

INSPECTION REPORT

WARREN PRIMARY SCHOOL

Nottingham

LEA area: Nottingham

Unique reference number: 122704

Headteacher: Mrs. S. Coker

Reporting inspector: Mrs. G. Peet
18842

Dates of inspection: 5th – 8th November 2001

Inspection number: 192716

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 category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Bewcastle Road
Top Valley
Nottingham

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Appropriate authority: The Governing Body

Name of chair of governors: Councillor J Hartshorne

Date of previous inspection: 17th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18842	Mrs G Peet	Registered inspector	Information and communication technology Art and design Design and technology Equal opportunities	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14756	Mrs W Sheehan	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
15015	Mr M Wehrmeyer	Team inspector	Special educational needs Science Geography History	
22545	Mrs V Hobson	Team inspector	The Foundation Stage English as an additional language English Religious education	
4350	Mr C Whittington	Team Inspector	Mathematics Music Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This average size primary school has 205 full time pupils from four to 11, with seven part time pupils aged four in the reception class. Pupils begin part time in the reception class in the term before they are five and then start full time in the term in which they are five. There are ten per cent more boys in the school than girls, most significantly in Years 4 and 6. Most pupils live near to the school in private or council owned housing. A more than average number of pupils are entitled to claim free school meals. There are 24 pupils from a minority ethnic background, mostly black African or black Caribbean heritage, but also a few pupils of Indian and Chinese heritage. Five pupils speak English as an additional language, but none are at the early stages of learning English. The number of pupils on the register of special educational needs, mainly for severe learning difficulties and emotional and behavioural difficulties, is average for a school of this size. However, there are no pupils with a statement of special need, which is below average. Attainment on entry to the school is broadly average. The school is part of a Health Action Zone and some pupils are benefiting from an initiative to improve pupils' breathing and general health through learning to play the recorder.

HOW GOOD THE SCHOOL IS

The effectiveness of Warren Primary School is good with everyone working together to achieve their aim of achieving high standards. There has been a satisfactory level of improvement since the last inspection. Standards at the end of Year 6 are higher than those of similar schools, and in mathematics and science higher than those found nationally. The quality of teaching is good throughout all parts of the school. The headteacher and the deputy supported by the governors and senior management team provide good management and leadership. The school is providing good value for money.

What the school does well

- The standards the school achieves at the end of Year 6 in English, mathematics and science are well above those of similar schools, in science are above the national average and in mathematics well above.
- The leadership and management of the headteacher, the senior management team and governing body are good.
- Teaching is good.
- The behaviour of the pupils and their attitudes to work are good.
- The monitoring of the pupils' academic performance is very good.
- The school uses information and communication technology very well to support learning in other subjects of the curriculum.

What could be improved

- The time spent on history, geography, design and technology and music should be extended to enable pupils to consolidate learning and retain skills.
- Pupils should be given more opportunities to raise their own questions and plan their own investigations in science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in March 1997. The level of improvement since then has been satisfactory. The standards in mathematics and science have improved and satisfactory standards in all other subjects have been maintained. Teaching has improved from satisfactory to good. The key issue of the last inspection to improve the consistency and quality of writing throughout the school has been addressed well. Systems of assessment have been improved and extensive monitoring of pupils' progress now takes place. There is still a need to develop systems to use this data more effectively to raise standards even higher. The school has the satisfactory capacity to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	C	C	A
Mathematics	C	B	A	A
Science	C	B	B	A

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

- The results of the National Curriculum tests at age 11 over the last three years demonstrate consistently high standards in mathematics and science and standards that are well above those found in similar schools in all three subjects.
- The inspection findings are that standards for the pupils currently in Year 6 are above expectations in English and mathematics.
- The results of the 2001 National Curriculum tests at the end of Year 2 show that results in reading and writing were below average and that mathematics was well below average. Reading was in line with the average of similar schools, writing was above that found in similar schools and mathematics was well below that found in similar schools.
- The results at the end of Year 2 in 2001 were significantly lower than in previous years. This is because almost half of the pupils in that cohort had special educational needs.
- The inspection findings are that, for the pupils currently in Year 2, attainment in English, mathematics and science is above expectations.
- Standards in information and communication technology are in line with expectations but are above those often seen in other schools.
- Standards in religious education are in line with the expectations of the locally agreed syllabus.
- Standards in geography at age 11 are below those expected for their age.
- Standards in other subjects are in line with those expected for pupils of their age.
- Challenging targets are set for pupils at the end of Year 6. In 2001 these targets were exceeded.
- Pupils make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils demonstrate good attitudes to their learning and are able to listen and concentrate well.
Behaviour, in and out of classrooms	Good. Pupils' behaviour in and around school is good although lunchtime outdoor behaviour is only satisfactory.
Personal development and relationships	Good. Pupils' personal development and their relationships with each other and the adults in the school are good. Year 6 pupils are given very good responsibilities to help them become mature young adults.
Attendance	Satisfactory. Most pupils arrive on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 - 6
Quality of teaching	Good	Good	Good

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

Teaching throughout the school has improved since the last inspection. No unsatisfactory teaching was seen. Teaching in both literacy and numeracy is overall good. Teachers have secure knowledge of literacy, are confident teaching it, and teach basic skills well. In numeracy, teachers give clear explanations and pupils know exactly what they have to do and how to do it. This results in a good level of learning. The teacher in the Foundation Stage, although unqualified, is very experienced. Her positive approach and high expectations bring good responses from the children. Very good use of carefully structured questions helps children to think about what they are doing and learn effectively. Some of the best teaching seen was in information and communication technology. Teachers usually prepare pupils well before going into the computer suite and this means that time is not wasted and pupils are able to quickly get on and learn. A strength of the teaching is in the relationships between teachers and pupils particularly in the Year 2 class and in the two oldest classes. Pupils respond well to this and try particularly hard to please. Learning support assistants are well informed about the lessons and contribute effectively to pupils' learning. This was particularly good in the Year 1 class. Teachers know the pupils very well and this enables them to prepare lessons that meet the needs of pupils of all abilities, ethnic and social backgrounds, religions and both boys and girls.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements. The curriculum is broad, balanced and relevant for those children in the reception class and Years 1 and 2. The practice of only teaching some subjects for one term in each year of Years 3 to 6 results in pupils not having sufficient recall of those subjects.
Provision for pupils with special educational needs	Provision for special educational needs is good. All the pupils' individual education plans are in place, and are of a consistently good quality.
Provision for pupils with English as an additional language	Satisfactory. Teachers are careful to include pupils with English as an additional language in all lessons and to give them extra support if this is needed. At the present time there are no pupils at the early stages of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is good, and is satisfactory for their spiritual and cultural development. The school promotes a positive ethos within which the quality of relationships and the attitudes of pupils are important.
How well the school cares for its pupils	Satisfactory. All staff know pupils well and procedures for attendance and behaviour monitoring are good. Procedures for assessing and monitoring pupils' progress over time are very good although the systems for using this information are, as yet, less well developed.

The school's partnership with its parents is good. The quality of information provided for parents is good. The school prospectus provides a clear informative introduction to the aims and daily routines of the school and provides good information about the pre-school and Foundation Stage. Although the day to day awareness of health and safety in the school is satisfactory, risk assessment procedures are still at an early stage.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and the senior management team are good. They successfully promote high standards, good attitudes to school, good behaviour by the pupils, good manners and equality of opportunity. The school has clear aims that are supported by the pupils, staff and governors.
How well the governors fulfil their responsibilities	Very good. The governing body are very active and give very good support to the school. They have a clear understanding of the strengths of the school and of areas that need to be improved.
The school's evaluation of its performance	Good. The procedures for monitoring the curriculum are very good. The school's use of this data to raise standards is not yet as well developed as its monitoring systems and the school recognises that this is an area for development.
The strategic use of resources	Very good. Specific grants are used well and for their intended purpose. For example, the additional funds obtained by the school from the National Lottery, for the purchase of physical education equipment, were well used.

The match of teachers and teaching assistants to meet the demands of the National Curriculum is very good and the school benefits from the appointment of two part time teachers who are able to release classroom teachers from time to time to carry out their work on subject development. The accommodation is good and well maintained and cared for by the caretaking and cleaning staff. Quality displays enhance the accommodation. The overall level of resources is good. The management systems in the school are good. Responsibilities for the coordination of the different subjects have been devolved to small teams of teachers, effectively involving every teacher in the school. The governors have a good understanding of the principles of best value and recognise in particular that purchases need to be linked to school improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school expects their children to work hard and achieve their best • Teaching is good • Their children like school 	<ul style="list-style-type: none"> • The range of activities outside lessons

