

INSPECTION REPORT

BELLFIELD PRIMARY SCHOOL

Hull

LEA area: Hull

Unique reference number: 117715

Headteacher: Mrs M Murray

Reporting inspector: Jane Schaffer
23698

Dates of inspection: 1st – 4th October 2001

Inspection number: 193441

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: 3 to 11 years

Gender of pupils: Mixed

School address: Saxby Road
Bellfield Avenue
Hull

Postcode: HU8 9DD

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Appropriate authority: The governing body

Name of chair of governors: Mrs Gillian Blackbourne

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23698	J Schaffer	Registered inspector	Science History Physical education Areas of learning in the Foundation Stage Equal opportunities	What sort of school is it? 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?
19741	T Smith	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?
23204	C Wojtak	Team inspector	Mathematics Information and communication technology Geography Music Special educational needs	
28011	J Porteous	Team inspector	English Art and design Design and technology Religious education	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12 - 15
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15 - 17
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17 - 20
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20 - 22
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	22 - 23
HOW WELL IS THE SCHOOL LED AND MANAGED?	23 - 25
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26
PART C: SCHOOL DATA AND INDICATORS	27 - 30
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31 - 51

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a community primary school with 228 boys and girls on roll, which is similar in size to most primary schools. The school is situated on a quiet site in an area of mixed housing where there is some social deprivation. There is a nursery providing a morning or afternoon session. Children can be admitted after they are three, but priority is given to four year olds. The school is popular with parents and it is fully subscribed in most year groups. Almost all the pupils are of white United Kingdom heritage and no pupils are learning English as an additional language. Seventeen per cent of pupils have special education needs, which is about the national average as is the number with statements. Many of these pupils have speech and language difficulties. The proportion of pupils who are entitled to free school meals is average for this type of school. When children start in the school their attainment is below average.

HOW GOOD THE SCHOOL IS

Bellfield Primary School aims to develop pupils to their full potential. By the time pupils leave the school this aim is well on the way to being realized. Pupils make good progress in nearly every subject. Standards in mathematics are high, and in English and science they are similar to what is expected for most schools. The pupils' very good behaviour and attitudes to their work reflect the exceptionally high standard of relationships in the school. The quality of teaching is good in every class and there is effective and committed leadership from the headteacher, key members of staff and governors. The school provides good value for money.

What the school does well

- Pupils of eleven achieve above average standards in mathematics, art and design, physical education and music.
- Pupils make good progress in reading and acquire a love of books.
- The school provides particularly well for pupils with special educational needs.
- There are excellent relationships between all members of the school community.
- There is clear-sighted leadership by the headteacher and those with management positions.

What could be improved

- The process of assessing children's achievements in the early years.
- The standard of pupils' work in design and technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's improvement has been very good. When it was inspected in April 1997, the school was asked to improve significantly in a number of key areas. The key issues have all been thoroughly addressed. In particular, basic skills are now well taught in the infants. The curriculum is well planned and procedures for assessment in the infants and

juniors are very effective. There is careful monitoring of pupils' progress through the use of data from the results of tests. The long term planning for school development is very good. Standards in English and mathematics have improved since the previous inspection. Effective leadership has brought about considerable improvement in the quality of teaching and the rate of pupils' learning.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	D	D	E	well above average A above average B average C below average D well below average E
Mathematics	B	C	A	A	
Science	B	C	C	C	

The school's well above average results in 2001 in mathematics reflect the consistent good teaching in this subject. Although test results have been below average each year in English, the pupils' performance has improved year on year, in line with the national trend. The school has made significant improvements in the teaching of writing and these have begun to take effect, so that current standards in English are similar to the national average. Standards in science are also similar to the national average and nearly all eleven year olds attained the expected level in the 2001 tests. In mathematics, pupils currently in Year 6 are achieving similar high standards to the previous year. The pupils are on track to achieve the challenging targets the school has set in both English and mathematics for 2002. The results of tests in recent years for seven year olds show that pupils are achieving above average standards in writing. Currently in Year 2, pupils are on track to achieve above average standards in English, mathematics and science by 2002. Pupils' progress year on year is good. Pupils with special educational needs make good progress and many achieve the standards expected nationally in mathematics and science by the time they are eleven years old. Those with significant needs make very good progress towards their individual targets.

