work done in lessons has a positive effect on pupils' spiritual, moral, social and cultural development. For example, in composing prayers, including those which "Thank God for the happiness within school," pupils grow spiritually. From evidence in pupils' work and on display, it was apparent that teachers do not make enough use of computers in religious education lessons.
148. Pupils at Key Stage 1 know much about the life of Jesus, including the miracles he performed. They begin to understand the use of symbols and know the significance of the palm cross to Christians. They learn about faiths such as Islam and know something of the ways in which Muslims practise their religion. At Key Stage 2 pupils consider "The Journey of life" and take stock of the essentials that they will need, such as family, love, friends and peace of mind. They research other religions in some depth, including Judaism and festivals such as Sukhot. However, they do not discuss the significance of pilgrimages and the things that happen during them.
149. The knowledgeable and enthusiastic subject leader has only been in post for a few weeks, but has already carried out an audit and drawn up a very good action plan. The school does not have enough links with local churches at the moment, so the potential of visits to nearby places of worship is not fully realised. However, there are plans to address this. Learning resources are unsatisfactory. The lack of items such as modern Bibles for children and artefacts from a range of religions detracts from the progress that pupils make, as does the narrow choice of books about different faiths available in the school library.