Inspectors agree with all the parents' very positive views of the school. They disagree with the parents' views about the range of activities outside lessons and judge them to be satisfactory and similar to that found in many schools of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 In the 2001 National Curriculum tests for pupils aged 11, standards in English were in line with the national average, in science above the average, and in mathematics well above the average. In comparison with similar schools, standards in all three subjects were well above average. These figures also reflect pupils' attainment at the higher Level 5 in these subjects. These pupils made very good progress between the ages of seven and 11. In all three subjects girls performed better than boys, although boys' attainment in English and mathematics was better than the national average for boys. The results over the last five years have been broadly in line with the national trend. Current standards in Year 6 are above expectations in English and mathematics and in line with expectations in science.
- 2 In the 2001 National Curriculum tests for pupils aged seven, standards in reading and writing were below the national average and in mathematics were well below. When compared to similar schools, reading was in line with the average, writing was above average and mathematics was below average. Although boys performed worse than girls in all three subjects, this is not a consistent pattern each year and there was no evidence during the inspection of boys or girls performing differently. Nor was there any evidence of pupils from ethnic minorities performing less well than other pupils. Results have improved since 1997 although the results in 2001 were lower than in the previous two years. This is because almost half the cohort of pupils in 2001 had special educational needs. The inspection judgement is that pupils in Year 2 are attaining above expectations in reading, mathematics and science and that by the end of Year 2 are likely to be above in writing. In the teacher assessment of science, standards in 2001 were close to the national average and above that of similar schools.
- 3 The findings of the inspection are that the National Literacy Strategy and the National Numeracy Strategy are providing a good structure for teaching, are effective in developing these subjects and that standards are improving as a result.
- 4 The targets set for the pupils in Year 6 at the end of 2001 was for 80 per cent of pupils to attain the expected level in English and mathematics. These targets were exceeded in both subjects. More challenging targets of 82 per cent have been set for this year.
- 5 Baseline tests taken when children start school indicate they enter the school with attainment that ranges from below expectations to in line with expectations. Rarely do children enter with higher levels of attainment. Children make good progress. By the end of the reception year the majority of children achieve the Early Learning Goals in the key areas of communication, language and literacy, mathematical development, and knowledge and understanding of the world, and exceed them in creative development, physical development, and personal, social and emotional development. This reflects the good teaching in the reception class. Children make good progress in learning letter sounds and higher attaining children begin to write their own sentences. By the time they are ready for Year 1, the majority of the children count accurately to 10 and some beyond. They name regular shapes such as squares and triangles and understand 'heavier and lighter' and 'taller and shorter'.
- 6 Pupils achieve well in reading. By the time they are seven years old the majority of the pupils decode new words accurately using letter sounds and phonemes. Older pupils

understand themes in books and refer to the text to explain their ideas. Spelling has improved and is now satisfactory in the younger classes. There are however, some weaknesses in spelling in the older classes. Words learnt for spelling tests are not often put into context in a sentence and the spelling in written work is still often inaccurate. Handwriting has improved since the previous inspection and the youngest pupils prepare to learn a joined style that is used consistently throughout the school. Pupils achieve good standards in speaking and listening skills.

- 7 Standards in mathematics at the end of both Year 2 and Year 6 are above average. Pupils in Years 1 and 2 add and subtract money and have a good understanding of odd and even numbers. They understand place value. By the time they reach Year 6, many pupils calculate equivalent fractions, they double and halve and have a good understanding of multiples. Pupils in Year 2 measure weight and capacity in standard units and tell the time, some in minutes. Pupils in Year 6 measure perimeters and calculate area.
- 8 Standards in science are above average in Year 2. By the end of Year 2, pupils have a good understanding of light and sound, forces and materials. Most have developed the scientific skills of recording results of tests, sorting out the information and turning it into graphs. They are still developing an understanding of fair testing. Although standards in Year 6 are presently only average, the school runs a particularly effective revision programme to prepare pupils for the national tests and by the end of Year 6 they may be above average. Pupils in Year 6, have a good knowledge of different aspects of science, such as life processes. However, they do not have sufficient opportunities to develop an enquiring approach in raising questions for discussion and investigation or in planning their own investigations in order to find out the answer. Consequently pupils make less progress in developing the skills of science than they do in developing their knowledge.
- 9 Standards of attainment in information and communication technology in Year 2 and in Year 6 are in line with national expectations and above that found in many schools. Pupils throughout the school use computers confidently and learn new skills quickly. A strength in the teaching of information and communication technology is in the way in which teachers plan its use across the whole curriculum. This results in pupils being very familiar with using information and communication technology for research and as a tool to support learning in other subjects. They are very competent when using the Internet.
- 10 In religious education standards are generally in line with the expectations of the locally agreed syllabus although in the aspect that requires pupils to reflect on their own beliefs and responses they are above expectations.
- 11 Standards in all other subjects of the curriculum are satisfactory except in design and technology, music and geography at the end of Year 6. In design and technology and music there were insufficient opportunities to make a judgement on attainment. The timetabling of history, geography and design and technology as a block to be taught only in one term each year means that pupils have to wait a considerable length of time to revisit the subject. As a result, some topics are not covered in sufficient depth, and pupils' skills do not develop as evenly as they might. In geography this has resulted in standards that are below expectations because pupils are unable to recall what they have learnt. In music, insufficient time is spent teaching it. Pupils from Year 2 to Year 6 have swimming lessons and most are able to swim by the time they leave the school.
- 12 The level of attainment of pupils who have special educational needs is below national averages although in science some achieve the expected Level 4. However, these

pupils make good progress, because they are well supported during their work in the classrooms, both by teachers and support assistants. Progress has improved since the previous inspection.

- 13 There are only five pupils with English as an additional language and none of them are in the early stages of language learning. These pupils achieve as well as others in the school.

Pupils' attitudes, values and personal development

- 14 Pupils' attitudes, behaviour and personal development have remained as good as reported at the time of the last inspection.
- 15 Pupils' attitudes to school are good, they enjoy coming to school and parents confirm this in the questionnaire. Good attitudes begin in the Foundation Stage where children settle well into school routines and become increasingly confident. They listen attentively to their teachers and to each other; they work hard and concentrate well in lessons. They cooperate very well when working in pairs or in groups. For example, when playing outside with the wheeled toys, children shared and played together well. Pupils in the older classes are interested in their lessons and are happy to be involved in class activities. For example, in a Year 1 literacy lesson, pupils were enthusiastic and well motivated both in the whole class activities and when working independently on set tasks. Examples were observed in many lessons across all year groups where pupils were able to sustain concentration appropriate to their age and persevere well. They enjoy meeting the challenges set and are able to make appropriate decisions about their work. The majority are well able to share their learning, for example when working in pairs on the computers.
- 16 Behaviour in lessons is good, and this has positive impact on pupils' learning. From the Foundation Stage, children are expected to accept and conform to the schools rules and through the use of the positive behaviour policy and anti-bullying policy the school creates a calm and purposeful environment in which pupils learn well. Pupils show respect for other people's property and are polite and trustworthy. Behaviour during wet lunchtimes when pupils are indoors is good, and good relationships exist with lunchtime supervisors. However, when pupils are in the playground at lunchtimes, behaviour is only satisfactory due to the boisterous and less respectful attitudes of some pupils. Oppressive behaviour, bullying, sexism and racism are rare occurrences and this was confirmed in conversation with a sample of Year 6 pupils. No pupils have been excluded in recent years.
- 17 Pupils' personal development is good. Pupils' have a very keen knowledge of the impact of their actions on others and this was evident in displays of work around the school. For example, a display of work on "Quarrelling with a friend" showed a good level of maturity and sensitivity in Year 6 pupils. Older pupils, in particular, contribute significantly to the life of the school. They take on a wide variety of responsibilities that are very effective in helping the school to run smoothly. Year 6 pupils are extremely proud of their prefect status and set a very good example for younger pupils to emulate. Very many pupils can articulate their own views and beliefs, and are prepared to listen to others' views. The newly introduced school council has already provided a very effective channel of communication in the school for pupils' opinions to be heard. For example, pupils have expressed a wish for more activities at lunchtime and quiet seating areas in the playground. Plans are already in place to carry out these suggestions. Children in the Foundation Stage make good progress in their personal development. They make good relationships with each other and quickly learn the class routines.

- 18 Relationships between pupils, and between pupils and staff, are good. The level of respect for teachers, adults and each other is well developed. For example, in a Year 3 science lesson, pupils took an active and enthusiastic part in the lesson due to the close understanding and quality of relationship between the learning support assistant and the pupils.
- 19 Pupils who have special educational needs maintain a positive self-image as they are enabled to achieve success in their work. Their behaviour is usually good. Support assistants encourage the pupils to concentrate, and to tackle challenging tasks with determination. Pupils with English as an additional language are well motivated and join in readily with class and group work.
- 20 Attendance rates are satisfactory. The number of authorised absences is slightly above the national average, however the percentage of unauthorised absences in the last reported year is low and has significantly improved due to rigorous monitoring. Daily classroom registration is conducted well. Punctuality to school and for lessons is good and this has a positive effect on pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

- 21 Throughout the school the quality of teaching is good. Twenty two per cent of lessons seen were very good or better. This represents a significant improvement since the last inspection. No unsatisfactory teaching was seen, which also represents an improvement since the previous inspection. The most consistently good teaching was seen in the two oldest classes where all the teaching observed was good or better.
- 22 In the reception class, teaching is good overall with six of the eight lessons seen being good and one being very good. The teacher in this class is very experienced although unqualified. Her positive approach and high expectations bring good responses from the children. Generous use of praise and encouragement encourages pupils to succeed. The good relationships within the class and the calm atmosphere of the classroom help children feel secure and learn more effectively. Lessons are well planned and well prepared and a good range of resources is provided for children to use. Very good use of carefully structured questions help children to think about what they are doing, for example, in history, thinking about toys of today and yesterday.
- 23 Some of the best teaching seen during the inspection was in information and communication technology where three of the six lessons seen were good and two were very good. Teachers prepare pupils well before going into the computer suite and this means that time is not wasted and pupils are able to quickly get on. In one of the mixed Year 3 and 4 classes this was done very well when the teacher gave examples of text being presented in an interesting way before asking the pupils to then design their own poster warning of the dangers of fireworks. Teachers have a good understanding of information and communication technology and use this to plan clear step by step instructions that pupils find easy to follow. Teachers have high expectations and allow pupils time and opportunities to experiment. This results in pupils becoming confident and quick learners.
- 24 Teaching of literacy is good overall. Half the lessons observed were very good or excellent and the other half satisfactory. Teachers have secure subject knowledge of literacy, are confident teaching it and teach basic skills well. This means that pupils quickly grasp the basic skills. Pupils are managed well and are clear about what they have to do. In the very good and excellent lessons the teacher shares the learning

objectives with the pupils and the pupils know what they have to learn. This helps them understand how well they are doing and what they need to do to improve. In these lessons work is well matched to the different needs of the pupils. Questions are used well, and this challenges pupils and encourages them to think hard. The lessons that were only satisfactory had different weaknesses. In one of the mixed Year 3 and 4 classes the work given to the Year 3 and Year 4 pupils was insufficiently different to challenge the older or higher attaining pupils. In other classes, pupils needed more structure to the task or more support to enable them to complete the activities successfully. In the excellent lesson, the teacher was very clear about the needs of individual pupils. She helped them understand these themselves and this helped them to be more responsive to her excellent teaching. Work was very well suited to individual pupils but was also challenging.