The achievements of eleven year olds in music and physical education are above average. In art and design standards are above average for seven and eleven year olds. They are average in information and communication technology, geography, history and religious education. In design and technology standards are below average for both age groups. By the end of the reception year children are set to achieve the goals for their age in mathematics, knowledge and understanding of the world, creative and physical development. They should achieve most of the goals in communication, language and literacy, except for writing and letter formation.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work. They are enthusiastic about their school. Children in the nursery and reception classes pay good attention to their teachers and quickly gain the confidence to try new activities.
Behaviour, in and out of classrooms	Behaviour is very good. Throughout the school the pupils are thoughtful and courteous to others.
Personal development and relationships	Excellent. From an early age children are taught to play and work harmoniously together. Pupils' relations with each other and with adults are very constructive and cooperative.
Attendance	Good. Attendance is above average. Pupils are keen not to miss their schooling.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

There is consistent good quality teaching throughout the school. It is based on a firm foundation of good planning underpinned by careful day-to-day assessment of pupils' achievements. This is effective in ensuring the school meets the needs of all pupils, and as a result all learn at a good rate in their lessons. Teachers use the National Strategies for Literacy and Numeracy very well to develop pupils' skills in reading, writing and mathematics. Teachers often captivate pupils' interest and imagination. In the nursery and reception classes, staff have a very good understanding of how young children learn through being active, and as they play. Pupils with special educational needs are taught well both in class and when they are withdrawn to work in smaller groups or individually. Their achievements are good. The support for those with considerable learning difficulties is very effective in meeting their needs. On occasions, in the nursery and reception classes activities to encourage writing do not reflect the next step that children need to take in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects of the National Curriculum and religious education contribute to pupils' knowledge, and there are a very good number of activities provided outside of lessons.

Provision for pupils with special educational needs	Very good. There is prompt identification of pupils' needs and planning to meet their individual needs is very good. A wide range of very good strategies is used to support the learning of pupils with statements.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. The school has simple but very effective measures for teaching pupils right from wrong. It teaches pupils to become caring members of society, able to understand its diverse cultures and their own responsibilities as good citizens.
How well the school cares for its pupils	Staff know the pupils well and respond effectively to their needs. Proper attention is paid to all aspects of health and safety. There are good systems in place to check pupils' academic performance. However, those in the nursery and reception classes do not reflect the steps outlined in the national guidance.

When children start in the nursery, very good relationships are established with parents. These continue throughout the school. Parents have good information at all times about how their children are progressing. Parental contributions are valued by teachers who set homework, in the knowledge that most parents are supportive and will help their child complete their work and return it to school,

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Aply supported by the deputy headteacher and key members of staff, the headteacher leads the school very effectively in the continuous process of improving the quality of teaching and learning. Although there are still areas identified for improvement the school has very good plans to address these.
How well the governors fulfil their responsibilities	Very good. Purposeful leadership from the chair of governors has resulted in clarity of vision in the work of the governing body.
The school's evaluation of its performance	The school takes a realistic and clear sighted approach to identifying its own areas for improvement. It compares its performance to other schools regularly in conjunction with careful analysis of data from tests.
The strategic use of resources	There is efficient use of resources. Financial planning takes good account of future needs, pupils' learning and school developments. Bids for extra funds are very well conducted and are nearly always successful.

The greater than average number of learning support assistants are well trained. They make a significant contribution to pupils' learning. There are an appropriate number of qualified teachers whose skills and expertise complement each other. The good resources in most subjects provide well for pupils' learning. The good outdoor area for

nursery and reception children supports their physical development well. The school has very little extra space but well thought out improvements, such as those to the library, computer suite and nursery have made the most of the available accommodation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school. • The progress that their children make. • Behaviour in school is good. • They are given a clear understanding of how well their children are progressing. • The staff are approachable. • The school expects their children to work hard and encourages them to become more mature. • The leadership and management of the school and the way the school works with parents. 	<ul style="list-style-type: none"> • A few parents would like to see a greater number of activities outside lessons.