- 25 Teaching of numeracy is good, and is overall good. Teachers have good subject knowledge and explain strategies well. This is reflected in the way they extend pupils' understanding by getting them to explain how they have reached a particular answer. This encourages pupils to think mathematically and to gain confidence. Most lessons have a brisk pace, which retains pupils' attention and keeps them involved. Teachers use the beginning and end of lessons well to recap on previous learning and to consolidate what has been learnt in the lesson. They use a range of imaginative strategies to help pupils understand. A good example of this was seen in the Year 2 class when pupils were learning about odd and even numbers. The teacher's use of the overhead projector to highlight the pattern of these numbers was very effective in helping pupils to see the pattern, when she switched it off. Humour is used particularly well in numeracy lessons and pupils' enjoyment is evident. The suggestion that pupils who were not sure of the answer, 'phoned a friend' not only amused pupils but also allowed them to share their understanding. In the lessons that were only satisfactory the work was insufficiently challenging for the more able pupils. There were occasions when the extension work provided for pupils who completed their tasks was too easy.
- 26 Teaching of science is good overall with two of the six lessons seen being very good and two satisfactory. In the very good lessons, pupils are given opportunities to be involved. Discussion is encouraged and pupils think for themselves about what is happening. In Year 2, pupils were able to handle materials and make their own judgements about whether they could be twisted, pushed or pulled into a different shape. In other lessons, teachers direct activities and give pupils little freedom to explore their own ideas or in their own way. Although teachers all plan investigative activities, teachers in the junior classes are generally reluctant to give the pupils the opportunities to ask their own questions or think of their own practical methods for finding out the answer. Consequently pupils make less progress in developing the skills of science than they do in developing their knowledge.
- 27 Teachers' knowledge and understanding of what they are teaching in other subjects is always at least satisfactory and often good. Teachers' planning is thorough and where they teach in parallel year groups they plan together and support each other well. They have appropriate expectations of most pupils but these are not always high for the more able pupils or for the older pupils in the classes of mixed ages.
- 28 A strength of the teaching is in the relationships between teachers and pupils, particularly in the Year 2 class and in the two oldest classes. In the Year 2 class, the teacher whispered a secret to the pupils. They responded well to this and tried particularly hard to please her. This results in very good attitudes from the pupils and inspires pupils to want to do their best. This positively affects the progress pupils make.

- 29 Learning support assistants are well informed about the lessons and contribute effectively to pupils' learning. This was particularly good in the Year 1 class. Resources are well prepared and well used. The Internet is used very effectively in the junior classes.
- 30 Teachers use questions well to check pupils' progress and in some classes marking provides good information on how work might be improved. Day to day assessment is satisfactory and teachers know their pupils well. Teachers have considerable data about the pupils in their class but it is not always evident in lessons how this data is used to match work to pupils' needs. Some examples were observed of higher attaining pupils not being sufficiently stretched and becoming bored with the lesson.
- 31 The teaching of pupils who have special educational needs has improved since the previous inspection, and is good overall. The school now ensures that these pupils are well supported within the classroom by the specialist support assistants, using carefully selected material, linked to the pupils' individual education plans. This enables the weaker pupils to make good progress, as, for instance in a Year 3/4 mathematics lesson, where the support assistant explained the basic skills of counting on in tens clearly and enabled the pupils to master and then extend the concept. This systematic use of individual education plans is not consistent throughout the school. So, on occasions, the work prepared for pupils is not suitably matched to their abilities, and is too hard or too easy. Effective systems enable class teachers and support assistants to transfer instructions and information about pupils' progress easily.
- 32 Teachers are careful to include pupils with English as an additional language in all lessons. There is some lack of understanding of the needs of these pupils. Generally, higher ability pupils who can provide them with a good role model for English, support them during group work. Teachers are very aware of the need to ensure all pupils are included and make every effort to ensure that all are fully involved.

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

- 33 The school meets all statutory requirements, including those for the Foundation Stage, and takes due account of the strategies for literacy and numeracy. Sound use is made of resources within the community. The overall provision for pupils' spiritual, moral, social and cultural development is good. The school meets the statutory requirements for the teaching of religious education and collective worship. The school provides a range of opportunities, particularly at Year 6, for pupils to take responsibility. They work well together and they understand the difference between right and wrong.
- 34 The overall quality and range of opportunities offered to the pupils and the breadth, balance and relevance of the whole curriculum is good within the reception class and in Year 1 and Year 2, and is satisfactory from Years 3 to 6. There are some weaknesses in the curricula for design and technology, geography, history and music for pupils in Years 3 to 6. This is because insufficient time is spent on these subjects to ensure that all aspects are fully covered and that pupils get opportunities to consolidate learning and skills. Because these subjects are blocked together in such a way that pupils only study them for one term each year, the gap between visiting them is so great that pupils have difficulty recalling what they have studied. All statutory requirements such as sex and drugs education are met. The school is in the process of reviewing several of its policies and schemes of work to make them more relevant to their needs.

- 35 The literacy strategy is implemented across the school and is beginning to be effective in raising standards in reading. The planning of numeracy is specific and, as it focuses directly on teaching and learning objectives, lessons are purposeful and the pupils' progress is good. This also is effective in raising standards.
- 36 Although parents felt that the range of extra-curricular activities offered to enhance the quality of the pupils' education was insufficient, the inspection team judge it to be similar to that found in many schools of this size.
- 37 Pupils' equality of access and opportunity to the curriculum is satisfactory. However, there are occasions in some classes at Key Stage 2 when pupils with different abilities are given work insufficiently targeted to their needs. In these classes, higher attaining pupils or older pupils in the mixed age classes are insufficiently challenged to make good progress. The school has recently developed a register of pupils who they have identified as gifted or talented, with the intention of ensuring an appropriate curriculum for them. Pupils with English as an additional language are fully included in all aspects of the curriculum but the school does not plan how to use their cultures and home languages to enrich the curriculum.
- 38 Provision for special educational needs is good. This is an improvement since the previous inspection because it now leads to good progress throughout the school. All the pupils' individual education plans are in place, and are of a consistently good quality. The pupils' targets are clearly defined, work programmes are shown in detail and their progress is reviewed at regular short periods as suggested in the criteria for successful achievement. The few pupils still withdrawn from lessons for short periods now receive very good quality intensive training for particular identified needs where this practice is appropriate.
- 39 Provision for personal, social and health education is satisfactory, and is timetabled for some classes. All pupils have opportunities to visit local places of interest. There are good links on a variety of levels with local schools.
- 40 Overall provision for spiritual, moral, social and cultural development is good, as it was at the time of the last inspection. There is no mention of these aspects within the various curricular policies. Provision for spiritual development is satisfactory and opportunities are provided for pupils to reflect on personal and wider spiritual matters, particularly through the context of collective worship. There are a few signs of this in other areas of the curriculum. For example, pupils in an art lesson reacted with wonder at another's painting, but spiritual development is not planned for across the curriculum.
- 41 Provision for moral and social development is good. The school promotes a positive ethos within which the quality of relationships and the attitudes of pupils are important. Pupils have a good awareness and understanding of the school's moral code and consider the effects of their actions. Adults within the school are good role models, and set an overriding emphasis of care. In their discussions and actions pupils can readily distinguish right from wrong. They are encouraged to care for each other and consider the effects of social and moral behaviour on the environment and on others. All this is exemplified through many aspects of school life. There is a well-established prefect system, within which the pupils are valued and feel useful. There were numerous examples of pupils playing happily together regardless of age, gender or racial origin. There is a school council, which gives pupils an introduction into developing responsibilities.

- 42 The provision for cultural development is satisfactory. Pupils have an awareness of their place within the local community and their local culture is covered through the curriculum, with a sound range of visits. Although non-Christian religions are valued, there is too little emphasis on the richness of other cultures throughout the world, and there is little use of music or art to exemplify this.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 43 Care for pupils, in particular health and safety and child protection are satisfactory, whereas it was reported as good at the time of the last inspection. This is due to some of the concerns raised in the last inspection on child protection not being fully addressed. In general, most teachers are very aware of the emotional state, physical condition and intellectual capacity of their pupils. Satisfactory emphasis is placed on helping pupils to protect themselves and others. The school has developed a brief policy for dealing with child abuse. A member of staff has been designated Child Protection Coordinator and has received recent training. However, as highlighted in the last inspection report, staff have not received in-service training to maintain and update their knowledge and understanding of procedures.
- 44 The school has a satisfactory Health and Safety policy and promotes the awareness of health and safety issues satisfactorily, for example, through the drugs awareness project and visits by the school nurse. Procedures for providing first aid are barely satisfactory with only one member of staff currently trained in first aid. Although the day to day awareness of health and safety in the school is satisfactory, risk assessment procedures are still at an early stage and risk assessments of activities such as gym lessons, and travelling to swimming lessons are necessary. The governing body has recently started to review the premises each term. This provides appropriate monitoring of health and safety in school although the procedures to deal with issues resulting from this are still being developed.
- 45 Procedures for assessing and monitoring pupils' progress over time are very good although the systems for using this information are, as yet, less well developed. Procedures to assess children's attainment soon after they start school are in place in the reception class. Each child has a record of achievement and an individual progress record. Assessments are made regularly of pupils' progress in English, mathematics and science and detailed records are kept. These records inform the class teachers who use them to group together pupils at a similar level. However, in some classes, particularly those with pupils of different ages, this information is not used effectively to challenge the more able pupils. Formal assessments are used regularly throughout the school. These tests are used to forecast pupils' potential and to set them appropriate targets. Assessment procedures have recently been introduced in information and communication technology but these are not yet well established. At the moment there are no procedures in place to assess pupils' progress in other subjects although the school recognises the need to do this. The monitoring and supporting of pupils' personal development is only satisfactory because there is no planned programme of work for personal development through which pupils' needs can be targeted.
- 46 Assessment of pupils who have special educational needs is good. Teachers identify children who are likely to experience learning difficulties at the earliest opportunity, even in the reception class. Throughout the school, pupils are monitored regularly to see if they have made sufficient progress to come off the register, or if they need further help. The staff are beginning to track pupils more closely. The school draws on the expertise of specialist services for more detailed diagnostic testing. The school has very good relationships with many specialist agencies. The staff use their knowledge of these

special pupils effectively to give guidance on behaviour and improvement in class work. The more complex needs of some pupils are handled sensitively by the school, although none have statements of special educational need.