The majority of parents indicated their complete satisfaction with the school. The inspection confirms parents' positive views; it is a good school. There were a small number of parents who were not happy about the amount of afterschool activities. The inspection found that the school provides a much greater number of clubs than most schools. There is also a good range of activities offered to provide for all interests.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

1. Since the previous inspection, the school has improved standards for eleven year olds in mathematics and in English. At that time, standards in mathematics were average and those in English were below average. Consistent good teaching and challenging work in mathematics have resulted in the pupils achieving above average results in national tests in most years since 1998. In 2001 the results were well above average. Pupils' current attainment is at the same high level. In English, results have been below average in national tests, but nevertheless improving year on year in line with the national trend. The school identified that from analysing the results that the pupils' reading skills were good, but their written work was not good enough. The English co-ordinator had focused attention on improving the teaching of writing. In Years 1 and 2, teachers became skilful at encouraging good writing and there were a significant number of pupils achieving a higher standard than usual in the tests for 2000 and 2001. In Years 3 to 6, it took a longer time for the good methods now employed to impact on the standards achieved by the oldest pupils. Achievement in these classes is now good and the school is set to continue to improve in English.
2. The school set itself challenging targets for pupils' achievements in the tests at the end of 2001. When setting the targets, the school bore in mind the attainment of pupils in the year group. The number of pupils sitting the tests at the end of each year is relatively small, and therefore the school's results are liable to a significant amount of fluctuation according to differing levels of attainment in each year. In 2001, the pupils' performance in the national tests almost exactly matched the school's target for English; for mathematics, it overshot the target by almost 20 per cent and in science it exceeded it slightly. The school's recent focus on improving teaching and learning in mathematics has been a particularly well thought out initiative resulting in the marked improvement in standards. Challenging targets have been set for 2002 and pupils are well on the way to achieving them. Pupils with special educational needs and those with statements achieve well in national tests in relation to their prior attainment.
3. Nearly all the children start in the reception class having had the opportunity of part-time education in the school's own nursery. The school administers the required tests for four year olds in reception. These indicate that overall the attainment of children at the start of their education is below average in communication, language and literacy and mathematical development. Attainment in personal and social development is similar to that expected for children of this age. At the time of the inspection, the children in reception have only been in school for a very few weeks. Their attainment is below that expected for their age. They are learning at a good rate in mathematics and reading and should achieve the goals set for their age by the time they start in Year 1. They make satisfactory progress in learning to write but they are not on course to achieve the goal for writing and letter formation. This is partly because a significant proportion of children needs extra support in learning to identify letter sounds both aurally and in the written form because they often pronounce them incorrectly in their speech. Tasks provided in the nursery and reception

classes to improve children's handwriting and knowledge of letters are satisfactory but assessments have not followed the steps set out in the national guidance and this results in some children not moving on as quickly as they might.

4. In English and mathematics, the attainment of seven year olds is above average. In English, there is good teaching based on careful assessments in reading, writing and speaking and listening. Pupils are often asked to work together in pairs and in this way they develop their ideas and practise the vocabulary that has been taught to them that day. Pupils throughout the school enjoy reading. They explain their reasons for liking particular authors, and have clearly built up a body of knowledge concerning literature, including poetry. In Years 5 and 6, pupils read books and a variety of text at the level of difficulty expected for this age. They have a good understanding of how to make use of punctuation marks to add interest to the way that a passage is read. In Years 1 and 2 pupils use their knowledge of letter sounds to help them decipher unknown words. Teachers in Years 1 and 2 have developed pupils' confidence of themselves as writers by numerous strategies and effective practices, a very good example of this being the special book in which pupils write replies to personal 'letters' from their teacher. By the end of Year 2, pupils' writing is lively, containing a good choice of words and structured to suit the purpose for which it is intended. By the end of Year 6, pupils have enough confidence to write lively pieces, many of which capture the readers' interest by the inclusion of well-chosen dialogue. Standards of presentation, grammar and spelling are at the level you would expect for this age.
5. In the 2000 tests for seven year olds in mathematics, pupils' performance was below average. The subject leader helped teachers analyse the reasons for this from the misconceptions in pupils' answers. They identified where pupils had not achieved well. Plans were then altered for the forthcoming year to improve provision. Results in 2001 and pupils' current above average attainment indicate that these initiatives have been successful. In all classes throughout the school pupils have become adept at using their own strategies and deductive reasoning to work out the answers to mathematical problems. They are taught to make mental calculations as speedily as they can. In Year 2, pupils have a good knowledge of the value of digits according to what place they occupy in a number up to 100. This means they quickly learn, in a lesson on notation of money, how to use the pound sign and decimal point when converting a number to an amount of money. By the end of Year 6 pupils have developed critical and systematic methods of thinking when tackling mathematical problems.
6. In science, recent training to improve the teaching of science through the process of investigation and observation resulted in all pupils in Year 2 achieving the expected level in teacher assessments at the end of 2001. Current attainment of seven year olds is above expectations because pupils have built up a good level of scientific vocabulary and understanding of scientific concepts. They are interested in their work and try hard to record their findings accurately. In the past, work given to pupils in some junior classes has lacked challenge. This problem has been rectified and all teachers are providing pupils with good opportunities to develop their understanding of the process of scientific testing whilst building up the necessary knowledge of scientific terms and concepts. This