- 47 No pupils with English as an additional language appear on the register of pupils with special educational needs but some do appear on the gifted and talented register. The school monitors the performance of different groups of pupils including those with English as an additional language and those pupils from different ethnic groups. Monitoring indicates that these pupils are making good progress.
- 48 The ways in which the school monitors and promotes regular attendance are good. The school complies with the statutory recording and reporting of attendance. The school has good links with the education welfare officer. The school has good attendance monitoring procedures, and the procedures for following up unauthorised absences are well established. The school secretary is actively involved in contacting parents on the first day of any absence and this ensures all pupils' absences are very closely monitored. There is a clear commitment to improving attendance in order to promote good opportunities for pupils to learn.
- 49 The procedures for monitoring and promoting good behaviour are good and lead to the good behaviour that exists throughout the school. A positive behaviour policy is well established, and this policy is implemented consistently. The school's involvement of parents in the recent review of the behaviour policy ensures all parents are fully supportive of its implementation. All rules including the anti-bullying rules have been written according to pupils' age and this leads to all pupils, including the children in the Foundation Stage, having a good understanding of the schools high expectations of behaviour. When required, appropriate records of pupils' behaviour are kept. The school helps create a happy atmosphere, which promotes good behaviour and self-discipline. This is particularly good in Year 6 where pupils, under minimal supervision, act sensibly in the information and communication technology suite. The systems for monitoring and eliminating negative behaviour are good. The anti-bullying policy is very good, and records of instances of bullying, racist comments and harassment are carefully kept. At the parents' meeting prior to the inspection parents confirmed that any instances of bullying were quickly resolved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 50 Parents are supportive of the school, and are very happy with the quality of education it provides. The good attitudes and values promoted by the school and the good standards of behaviour successfully meet the expectations of parents. Almost all parents support the school's approach to homework. Parents are of the opinion that the school has made significant improvement, in particular with respect to the accommodation and the introduction of homework and booster classes. Some parents have reservations about the number of extra-curricular activities provided. Inspectors agree with the positive views of parents, but find that the range of activities provided outside lessons is satisfactory and is similar to that normally found in schools of this size and type.
- 51 The school's partnership with its parents is good. The quality of information provided for parents is good. The school prospectus provides a clear informative introduction to the aims and daily routines of the school and provides good information about the pre-school and Foundation Stage. The governors' annual report to parents is informative; however, not all legal requirements regarding the information contained in this report are fully met. Since the last inspection the school has improved the reporting of information in the annual pupils' reports on what pupils know, understand and can do and they now contain

useful information in English, mathematics and science on the levels their children have attained. However, some reports appear impersonal and many contain insufficient information on what individual children should do to improve. The school has consulted with parents about behaviour and homework, which has led to a clear understanding of both and built on the positive partnership between home and school. The school currently has the services of a Parent Support Worker funded by the AMBER (adult minorities breaking educational restrictions) project. She is frequently in school and provides a valuable extra resource in maintaining and strengthening links between home and school. Initiatives such as computer literacy courses for parents and mentoring parents helping in school have proved effective. The school has very good transfer arrangements to secondary school and very good links with the carers and toddlers group who uses the school hall weekly.

- 52 The parents of pupils who have special educational needs are fully involved in the procedure at every stage, and are kept well informed of their children's progress. Less than half of them attend the important review meetings, despite the school's efforts to increase this proportion.
- 53 Parents' involvement has a considerable impact on the work of the school and as a result makes a positive contribution to pupils' progress. Parents regularly support their children's learning through the help that they provide at school and at home. A number of parents help in school with swimming, reading and other activities and their contributions are valued. Parents generally have a good understanding of what is being taught to their children through newsletters and homework diaries. The "Friends of Warren" makes a very significant contribution to school life. They have raised large sums of money through the summer fete and other events and these funds have been spent appropriately on raising the quality of resources to improve pupils learning opportunities. Reading and homework diaries are well used and monitored and strengthen the link between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 54 The leadership and management of the school are good. The headteacher leads a strong senior management team and is well supported by a hardworking staff. All work together well, sharing an understanding of the strengths and weaknesses of the school and establishing ways of securing improvement in the standards achieved. They successfully promote high standards, good attitudes to school, good behaviour by the pupils, good manners and equality of opportunity. The school has clear aims that are supported by the pupils, staff and governors.
- 55 The headteacher has set up management systems in the school which are good and generally effective. Responsibilities for the coordination of the different subjects have been devolved to small teams of teachers, effectively involving every teacher in the school. Each team is led by a member of the senior management team, which provides an effective link between all tiers of management. Until recently, the focus of the teams has been the core subjects of English, mathematics and science, and since the last inspection the school has been successful in maintaining high standards in these areas. The coordination of other subjects has not been as strong and as a result the foundation subjects of history, geography, design and technology and music in particular, have not developed at the same pace as the core subjects. The headteacher has a good grasp of the school's strengths and weaknesses and is aware of the need to develop the curriculum for these foundation subjects.

- 56 The management of special educational needs is good. It has established effective and caring provision. The organisation of training is continually raising the expertise of the support staff to a high level. Careful timetabling ensures that this expertise is in the right place at the right time, ready to begin interacting with pupils from the start of lessons. One point for development is the gathering together of the information from the various assessment sources to enable the school to monitor and evaluate the impact of special needs support overall. No one has the responsibility for the policy of teaching pupils with English as an additional language at the present time. Although, at present, there are few pupils requiring support, the school should consider including this aspect of its work in the English policy.
- 57 The procedures for monitoring the curriculum are very good. Each team monitors the planning and work of the subjects it is managing. Monitoring of teaching is carried out by the senior management team, who have had training to do this; areas of weakness in teaching are quickly identified and teachers supported. Formal testing of pupils is carried out each year. The data from these tests and from the statutory assessment tasks is analysed in detail by the school's data manager giving the school a very thorough picture of its performance. For example, the school is able to identify pupils who may be gifted and talented together with those pupils who will have difficulty attaining the expected standards. In order to ensure that no pupil is disadvantaged, the results of boys and girls and pupils from different ethnic backgrounds are systematically analysed. The school's use of this data to raise standards is not yet as well developed as its monitoring systems and the school recognises that this is an area for development.
- 58 The governing body is very active and gives very good support to the school. The governors have a clear understanding of the strengths of the school and of areas that need to be improved, for example, the raising of standards even further. They are fully aware of the standards the school attains and how these compare to those of other schools. They 'work as a team' with an effective committee structure, and share the vision of the headteacher to improve the school even further. Some governors are linked to curriculum management teams and regularly report back to the full governing body on the development of their subjects. The school has recently agreed a 'Governors Classroom Visits policy', which is designed to encourage governors to observe lessons more frequently and to help them know what to look for when they do observe lessons. This year they are focusing on writing. Governors are involved with the setting of the school's targets, and require the school to explain when cohorts perform less well than others, for example, the Year 2 cohort in 2001. The governors' annual report to parents is informative, however, not all legal requirements regarding the information contained in this report are fully met.
- 59 All staff and governors are included in the planning for school improvement and meet each year to plan for the subsequent year. Priorities are set by the curriculum teams after auditing the progress of the previous year's improvement plan. The school development plan has clear and relevant targets, which are costed and closely related to the budget. The school's planning takes account of its immediate priorities and identifies suitable resources to support them.
- 60 The school bursar effectively carries out monitoring of the school budget. Income and expenditure is well documented and is monitored by the governors finance committee. The school's secretary, who also provides parents with a valuable point of contact and a warm welcome, carries out day to day administration effectively. The governors have a good understanding of the principles of best value and recognise in particular that purchases need to be linked to school improvement. An example of this was in the purchase of internal walls, which were considered to be necessary in order to improve

teaching. Specific grants are used well and for their intended purpose. For example, the additional funds obtained by the school from the National Lottery, for the purchase of physical education equipment, were well used. The school uses new technology very well in all aspects of school life.

- 61 The match of teachers and teaching assistants to meet the demands of the National Curriculum is very good and the school benefits from the appointment of two part time teachers who are able to release classroom teachers from time to time to carry out their work on subject development. The teachers have an appropriate range of subject expertise and there are suitable procedures for inducting teachers that are new to the school or who are newly qualified. The school has a policy on performance management, which has effectively replaced the appraisal and professional development cycle.
- 62 The accommodation is good and well maintained and cared for by the care taking and cleaning staff. Quality displays enhance the accommodation and provide interesting information for pupils. The open plan layout however, causes problems in two classes, which have to be used as access to other classes. Occasionally movement through the classes distracts pupils.
- 63 The overall level of resources is good. The school has an appropriate range of resources for any special educational needs arising for pupils currently in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 64 In order to ensure greater breadth and depth to the curriculum and help pupils build more effectively on what they have learnt, the school should:
- extend the time spent on history, geography, design and technology and music by: revising the curriculum timetable to ensure that time is spread more evenly across all the foundation subjects; and ensuring that each is visited more frequently over the course of a year.
(paragraphs 11; 34; 106; 108; 112; 121)
 - creating more opportunities for pupils in science, for pupils to raise their own questions and plan their own investigations.
(paragraphs 8; 89; 90; 92)

Other issues which should be considered by the school:

- Ensure that the governing body report to parents meets statutory requirements.
(paragraphs 51; 58)
- Increase the number of staff trained in first aid.
(paragraph 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	30	18			
Percentage	2	20	49	30			

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		208
Number of full-time pupils known to be eligible for free school meals		45

FTE means full-time equivalent.

Special educational needs	Nursery	YR - 6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		62

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.3
National comparative data	5.6

School data	0.0
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	9	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	8
	Girls	8	8	8
	Total	14	14	16
Percentage of pupils at NC level 2 or above	School	70 (86)	70 (92)	80 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	9
	Girls	8	8	9
	Total	15	16	18
Percentage of pupils at NC level 2 or above	School	75 (84)	80 (86)	90 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	20	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	16	18	18
	Total	29	31	31
Percentage of pupils at NC level 4 or above	School	81 (76)	86 (76)	86 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	17	19	19
	Total	30	32	33
Percentage of pupils at NC level 4 or above	School	83 (76)	89 (71)	92 (76)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	14
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	176
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	21
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	96

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	480657
Total expenditure	451546
Expenditure per pupil	1922
Balance brought forward from previous year	-177
Balance carried forward to next year	28934

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	67	31	0	0	2
Behaviour in the school is good.	33	60	5	0	2
My child gets the right amount of work to do at home.	50	40	2	2	5
The teaching is good.	71	24	2	0	2
I am kept well informed about how my child is getting on.	43	40	10	5	2
I would feel comfortable about approaching the school with questions or a problem.	69	24	2	2	2
The school expects my child to work hard and achieve his or her best.	74	24	0	0	2
The school works closely with parents.	57	31	7	0	5
The school is well led and managed.	67	21	2	2	7
The school is helping my child become mature and responsible.	67	29	2	0	2
The school provides an interesting range of activities outside lessons.	29	29	33	2	7

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

65 The school does not have a nursery but admits children part time for the term before they are five years old. There is an intake every term. Children attend full time in the term in which they become five years old. Evidence from early assessment indicates that children enter with attainment that ranges from below average to average. Few exceed expectations. By the time they are ready for the Year 1 class they exceed the early learning goals in creative development, physical development, and personal, social and emotional development. This is the result of good teaching and the support of a very experienced though unqualified teacher. They achieve the learning goals in communication, language and literacy; mathematical development; and knowledge and understanding of the world. The teacher assesses the children regularly and keeps ongoing notes about their achievements in academic and personal skills. Children experience a wide range of activities that support their learning well and provide them with good opportunities for independent learning. The classroom accommodation is good and well organised although the outside area is small and inhibits the number of activities that can take place at one time. At the time of the inspection, seven children attended full time and seven children attended the morning session only. Although he does not have a statement of special educational need, additional support is provided in the morning for a child who has severe special educational needs that limit his attendance at school full time. The good support helps him take part in the full range of activities at his own level.

Personal, social and emotional development

66 The children make very good progress in this area of learning and by the time they enter Year 1 they exceed the early learning goals. They quickly settle into the routines of the class and respond very well to each other. The teacher supports new children well and they quickly become confident members of the class. They have very positive relationships with each other and with adults. Parents are welcomed into the class and have good communication with the teacher and this helps children to feel secure. Children are helped to understand what behaviour is required and encouraged to share, for example, when playing ball games in the outside play area. They learn turn taking on the large equipment, and are mindful of each other when riding the tricycles and the scooters. Teaching is good.

Communication, language and literacy

67 The children make good progress in this aspect of their development and by the time they enter Year 1 most have achieved the early learning goals. This is because of good teaching. The teacher uses a well structured approach to language and literacy, modifying the literacy strategy appropriately to meet the differing needs of the morning and afternoon children. In the morning children read the big books with the teachers and learn letter sounds. They make good progress and the teacher takes every opportunity to include this in children's activities. Activities are extended in the afternoon for the older children. Higher attaining children use their knowledge of letter sounds to begin to write their own sentences. Lower attaining children have good support with holding their pencils appropriately and copying individual letters accurately. However, there are no easily accessible word banks to encourage children to write the word correctly in their

writing about specific topics. This limits their independence and accuracy. There are good opportunities for discussions in mathematical activities and when learning about their toys and toys from the past. All children take part and have good opportunities to explain their ideas. Careful questioning such as “Why do you think...?” and “What do we know?” encourages children to give extended answers. The teacher supports the children’s reading with the use of the big books. The children are well motivated, join in with the repetition. They remember the text well and some are able to use letter sounds to find individual words.

Mathematical development

- 68 Children make good progress and, as a result of the good teaching that they receive, almost all achieve the early learning goals for mathematical development. By the time they are ready for Year 1 the majority of the children count accurately to 10 and some beyond. Well planned activities relate counting to number recognition. Counting forwards and backwards is reinforced when the register is taken in the morning. They calculate simple number problems and work out how many children are at school by counting back one less. They use simple shapes to make pictures and can name regular shapes such as squares and triangles. They talk about heavier and lighter when they compare toys, and taller and shorter when looking at people. Children gain confidence in this aspect of their work and when cutting out toys from magazines and constantly count them by themselves to check they have five.

Knowledge and understanding of the world

- 69 Children make good progress and by the time they are ready for Year 1 they achieve the early learning goals in this aspect of learning. This is because of the good opportunities provided by good teaching. The classroom provides a secure environment in which children learn through play about the world outside. They have regular access to computers and are skilful using the mouse. They make satisfactory progress learning to use the keyboard and the majority type their names accurately. The teacher is well prepared, and for those children who find it difficult, the correct letters are highlighted. Once children become confident in the school environment they are taken out locally to learn about the outside world. The school grounds are used effectively to learn about the changes in the seasons. Children count the traffic that passes the school and learn about crossing the road safely. To increase their knowledge of the past children look at their own toys and those from an earlier time and make simple comparisons in terms of materials used. They guess the age of old toys and are amazed at the doll which is 40 years old, express their dislike for it, though they cannot say clearly why.

Physical development

- 70 Teaching is good and by the time they enter Year 1 children exceed the early learning goals in this aspect of their development. They are very confident using large apparatus and climb up high equipment with awareness of others around them. They move imaginatively to firework music and act out rockets and Catherine wheels and use the floor space well in the hall. They have good coordination in their large movements. In the classroom they are equally confident using scissors and small tools. They cut paper and fabrics well and have good pencil control when drawing and writing. At outdoor play the teacher carefully and consistently teaches the basic skills of learning to throw and catch. Children learn the importance of watching where they throw and of preparing to catch the ball.

Creative development

- 71 Children make very good progress and by the time they enter Year 1 they exceed the early learning goals in this aspect of their development. This is because of the wide range of materials available to them in the class and the confidence they have to make choices and develop their ideas. They make planes and rockets using a range of papers and boxes adapting their ideas and adding detail. They work independently and with concentration and the results are generally in proportion and the correct shape. Their paintings and drawings are lively and they enjoy using colour. In music they enjoy making different sounds and describe sounds they like. They sing nursery rhymes enthusiastically and the teacher questions them well to develop their understanding of loud and soft and high and low. Good teaching that demonstrates enthusiasm and enjoyment contributes to their overall attainment.

ENGLISH

- 72 The school makes good provision for the teaching of English and pupils of all ages make good progress. This is satisfactory improvement since the previous inspection. In Year 2 last year, standards in reading and writing were below the national average but in line with the attainment of pupils in similar schools in reading and above in writing. Standards were lower than in previous years because almost half of this cohort of pupils had special educational needs. In Year 6 last year, pupils achieved levels of attainment that were in line with the national average but well above those of similar schools. At present, the standards attained by pupils in Year 2 and in Year 6 are above those expected for their age in speaking and listening, and in reading. Whilst standards in writing are in line with expectations, the excellent teaching in the Year 6 class and the very good teaching in Years 1 and 2 prepares pupils very well for national tests and pupils are on course to achieve above expectations. Although test results indicate a difference in the attainment of boys and girls there is nothing in lessons to indicate why this should be. In year 2001 national tests more boys than girls achieved the expected Level 4, but more girls achieved the higher Level 5. The school has identified the need to raise boys' achievement in reading and extended its range of books to include subjects such as sports to encourage them to read.
- 73 Teachers use the National Literacy Strategy effectively to build securely on pupils' previous knowledge and understanding. The quality of teaching is good overall, and the very good and sometimes excellent teaching which pupils in Years 5 and 6 receive, coupled with the additional booster classes help a higher number of pupils to achieve above average standards in Year 6 particularly in their written work. Teachers have secure subject knowledge. In the best lessons the teachers understand the pupils' needs very well. These are shared with the pupils who are then very clear about the purpose of the lesson and are well prepared to learn. Pupils and teachers are good models of English and support pupils with English as an additional language well. Pupils with special educational needs receive good support to help them take part in lessons. Both of these groups of pupils make good progress. They are often able to rehearse their answers in the group before joining in class discussions. Group work is well planned and classroom assistants support pupils well and help them make good progress.
- 74 Pupils achieve good standards in speaking and listening skills because of the opportunities they are given to contribute to lessons. In Year 2, pupils share their ideas and respond to each other and adults well. In Year 5, pupils in a small class speak confidently and are at ease with each other when discussing the effective use of vocabulary to create an eerie poem. They take turns without the need to always put up

their hands, and are socially aware of each other's contributions. There is no scheme of work for speaking and listening and drama that would ensure its place in other subjects and provide, for example, good opportunities for debate in subjects such as history and geography.