improved teaching has not yet fully impacted on the attainment of pupils in Year 6, which is in line with the national average. They use scientific vocabulary such as 'solution' and 'condensation' with understanding. Pupils of all levels of attainment know that a test must be repeated at least three times in order to verify conclusions drawn from the first test.

7. Standards in information and communication technology for seven year olds and eleven year olds are similar to national expectations for these ages. There are some gaps in knowledge for those in Year 6, mainly because the school has been late in receiving appropriate training. Pupils throughout the school have a good understanding of using computers to communicate in different ways and their skills in using a variety of tools and information sources are good.
8. Pupils' achievements throughout the school in art and design are good, and standards achieved are above those expected for seven and eleven year olds. Work includes good exploration of colour, form and the styles of different artists. Music plays an important part in the life of the school. There are numerous opportunities for pupils to learn instruments and the knowledge and enthusiasm of the subject leader promote the subject well. As a result, by the time pupils are in Year 6, the standard of their attainment is above expectations. In physical education, older pupils are encouraged to join the many after-school clubs in athletics and games. The subject leader promotes high expectations and by the age of eleven pupils' attainment is above expectations. In geography, history and religious education the standard of pupils' work is average. The school has identified design and technology as a subject where pupils' skills and knowledge are not high enough. The subject leader has good plans to improve the current below average standards.
9. The special education needs coordinator is knowledgeable about the best methods of supporting pupils who have special needs, and uses the expertise from the local education authority services to good effect. There are a very good number of learning support assistants and several have received training that has provided them with very good expertise. Pupils are given good support and they achieve well in relation to their targets, and the pupils with a statement of special educational needs achieve very well. The school has identified pupils who have higher attainment, and greater talents so as to help teachers provide for their needs. On occasions the learning support assistants work with the majority of the class while the teacher focuses attention on more advanced work for those of higher attainment. In Year 6, those pupils whose attainment in mathematics is particularly high are to attend classes at a linked secondary school. Those pupils talented in art and physical education are encouraged to attend after-school activities so that their skills are developed further.
10. The school has identified the need to focus attention on the achievements of boys. In English, there is a greater difference between the achievement of boys and girls to that found nationally. In mathematics girls are achieving better than other girls nationally but boys are doing as well as most boys, but not as well as the girls in the school. In science, there is no difference in the achievement between boys and girls. The initiatives that the school has put in place to raise the attainment of boys are good, but it is too soon to judge whether these are having the desired impact on boys' achievements in English and mathematics.

Pupils' attitudes, values and personal development

11. At the time of the last inspection pupils' attitudes to their work were good. They have improved since then and are now very good. Pupils enjoy coming to school, are interested and ready to work, and apply themselves well to all the tasks they are given to do. They listen carefully when their teacher, or others, are speaking, answer questions sensibly and contribute confidently in discussions.
12. Despite having only been in school a few weeks, children have settled well in the nursery and understand the nursery routines. All were happy to leave their parents at the start of a session, eager to explore the many activities available to them. In the reception class, children join in the whole-school assemblies very well. Needing very little support from their teachers they listen and contribute with a hand up to answer questions, in the manner of those much older than themselves.
13. Behaviour is very good both in and out of class. Pupils fully understand the system of discipline operating in the school, and react well to it. Bullying is not a problem, and no incidents were observed or reported during the inspection. Although the playground has few natural areas to interest pupils, they enjoy playtimes and often their games cross age and gender groups. Exclusions are rare, and none have been applied in recent years. Pupils genuinely care for their school and show due respect for its fabric, fittings and resources.
14. Underpinning all the work of the school are the excellent relationships, between pupils and adults and amongst pupils themselves. Pupils are polite and friendly, and always ready to help both their fellow pupils and their teachers. For example, in an eagerly awaited games lesson when the teacher had planned to take a class to play on the field, pupils controlled their disappointment very well when the field could not be used because of the arrival of the grass cutting machine. They willingly helped their teacher to reorganise the resources needed, so that the lesson could go ahead on the hard surfaced area. They are respectful and courteous to each other and to adults. They understand the impact of their actions upon others and work well together when required to do so. Their respect for other people's feelings and beliefs was demonstrated clearly during an assembly when they learnt about those on an Indian tea plantation who earned less than their pocket money for a week's hard work. They willingly take on responsibilities around the school, carrying out their allotted tasks eagerly and efficiently.
15. Attendance remains just above the national average for primary schools. Unauthorised absence remains extremely low. Lateness is not a problem. Almost all pupils arrive on time and are settled in class promptly at the start of lessons. Parents are extremely appreciative of the high standards of behaviour and attitudes to work.