- 75 Pupils achieve well in reading. Younger pupils learn letter sounds when they enter the reception class and build on their knowledge in Year 1. By the time they are seven years old the majority of the pupils decode new words accurately using letter sounds and phonemes. Teachers emphasise comprehension work and pupils are able to discuss stories in terms of settings and how characters feel. They have good knowledge of other authors and can talk about their favourite books. Older pupils understand themes in books and refer to the text to explain their ideas. They enjoy longer novels and some pupils read more adult books, for example, 'The Hobbit'. All pupils read a wide range of books but they are less interested in non-fiction work. Although they learn about non-fiction books in literacy lessons and how to use contents and glossaries to find information they do not use it in the context of the library. There is no timetable for library sessions and no structured scheme of work to teach library skills. Teachers generally choose books from the library to support topics.
- 76 At the time of the last inspection, standards in writing, by the end of Year 2 and Year 6 were in line with national expectations but in writing there were some weaknesses. Many pupils had not developed sufficient accuracy with their spelling and only higher attaining pupils had acquired a suitably developed style of handwriting. The ability of pupils in Year 6, to write expressively, was limited. The inspection judges pupils' attainment in writing to be above for pupils who are 11 years old and although in line for pupils aged seven are likely to be above at the end of the year. The attention to individual targets and the support from parents helps pupils in Year 2 and Year 6 to achieve higher levels. There are however, some weaknesses in spelling in the older classes. Teachers give pupils regular spelling tests but this is not effective because the words are not often put into context in a sentence and the spelling in written work is often inaccurate. Pupils in Year 5 identified as higher attaining pupils spell common words inaccurately such as "pales" for palace, "falen" for fallen and "freind" indicating that some basic spelling rules still need specific teaching. However, pupils in Year 2 are encouraged to make up new words to describe a picture of a monster. The child decided the monster "boggled" the flowers. A child who found writing difficult spelt it as "bogled" showing that while she had not remembered the spelling rule of the double consonant, her use of letter sounds was good. Pupils use dictionaries and thesauri to help them use more interesting vocabulary. Handwriting has improved since the previous inspection and the youngest pupils prepare to learn a joined style that is used consistently throughout the school. Pupils present their work neatly and generally take care over their work. Where the quality of teaching is good or very good, skilled questioning challenges pupils to think about what they are writing. Pupils know what they need to do and at the end of lessons know what they have achieved. In the Year 2 class silly questions excited the pupils and helped to stimulate their imaginations. Pupils are very independent and concentrate well on their tasks. They have a clear understanding of their own learning and know what they need to do and why it needs doing.
- 77 The National Literacy Strategy is providing a good structure, and standards are improving as a result. Book Week provides added interest and poetry develops vocabulary and an understanding of mood in texts effectively. Although in religious education literacy is used effectively to promote different purposes for writing, the writing frames used to record other subjects such as geography and history, limit pupils' opportunities to develop original work. However, when opportunities are presented, older pupils write sensitively. They express a deep sense of shock and awe at the enormity of the events

of September 11th in America. Assessment procedures have been reviewed since the previous inspection and are good. They provide ongoing information about pupils' achievements and are generally used effectively to plan appropriate work. In mixed age classes this is less secure and sometimes Year 4 pupils work at the Year 3 curriculum with insufficient opportunities to extend their knowledge and understanding. The school uses a range of tests and assessments to identify pupils with special educational needs at an early stage and this is effective in targeting support.

- 78 Leadership by the coordinator team is good and is effective in identifying strengths and weaknesses in the subject. Senior staff and external consultants monitor the quality of teaching and evaluate pupils' work and test results regularly. Staff use computers effectively to teach a wide range of literacy and information technology skills giving pupils independence in their learning. The library is located in a small area and is too small to be an effective learning environment. The planned use of a parent to act as librarian could increase the use of this area.

MATHEMATICS

- 79 Pupils enter Year 1 with levels of attainment, which are generally in line with those expected of pupils of this age. By the age of seven, pupils' attainment is above national expectations, and they make good progress with their learning. This good progress continues, and by the age of 11, the pupils are still above the national average, with a good proportion well above. This is an improvement from the last inspection, when standards were in line. The average scores in the 2001 national tests showed pupils at the age of seven to be well below the national average, and those who were 11 to be well above. When compared with similar schools, standards were found to be below the average for seven year old pupils, and well above for 11 year olds. Evidence gathered from this inspection indicate that the standards of pupils aged seven are set to rise, the previous group of pupils in Year 2 being relatively small in number and with a high percentage of those with special educational needs. The 'booster' classes at Year 6 are instrumental in raising standards at this crucial time. In previous years there has been a significant difference between boys and girls, but this is not evident in the 2001 tests. There is no significant difference in attainment between pupils of different racial backgrounds or those with English as an additional language. The National Numeracy Strategy is effective in developing the subject.
- 80 Although there is a lack of evidence where pupils use and apply mathematics through a variety of practical activities, they enjoy learning games, and whole-class sessions are particularly effective. Attainment in number and algebra at the end of both key stages is rising. This is due mainly to the enthusiasm and confidence generated during the oral and mental part of each lesson. Within Years 1 and 2, pupils add and subtract money and work with simple fractions. They understand place value, and have worked with a variety of number problems and puzzles. They have a good understanding of odd and even numbers. Formal assessments are given regularly and marking often includes praise and suggestions for improvement. By the time they reach Year 6, many pupils calculate equivalent fractions, they double and halve and have a good understanding of multiples.
- 81 Shape, space and measures are covered effectively in all classes. By the end Year 2, pupils use positional words such as 'under', 'over' and 'through' with growing confidence. They measure in centimetres and work with litres and grams. They tell the time, some in quarters, others in minutes. By the end of Year 6, they work successfully with length, weight, capacity and time. They know the properties of two and three-dimensional shapes, they measure perimeters, and calculate area. Pupils collect data using tally

charts and convert this into graphs. There are a number of lessons where pupils with the potential for higher attainment are not given challenging activities, but are expected to do more of the same work as others. This holds back their learning. Pupils with special educational needs make good progress through effective support. Pupils with English as an additional language make good progress.

- 82 Information and communication technology is used appropriately in most classes to support and extend pupils' understanding of mathematics. In a Year 5 class, for example, while the class were working to develop a graph, pairs of pupils accessed a relevant web site using the Internet.
- 83 Pupils work well together, supporting and sharing tasks when appropriate. Behaviour and relationships (both with adults and other pupils) are generally good. Pupils are usually positive, they are developing the ability to concentrate and many show enjoyment in their work. Most are keen to learn. These factors have a direct influence on the growing quality of learning throughout the school.
- 84 All classrooms have numeracy displays to reinforce learning, and mathematical vocabulary. In Year 6, displays show, for example, pie charts illustrating favourites – football teams, television programmes or holiday destinations. Mathematics challenges are also set.
- 85 The overall quality of teaching is good throughout the school, and is better in Years 1 and 2, where all teaching observed was good or very good. The pace in the best lessons is brisk and good questioning encourages participation and makes the pupils think. Learning is reinforced effectively by exploring problems in a variety of ways. Relationships are good and the contributions of all pupils are valued. In the most effective teaching, teachers give opportunities for pupils to explain how they have reached a particular answer. This encourages them to think mathematically and improves their confidence. There were occasions when the extension work provided for pupils who completed their tasks quickly was too easy and in these lessons more able pupils did not make the same good progress other pupils made. In the best lessons, pupils are aware of the objectives and at the end of a good lesson, for example, Year 2 pupils were asked who had – and had not – met this objective. The teacher was then able to offer extra help to those pupils that needed it. A support assistant observed in Years 1 and 2 worked very effectively with the pupils.
- 86 The overall quality of planning, assessment and record keeping is sound. Results of tests are analysed and this information is beginning to be used identify gaps in the pupils' knowledge and to set targets for improvement.
- 87 The coordination of mathematics is sound, the coordinator team are enthusiastic and determined to see a rise in standards. The last inspection report stated that 'there have been few opportunities for members of the team to monitor classroom practice'. This is still the case, and because teachers' planning and pupils' work is not regularly scrutinised, they are unaware that in some classes the work set is the same for pupils of all abilities. The quantity and quality of resources are good: they are readily accessible and used effectively.

SCIENCE

- 88 Standards in Year 6 are average. The school runs a particularly effective revision programme to prepare pupils for the national tests and by the end of Year 6 standards may be above average. Although standards dropped in the two years following the last inspection, for the last two years the test results have been rising as a result of this programme. Pupils make good progress. The school supports pupils who have special educational needs well, and many of them achieve Level 3 and some reach the expected Level 4. Pupils with English as an additional language attain well. Even at this stage of the year, standards in Year 2 are already above those expected for pupils of this age. This means that standards have improved throughout the school, since the previous inspection.
- 89 Pupils in Year 6 have a good knowledge of life processes and a sound knowledge of physical processes and materials. Although they understand the reasons for conducting investigations and testing under fair conditions and observe closely, for instance using a hand lens, they are not confident in setting up their own experiments. They record in careful detail, for example, the seeds inside fruit they are studying, but they do not have a sufficiently enquiring approach in raising their own questions for discussion and investigation.
- 90 By the end of Year 2 pupils have a good understanding of light and sound, forces and the 'twistyness' of materials. Most know how to record results of tests, sort out the information and turn it into graphs. They are not as clear about fair testing.
- 91 Teaching is good throughout the school, and contributes to good progress. Teachers explain well how the lesson links with earlier work, to enable pupils to see how their learning is building up. The teachers in Years 1 and 2 encourage the pupils to look at science as questions. For instance, their study of materials was based on the question 'why aren't chairs made out of jelly?' To aid understanding further, pupils select materials to see which are the best to use in order to make a toy umbrella. In all lessons the teachers' explanations are very clear. The good relationships mean that pupils are interested and willing to learn. They learn by listening well, watching closely and answering questions readily. Teachers use questions effectively to draw out and extend pupils' ideas. For example, in a good lesson on seed dispersal in Year 6, the teacher was able to develop the facts of how plants arrange to set their seeds free. By repeating the question 'why' she got the pupils to work out that competition for light and food was the reason.
- 92 Learning is more effective in those lessons where pupils are allowed to conduct the experiment themselves. They gain a more secure understanding from the hands-on experience. For instance in the Year 5 study of healthy diet, the pupils enjoyed deciding on their own format for recording their findings. Teachers use information and communication technology well and encourage pupils to research via the internet. Although teachers all plan investigative activities, they are generally reluctant to give the pupils the opportunities to ask their own questions or think of their own methods for finding out the answer. Consequently pupils make less progress in developing the skills of science than they do in developing their knowledge.
- 93 In the best lessons, teachers put in good support for pupils who have special educational needs, and the accurate match of task to ability promotes more confident learning.
- 94 Data from the standard tests is being analysed to show which questions pupils find difficult and curricular planning is being adjusted to give more emphasis to these areas.