HOW WELL ARE PUPILS TAUGHT

16. The quality of teaching has improved significantly since the previous inspection. Teaching is good throughout the school. In recent years the school has paid particular attention to developing the teaching methods recommended in the

National Literacy and Numeracy Strategies. Those teachers leading English and mathematics set very good examples to others in their own teaching. As a result, teachers' knowledge of the best ways to teach English and mathematics is particularly strong. The staff in the nursery and reception classes are all new, either to teaching or to the school, with the exception of the trained nursery nurse. They have good knowledge of how young children learn and have paid good attention to the recommended planning for this age group. However, because teachers are not making sufficient use of the steps outlined in the national guidance, some activities, particularly those relating to writing, are not best suited to the children's next stage of learning.

17. No unsatisfactory teaching was seen. Fiftyfour per cent of teaching was good, 19 per cent very good, two per cent excellent and 25 per cent satisfactory. The basic skills of literacy and numeracy are taught well. Teachers have a good understanding of how to develop pupils' knowledge of letter sounds to help them spell and read. Group reading is done well with pupils' achievements assessed as they read. Pupils are given good support to improve aspects of their reading and encouraged to use different strategies to work out unknown words. In mathematics, teachers give pupils good assistance in improving their skills in mental calculations. There is a good focus on helping pupils gain confidence and speed at working out problems.
18. In the infant and junior classes, planning is a strength. At the end of each week teachers summarize their many informal observations and their assessments of how well pupils have understood what has been taught. This is good practice in helping teachers provide work that matches pupils' different needs. Those who learn more quickly than others are provided with extra challenge and those whose learning is slower are provided with opportunities to revisit what they have not understood to consolidate their learning. Those pupils with significant learning needs are taught very well in the short times in which they are withdrawn from class. Learning support assistants and special need teachers have built very good relationships with these pupils. Frequently work is tailored to meet their specific needs. For example, one pupil having particular difficulty in identifying the auditory sound of letters is given help to feel the sound as it is being made in the throat. Those pupils having difficulty in learning to spell benefit from a computer program devised to suit their needs, that they work at with enthusiasm, proud of their own achievements.
19. Teachers excel in providing lessons that capture the imagination and interest of pupils. This is particularly important in this school as many children start in the nursery with speaking skills well below average. Because of their poor diction and limited vocabulary, pupils of all ages need lessons that stimulate them and develop their desire to talk and use new words. The nursery is full of things to interest and delight a child not yet four, most noticeable in one session being a tray full of red jelly for them to touch or plunge their hands in as they chose. They learnt and used the word 'squelch' with no difficulty. In a very good lesson in reception the four year olds listened with rapt attention to the visiting nurse explain 'Brown Ted's' Care Plan and how to take his blood pressure. In Year 6, three visitors shared their wartime memories with groups of pupils who were fascinated to hear their experiences and to ask them questions that they had already prepared. Teachers have many strategies to enliven lessons. For

example, they often use a brief moment of drama, as in a science lesson when an 'accidental' spill of water brought a shout of surprise as the teacher tried to mop it up with a plastic bag only succeeding at spreading it further so that some pupils nearly got wet. Clearly pupils learnt that this was not an absorbent material which was the objective of the lesson. Teachers have little need to remind pupils of good behaviour, but on the occasions that they do, their firmness is appropriate and pupils respond immediately. Those teachers with special expertise in music and physical education take other year groups on occasions and this gives good support to those with less confidence in these subjects.