Much of the science work is well planned to allow pupils to use their numeracy skills in a practical way, by the various measurements involved. Teachers plan recording activities effectively to enable pupils to extend their literacy skills. However, when worksheets are used they do not always give sufficient scope for this because pupils are only required to provide simple data. A large quantity of assessment of pupils' work has been built up over the years, but teachers do not use this effectively to plan extension work for the most able pupils. The procedures for monitoring progress have improved, however, since the previous inspection. Management of the subject is good.

ART AND DESIGN

- 95 Pupils in Years 2 and 6 attain standards in art that are in line with national expectations. Standards have been maintained since the last inspection. Pupils with special educational needs and those with English as an additional language make the same progress as other pupils.
- 96 Pupils in each class study the work of a range of artists. By the time they reach Year 2 they make rich use of colour and paint to produce paintings in the style of Paul Klee. They use pastels and pencil crayons to successfully produce work with intricate design in the style of his painting 'Senecio'. In Year 1, pupils learn how to handle materials when they produce sculpture using reclaimed materials and clay.
- 97 Work in Year 3 and 4 links art to their history studies when pupils look at Tudor portraits and then produce satisfactory portraits of themselves and others. They know to begin by making a bold simple drawing from observation and to look carefully at the proportion of the faces before they begin work. Pupils in Year 5 have produced some very good quality still life sketches of shoes and trainers, which show a very careful attention to detail. In Year 6, pupils use charcoal to produce good quality sketches in the style of Picasso's 'Weeping Woman'. Good links with other subjects are made, such as when the older classes produced pictures and collage inspired by a poem of Hugh Sykes Davies.
- 98 Pupils take their art seriously and sustain concentration in order to produce good quality work. Their good attitudes contribute to the success that pupils of all abilities achieve.
- 99 Teaching in the infant classes is satisfactory and in the junior classes is good. Teachers in the infant classes do not have high expectations and so pupils do not achieve highly. In these classes there is less focus on the teaching of skills than in the older classes. In the junior classes, teachers teach skills and give good advice to pupils to help them achieve success. They are not afraid to have a go themselves. This was seen in a Year 5 lesson when the teacher demonstrated techniques using colour to create different effects. This helped the pupils to understand better. Teachers value pupils' work, whatever the quality and this gives pupils the confidence to become fully involved and ensures that all pupils whatever their ability can achieve satisfaction. Teachers' high expectations that pupils can succeed, results in pupils' raised self-esteem and confidence. The good quality sketches done by Year 5 exemplify this. A strength of the teaching is in the way teachers encourage pupils to look at the work of other artists but not to copy them. Teachers use the Internet well in this respect and pupils regularly access art galleries in order to look at famous paintings and the work of famous artists. This is making a significant contribution to the widening cultural understanding of the pupils.
- 100 The school has addressed the advice of the last inspection to produce and implement a scheme of work in order to ensure that there is a clear pattern of development. The

school uses the nationally produced scheme. A team of teachers, who also manage other subjects, successfully carries out the management of art. They have a high level of awareness of what is being taught in art through looking at teachers' planning and by looking at the displays of art around the school. They have been particularly effective in establishing a network of Internet addresses that can be used to extend pupils' knowledge of art. As well as visiting the sites of art galleries, pupils have also looked at a Sculpture garden in Manhattan. Resources for the subject are good. Many are kept in the classrooms and this means that pupils are able to exercise some choice in the media they use.

DESIGN AND TECHNOLOGY

- 101 In Year 2, standards in design and technology are similar to those seen in other schools and pupils in the infant classes make satisfactory progress. Only one lesson was seen during the inspection and this was in Year 2. In this lesson the quality of teaching was very good. The teacher had good subject knowledge and prepared pupils well for the design and make task they were going to complete on another day. Good provision is made to support pupils with special educational needs and they also make satisfactory progress. Pupils with English as an additional language were fully included in the one lesson observed. In the Years 1 and 2 classes, this maintains the standards of the previous inspection when standards were found to be satisfactory at the end of both Year 2 and Year 6.
- 102 Because no lessons and few examples of pupils work were seen in the junior classes it is not possible to make the judgement that standards have been maintained in Year 6 or on junior pupils' progress or on the provision for junior pupils with special educational need. An analysis of teachers' planning and the portfolio of work completed indicates that pupils get too few opportunities to practise using a range of media, tools and techniques and that attainment is likely to be below expectations. The reason why no junior lessons were seen is because in the junior classes, design and technology is timetabled as a block with geography and history. Therefore, pupils only visit the subject once each year. This means that insufficient time is spent to allow pupils to consolidate and practise skills. When asked, pupils found it difficult to remember what they had done in design and technology
- 103 Pupils in the infant classes of Years 1 and 2 have experienced using card, food and textiles. For example, pupils in Year 1 have made moving pictures using slides made out of card. They understand that when they design they must think about the materials they use and the way in which they will fasten them together. Pupils in Year 2 have designed and made a coat for Joseph. Before designing, they learnt how to sew using a range of different stitches. As well as designing the decoration for their coat they thought about what they would use to make it and how they would join it together. They thought about the process of making and first made a paper pattern. They experience a range of activities and during the inspection Year 2 made pulley wheels using construction toys.
- 104 In the junior classes pupils do not have the same rich experiences because teachers tend to choose activities that they are more secure with. There are few examples of pupils making mechanisms or structures. Designs focus more on the decoration and do not address questions such as 'what shall we make it out of', or 'how shall we join it together'. An example of this was seen in the biscuit boxes that Year 3 made. Pupils were given templates for the box and all made them out of card. When given the opportunity, pupils produce work of a high standard. Pupils in Year 5 made pop-up books for younger children. These were of good quality and the pupils designed their

own mechanisms for these. Appropriate attention was paid to producing a quality outcome.

- 105 The subject is managed by one of the curriculum management teams. Other subjects have taken priority over design and technology and development of the subject has been neglected. Management of this subject is unsatisfactory. There was no evidence of pupils using information and communication technology to generate designs or to research the designs of others.

GEOGRAPHY

- 106 No lessons were observed because the school timetables geography to be taught only in the summer term. The work in last year's books indicates that pupils achieve the expected standards for their age by the end of Years 2 and 6. However, discussions with pupils, shows that junior pupils' ability to remember facts is not as strong as it ought to be and that therefore standards at the end of Year 6 are below those expected. During the period since the previous report the requirements for this subject were relaxed. The lesser emphasis given to it, one term per year, means that pupils have to wait a long time between the units of work, which allows them to forget important elements. Skills are not developed smoothly over time.
- 107 Pupils in Year 2 can make simple maps of the classroom and of the school site, and can point to the differences in landscape and lifestyle of people who live in Tocuaro and on the imaginary island of Struay. They enjoy answering questions, but do not ask enough questions themselves. Evidence in books indicates that pupils with special educational needs are given appropriate work and make satisfactory progress. Pupils with English as an additional language also make the same satisfactory progress as other pupils.
- 108 By the end of Year 6, pupils have studied a range of themes, such as rivers, mostly related to places and the effects of man's activities on them. The work in pupils' books shows that the themes have not been recorded in sufficient depth. Although the oldest pupils can deal with four figure coordinates, their wider ability to obtain and interpret information from atlases is restricted. They do not think in terms of suggesting geographical investigations themselves.
- 109 From the evidence of past work teaching is satisfactory. The new scheme of work, based on national guidelines, is helpful to teachers to guide the planning of topics. A two yearly cycle of planning is used satisfactorily to take account of the needs of the mixed age classes. This ensures that elements are not repeated unnecessarily. The planning of work to match the ability of the pupils is not always evident. Teachers encourage the pupils to use research as an effective tool, and introduce them well to a technical style of writing with suitable vocabulary. The layout of the task sheets occasionally limits the amount of information the pupils can put on them. Resources to support practical learning have improved since the previous inspection. Numeracy and information and communication technology are beginning to make a contribution to learning, enabling pupils to understand scale and distance. This is particularly effective in the infants, where pupils record information from surveys and display it as simple graphs. The subject is satisfactorily managed by one of the curriculum management teams.

HISTORY

- 110 Pupils are likely to achieve the expected standards for their age by the end of Year 2 and Year 6 and are making satisfactory progress. In Year 2, pupils can put events in different periods of the past in order. They have a sound knowledge of a range of famous historical figures and events such as Florence Nightingale or the Gunpowder Plot. They are not as clear on pointing out the differences between the past and now, or identifying the different ways the past might be represented. By the end of Year 6, pupils have covered a satisfactory range of periods. They can compare life in the past and present. By studying the Britain of 50 years ago they come to understand the important themes of the time, the peace movement and the development of communication media. They also see how, in many ways, history repeats itself. Their learning from earlier years is fading and they have little recall of their work on the Victorians. They can use modern research sources well, but are not aware sufficiently about the nature of evidence sources, such as primary documents.
- 111 Teaching is satisfactory overall, at times good or very good. The coordinating team has effectively raised enthusiasm for history, and the teaching observed in the best lessons conveyed this enthusiasm to the pupils. Many say it is their favourite subject and it is this enthusiasm that has resulted in the attainment of satisfactory standards despite the fact that like geography and design and technology it is only taught for one term each year. Teachers use resources well. Year 1 pupils, for instance, study old rocking horses and other old toys. They soon found features that indicated the ageing of the articles, which clarified their ideas of wear and tear through the passage of time. Teachers ask searching questions. For instance, the question "Do you think King Darius would be happy with strangers trampling over his country?" got the Year 5 pupils thinking. This strengthened their skill in interpreting why people acted as they did, in ancient times.
- 112 Teachers plan well and often share the objectives of the lesson with the pupils. In the best lessons the teachers check at the end of the lessons how far the objectives have been achieved. This acts as a good assessment for teachers and makes pupils more aware of their own learning and progress. Teachers are aided in their planning by the new scheme of work, based on national guidelines. Teachers use the scheme well to ensure that the two-year cycle of topics does not repeat material for the mixed age classes. In one good lesson the work was thoughtfully matched to the ability of the pupils, but this is not consistent practice. The timetabling of history as a block to be taught only in the autumn term means that pupils have to wait a considerable length of time to revisit the subject. This means that some topics are not covered in sufficient depth, and pupils' skills do not develop as evenly as they might. There is also evidence that pupils forget some of the earlier work during the interval, so that progress overall is only sound. The level of support given to pupils who have special educational needs ensures that they make satisfactory progress in lessons. Pupils with English as an additional language are fully included in lessons and make satisfactory progress.
- 113 The teachers encourage pupils to write in a variety of styles to develop their literacy skills. They use information and communication as a good source for pupils' research. Occasionally the space given on the question sheets does not allow pupils to write extended answers. Management of the subject is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 114 Standards of attainment in information and communication technology in Year 2 and in Year 6 are in line with national expectations and above that seen in many schools.