20. Resources are generally used well. In the nursery, the organisation of groups is very good. Staff each lead a group and so work with a smaller number of children. In the reception class, this organisation is not used during wholeclass sessions. On some occasions, the discussions could be more closely matched to children's understanding if adults were deployed to smaller groups. This was noticeable in a lesson on identifying features relating to the locality of their home. Some children were ready to talk about the different kinds of houses people live in whilst others needed an opportunity to describe the simple features of their own home.
21. Teachers use the support of parents very well to develop the interest and learning that has taken place during lessons. The procedures for parents to share in their child's reading activities are established in the youngest classes. Books and a home school reading diary are generally sent home three times a week and the system is maintained very well in every class. Work and activities involving families in, for instance gathering information about favourite foods or memories of the past, are a regular feature of lessons.

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

22. The school offers pupils a lively and stimulating curriculum that is broad and balanced. This is an improvement since the last inspection. All subjects of the National Curriculum plus religious education are taught. There is an interesting and varied programme for pupils' personal, health and social education that helps them to work out how to cope with the real world. All curriculum areas have sufficient time to promote pupils' intellectual, physical and personal development. There is a revised curriculum for design and technology but it has not been in place long enough to meet the requirements of the National Curriculum in full.
23. In the nursery and reception classes, there is a two year cycle of topics that have been chosen so as to provide a unifying theme for classroom activities. The topics are relevant to children's interest and experience. The nationally recommended guidance for this age group is used well by teachers to identify day-to-day activities and learning. The principles from the guidance are generally reflected in the organisation of class activities and methods of teaching.

24. The National Strategies for Literacy and Numeracy are well established and are used effectively to raise standards throughout the school. The school has implemented a rigorous programme to improve pupils' writing skills because they know that pupils' competence in writing is not as good as their reading. National guidelines are used for science, information and communication technology, music, history and geography to ensure that essential areas of work are fully covered. The school has developed its own guidelines for art, physical education, and design and technology. These guidelines also ensure that pupils receive the full range of knowledge, skills and activities required by the National Curriculum. Progress for junior pupils in design and technology was described as insufficient at the time of the previous inspection. The school has introduced design and technology weeks that take place each term when parents are invited to view pupils' finished products. Although skill levels are improving they do not yet fully meet the standards required. Sex education is taught to Years 5 and 6 when teachers are supported by the expertise of the school nurse. There is a full programme of personal, health and social education that includes moral issues as well as matters of fact. The school uses the computer suite to provide pupils with the basic skills that they use during lessons in the classroom.
25. Teachers' plan lessons well. Planning for literacy and numeracy is thorough with lessons building on the previous day's work. Planning for other subjects is less detailed but plans clearly show the skills and knowledge pupils are expected to learn and how they are expected to learn them. At the time of the last inspection there were inconsistencies in the quality and quantity of the information provided by teachers' evaluations. This is no longer the case. Teachers evaluate lessons regularly and provide good information on which to base future work for groups and individual pupils.
26. The school makes very good provision for pupils with special educational needs. Pupils are identified as early as possible and their progress is tracked through tests and assessments. Very good individual plans for their learning outline achievable targets, success criteria, resources, strategies and ideas for support assistants. Parents and carers are involved in the programme and the pupils are encouraged to take some responsibility for their learning. Support assistants make notes about progress during their sessions with pupils, and these are shared with the class teacher. The good progress made by many of the pupils is illustrated by the large proportion that achieve a typical level for their age by the time they are eleven.
27. The very good provision for out-of-school activities contributes to many pupils' enthusiasm for their school and eagerness to work hard in class. There are a good number of clubs and activities for pupils at lunchtime and after school and they are well supported. There are clubs for computers, reading, singing, fitness and music, as well as a number of sports. Coaches from the local football club visit school to contribute their skills. There are close links with a number of local and national industries who provide some financial support but also offer their expertise to the school. The Environmental Taskforce is helping to provide a new play area, not yet completed, through a grant of several thousand pounds. The school involved pupils in the early stages by providing good opportunities for them to learn about designing such an area. One interesting development is the provision of a well-attended, Saturday morning music club for children aged

from three to five and their parents. Pupils in Years 5 and 6 work with the local newspaper to produce a broadsheet newspaper for the school. Older pupils have at least two opportunities to make residential visits that are related to their work in school, particularly the work in geography. Visitors to school include local clergy plus older people who share their memories of wartime Britain with pupils. There are effective links with local high schools and with other primary schools.

28. The school makes very good provision for pupils' social and moral development and that for their cultural development is good. Provision for their spiritual development is satisfactory. School assemblies are broadly Christian in character. Assemblies include times for quiet thought and reflection, and pupils conducted themselves well in the assemblies seen. They sing with great vigour and appreciate the efforts of older pupils, both individuals and whole classes, who play for them as they enter and leave assemblies. They develop a sense of the world around them and their place in that world through their work for charity as well as through lessons such as art and geography. They learn about the values and beliefs of major world faiths in assemblies and in religious education lessons. Pupils explore their feelings through their writing and also through their work in lessons such as art, music and history.
29. The schools' success in developing pupils' excellent relationships with each other, and their very good attitudes to work, rests on the manner in which relationships are fostered amongst all those concerned with the school, including parents. Teachers have a high expectation of good behaviour and pupils respond to this. All classes are characterized by a warm friendship existing between teachers and pupils that often allows for humour to soften serious instructions. The school clearly sets a standard that allows pupils to understand the right way to behave. Class rules are displayed in every classroom but teachers rarely, if ever, need to refer to them because pupils fully understand and accept them. The very effective reward system emphasizes positive behaviour rather than punishment. This culminates in the termly award of an Achievement Cup given to the pupil who has made the best effort and improvement.
30. In the nursery and reception classes, children's social development is very well planned and provided for so that children learn to negotiate and share in their work and play. In the older classes, teachers plan lessons so that pupils learn to work together in pairs and in groups. There is a system of lunchtime 'buddies' when younger pupils can link up with one or two older pupils who will watch out for them. Older pupils take responsibility for a number of school jobs including coming to school early to help teachers to set up rooms for the day. In lessons, pupils are very polite and they wait their turn to take part in discussions. Personal, social and health education lessons are times when pupils can express and share their worries knowing that they will be heard sensibly and sensitively. The school provides many opportunities for pupils to contribute to the success of the school through participating in the good quality school productions, class assemblies and the many school clubs. As a result, pupils are proud of their school. The social development of pupils in Years 5 and 6 is promoted further through visits that entail staying away from home and learning to live together as a group.

31. Pupils' understanding of their own and others' cultures is developed in lessons such as English, art, music, religious education and geography. Pupils are taught well that people from different backgrounds have lifestyles and expectations that often differ greatly from their own. Pupils' ideas of world culture are widened as they learn about Aborigine art and Hindu or Jewish festivals. In music they learn songs from other countries and their skills and understanding are extended. The governors and teachers are aware that it is their responsibility to help pupils grow and live in a multi-ethnic society. Issues are addressed in lessons on personal and social development. Pupils have a good appreciation of their own culture. They participate in music festivals and work with visiting artists and poets. Through visits to museums and other localities their experience of life is broadened and their understanding is deepened. For example, older pupils researched in computer club about skipping games from times past that they could teach to their friends.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Pupils' general welfare is a high priority of the school, as it was at the time of the last inspection. Staff know their pupils well and take good care of them. There are good daily working practices adopted by all members of staff, that reflect the worthwhile policies that the school has put in place.
33. There are appropriate arrangements for child protection procedures. All staff are aware of the person responsible for child protection and suitable training has been carried out. There is a governor responsible for health and safety who oversees the necessary fire precautions and ensures that the premises are inspected regularly, in accordance with agreed guidance procedures. The school has a newly furnished medical room that, although only small, allows staff a quiet place to take pupils who are not well or who have had a minor injury. There are sufficient members of staff trained in first aid.
34. The school promotes health and safety well through lessons and through presentations and promotions. For example, the youngest children are talked to by members of the Fire Brigade, all classes have road safety presentations and the older classes receive cycling proficiency training. In July 2000, the school received the Roy Castle Gold Air Award which aims at encouraging children to learn about the dangers of smoking. During 'Walk to school Week' a good number of pupils made efforts to take part.
35. Procedures for monitoring and supporting pupils' personal development are very good. Teachers successfully promote very high standards of behaviour and discipline, both in and out of class, and also place strong emphasis on raising confidence and self-esteem. Praise and rewards are used well to encourage effort and significant achievements are celebrated in various ways, for example at special assemblies, to which parents are invited. Independent learning is also well promoted. Bullying is not a problem. Clear guidelines are in place to deal with any incidents that may arise and parents and pupils are aware of these. The school has devised a booklet for each pupil to record their opinions and understanding of personal and social issues from the time they start in Year 1 to Year 6. This has only been in place for a year but will make a very good record

of personal development to build on the assessments made in the nursery and reception classes.