- 115 Pupils in Year 2 are confident when using computers and quickly learn new skills. During the inspection they were seen using tools in a graphics program to create firework pictures. They are able to open the program independently and then use a range of tools to create different effects, for example, change the colour of their work and the background and create spray and star effects. When they finish they print their work independently. Pupils in Year 1 use computers independently to practise telling the time.
- 116 In Years 3 and 4 pupils are becoming competent at word processing. They change the style, colour and size of the font and use these skills to create dramatic effects. They use icons to change text into bold or italics. In Year 5, pupils use technology to record and analyse data. During the inspection these pupils made good progress in learning to search databases using more than one criterion and to test a hypothesis. In Year 6, pupils bring previously learnt skills together to create a picture book for younger children. The program they use allows them to insert 'clip art' and slide pictures onto the screen. Throughout the school pupils are very confident to try out ideas and find out what happens when they do certain actions. This confidence is supporting their learning and helping them to acquire new skills quickly. They work with sustained levels of concentration and even when sharing computers they work well together and share ideas and responsibilities sensibly. This experience contributes to the development of pupils' social skills. Pupils with special educational needs and those with English as an additional language are given the extra support they need and make the same good progress other pupils make.
- 117 Teaching is good. Teachers are themselves confident and comfortable with the programs the pupils are using. They teach skills clearly and in steps and this enables pupils to build up expertise in stages. In most lessons, pupils are well prepared for the activity before they enter the computer suite. This means that once in the computer suite they can focus on learning new information and communication technology skills because the content of what they are doing has already been thought through. Teachers choose activities that are interesting and this adds to the pupils' enjoyment and excitement at using information and communication technology. For example, in one class, pupils were designing firework safety posters. This gave pupils the opportunity to use text dramatically and pupils clearly got great satisfaction from their work. A strength in the teaching of information and communication technology is in the way in which teachers plan its use across the whole curriculum. The school has researched useful Internet sites and pupils regularly research the net for further ideas. Examples of this were seen in science lessons when they explored sites that gave information about nutrition. In art, pupils frequently visit the National Gallery site and that of other art galleries in order to look at the work of famous artists. Information and communication technology is also used to practise and reinforce skills in other subjects, for example, Year 4 pupils practised rounding numbers in a mathematics lesson.
- 118 Improvement since the last inspection has been good. Even though standards are still only in line with national expectations, expectations have risen in line with the advances in information and communication technology and the school has kept well abreast of developments. Since the last inspection a coordinator for the subject has been appointed and provides good leadership in the subject. The school uses the nationally produced scheme of work and assessment sheets have been devised to enable teachers to keep track of pupils' progress and needs. Assessment is still at an early stage and few examples of work differentiated for pupils of different ability were seen during the inspection. However, teachers generally move around the computer suite and help pupils who have difficulties or suggest challenges to the more confident. In this way learning needs are well met and pupils with special educational needs are making the same progress as other pupils. This individual approach to the teaching of information

and communication technology skills enables all pupils to be fully included regardless of their ability or background. The school has responded to the suggestion of the last inspection to increase resources for information and communication technology. Since the last inspection the computer suite has been installed and software updated. The school has a policy to ensure appropriate use of the Internet and has suitable screening programs to prevent pupil misuse.

MUSIC

- 119 Standards in music for pupils at the age of seven are in line with those expected nationally. This matches the findings at the time of the last inspection. It was not possible to make a judgement on standards for pupils by the age of 11, because no lessons were observed for pupils from Years 3 to 6, and little previous work was seen. Pupils in Years 1 and 2 make satisfactory progress in their learning. Pupils with special educational needs and those with English as an additional language, made the same satisfactory progress other pupils made in the lessons observed. Taped music is used appropriately: pupils develop rhythm and have some awareness of pulse. Pupils in Year 2 have composed their own music and recorded the scores. There is an interesting display of these in their classroom with pieces with titles such as 'Firework Night' and 'Bells'.
- 120 Although planning indicates that the music curriculum is covered, discussion with pupils from Year 6 indicated that they have little knowledge of the subject. They listen to classical music but do not know titles or composers. They sing, but not in parts, and they play musical instruments as an accompaniment to their singing, rather than to compose music of their own. Pupils in Year 6 have linked their history study of John Lennon to considering the music of the Beatles.
- 121 The headteacher states that music is allocated only two per cent of curriculum time. This is only half of the average for schools nationally, and not enough to ensure that the full breadth of the subject is covered. There is no pianist on the staff, and a pianist who visits the school for one day each week accompanies pupils singing.
- 122 The quality of teaching within Years 1 and 2 is good. At its best, lessons are effectively structured to allow all pupils to be involved and to build on what they already know and understand. Because lessons are interesting, behaviour is good and the pupils are attentive, interested and cooperative. When recorded music is played, pupils learn the titles and composer or performer.
- 123 Recorded music is used appropriately during assemblies to accompany singing. Opportunities are offered for a number of pupils to learn the violin and recorder, the latter through a Health Action Zone Programme. The quantity and quality of resources is satisfactory, and for pupils in Years 1 and 2, they are used appropriately. The coordination team have few opportunities to monitor pupils' performance in music and overall management of the subject is unsatisfactory.

PHYSICAL EDUCATION

- 124 Standards of attainment in physical education for pupils at the ages of both seven and eleven are in line with those standards expected nationally. This matches the standards found during the previous inspection. All areas of the curriculum are covered, and all pupils, including those with English as an additional language and those with special educational needs, make satisfactory progress over time.

- 125 By the time they leave the school, pupils have experienced a wide range of physical activities, including gymnastics, games and dance. Pupils from Year 2 to Year 6 have swimming lessons and most are able to swim (many to a high standard) by the time they leave the school. In dance pupils in Year 1 follow the teacher demonstration in order to explore how they can create simple movements. They develop increasing control and coordination which they develop in Year 2 when they put a sequence of firework actions to music. In games lessons in Years 5 and 6, they develop sound hand, eye and ball coordination, and recognise the importance of teamwork. Pupils cooperate well with each other. They are confident, encouraging and supportive of each other. They are enthusiastic, enjoy physical education lessons, and generally try hard to improve their work.
- 126 The overall quality of teaching and learning is good. Teachers plan lessons very thoroughly and some include opportunities for assessment. Learning objectives are shared with pupils so that all are clear about what they have to do. Activities are interesting and the pupils are managed effectively. Good use is made of pupil demonstrations and pupils celebrate the success of others. Teachers are sensitive to the needs of all pupils. They provide encouragement and praise to boost pupils' confidence and self-esteem so that all persevere and make effective progress. Due attention is drawn to health and safety and pupils know how to move apparatus sensibly at the beginning and end of lessons.
- 127 Although there is a policy, assessment procedures are underdeveloped. The overall quantity and quality of resources are at least good, and for some activities, very good. The range of extra-curricular sports activities are the same as is found in many schools of this size. A residential stay provides some opportunities for more adventurous outdoor activities. Management of the subject is satisfactory.

RELIGIOUS EDUCATION

- 128 Pupils who are seven years old and eleven years old make satisfactory progress in religious education and standards are generally in line with the expectations of the locally agreed syllabus. In the aspect that requires pupils to reflect on their own beliefs and responses they are above expectations. This maintains the standards at the time of the last inspection. This is the result of the regular lessons that help pupils learn about aspects of the subject in depth. The amount of time spent on the subject is greater than that normally found and pupils have good opportunities to discuss their ideas.
- 129 The quality of teaching is good throughout the school. The scheme of work develops the teachers' subject knowledge and helps them plan lessons to extend the pupils' knowledge of other faiths and cultures. In these lessons, however, teachers often require pupils to copy work rather than research for themselves and in this aspect of religious education learning is slower and standards are not as high. All pupils, including those with special educational needs, have opportunities to share their thoughts on friendships and loyalty and how this relates to trust and faith. In this aspect of the subject attainment is above expectations for all pupils, including those with special needs. However, in a group discussion in Year 2, an opportunity was missed to develop the discussion when a pupil stated that he believed in Jesus but not in the story of the loaves and the fishes. This profound statement could have raised an interesting debate for all the pupils. Teachers use a number of artefacts to illustrate different faiths and develop pupils' understanding of the subject. Drama is used well to illustrate, for example, the story of the Annunciation in Christianity and Diwali in Hinduism. Pupils respond well and remember key facts of the story as a result of the activities. Pupils have good opportunities to develop their understanding of their actions on others and to explore

feelings. In Year 6, pupils think about friendship and its relevance to their past and future. They write about activities they have shared and how they hope to continue their friendships although they may move away. These activities make a good contribution to the pupils' social development.

- 130 Pupils have positive attitudes to the subject and share their thoughts confidently in groups and in pairs. Teachers' questioning helps them explore their feelings and understand how others feel. Pupils are encouraged to think about the Christmas story and the feelings and fears of Mary and Joseph. The pupils are well motivated and need little prompting to finish their work. Teachers make effective links with literacy as pupils write letters, postcards and retell stories from different faiths.
- 131 The leadership of the subject is sound and has ensured that a useful scheme of work has helped teachers to deliver the subject effectively. This has been satisfactory improvement since the last inspection. Assessment is satisfactory and identifies the achievement of groups of pupils. Resources meet the needs of the subject but there are insufficient artefacts to reflect other faiths and cultures and extend the pupils' understanding. Teachers develop their own knowledge and understanding well through the use of computers and the Internet.