36. Attendance is monitored thoroughly and there are suitable arrangements for following up any unexplained absence. Pupils are actively encouraged to come to school regularly, and rewarded when they do. However, the school does not have a system for checking absences before the end of the week and this could mean that parents and the school are both unaware if a pupil does not arrive at school when expected to do so.
37. There are very good procedures for assessing pupils' achievements in Years 1 to 6. Teachers consistently evaluate their planning in the light of the pupils' learning gains and misunderstandings, often changing the emphasis in subject aspects as a direct result of evaluations from previous learning. A good example of this followed the 1999 tests for seven year olds in mathematics when results showed pupils gave unsuccessful answers to questions on shape, space and measures. The co-ordinator reviewed the balance of the curriculum to include a greater proportion of this aspect which raised attainment in 2000.
38. In day-to-day work, teachers consistently give very good feedback in lessons. Questioning is used to check understanding and questions are invited from pupils. Targets are shared with pupils and encouragement and coaching are part of the culture. Marking is carried out regularly but does not always include helpful comments. Achievable targets, however, are referred to in lessons so that pupils have a clear idea of their own learning. Work is planned to meet the needs of different abilities. Guidance from subject co-ordinators feeds into the assessment procedures.
39. In the nursery and reception classes, there are useful check sheets to record when children have achieved in different aspects of their learning. These have not yet been linked to the new guidance for this age range. As a result teachers are not able to check from day to day how well children are achieving against the steps outlined in the national planning. There are sufficient procedures in the reception class to check children's progress in reading and writing in respect of the teaching linked to the National Literacy and Numeracy Strategies. In the nursery, the use of a record of achievement for each child is a particularly good start to involving parents in understanding how well their child is achieving though this is not continued in the reception class.
40. The school has effective practices to track progress in English, mathematics and science. This is underdeveloped in subjects such as history and geography, but plans are in place to address this. Each pupil has a personal record which lists his or her test results and teacher assessments. These are shared with parents and carers. The deputy headteacher analyses the data held to track individual's progress from term to term. These procedures ensure that pupils with special educational needs are identified early and intervention programmes are put into place. Parents are fully involved in the process and their views are taken into consideration. Data is also analysed to check cohorts, gender groups and ability groups. The school has recently drawn up a register for gifted and talented pupils. This has resulted in a greater awareness in providing for the needs of those in this category and for those whose attainment is higher than that of the

majority. Simple measures are taken, such as encouraging those with talent to participate in the afterschool activities when their skills can be extended. More comprehensive measures include planning during lessons to meet their needs through the extra support provided by class assistants.

41. Teachers' knowledge about criteria for levels and sublevels is very good and their own assessments are generally accurate. Pupils' reports show that teachers not only have a clear understanding of pupils' academic strengths and weaknesses but also of the qualities pupils possess or lack.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents have very positive views about what the school does for their children and the quality of education it provides. The meeting before the inspection with parents and the analysis of the questionnaires show that parents are happy with nearly every aspect of school life. A very small number were less happy with the provision for activities outside of lessons. Inspectors agreed with the parents' positive views but considered the range and number of activities outside lessons to be very good.
43. The involvement of parents in the life of the school was good at the time of the last inspection and the links with them remain very effective. A significant number of parents regularly help teachers in class, with several of them gaining qualifications as classroom support assistants as a result of this. A few parents also help with extracurricular activities whilst many others support activities such as school plays and special assemblies. Homework is set regularly throughout the school and most parents are happy with what their children are given to do. The Friends Association remains very active and continues to provide generous support for the school through various fundraising and social activities. The funds raised are all allocated appropriately to provide extra resources such as equipment for games, the school teams and play times.
44. The good relationship with parents is begun in the nursery class. Arrangements for admitting children to the nursery are satisfactory. There is an open day when parents can visit the nursery with their children in the week before they start. At this time parents are given information about the nursery and children are helped to settle in. Information is available on how to support young children's learning. An earlier link with parents would develop this good practice further. Once children have started school, nursery staff involve parents particularly well through the individual records that go home with nursery children each week in a progress file. These individual progress files provide parents with an opportunity to be involved in their child's learning from the start.
45. The quality of information provided about pupils' progress has improved significantly since the last inspection. Parents now receive informative annual reports that clearly identify achievement and, throughout the year, get regular updates about any targets set to help their children do better. In addition to this, parents are also kept well informed about life generally in school as well as the work being done in class. The prospectus and governors' annual report, however, are not quite as good because they lack a few items of necessary information. Parents of pupils with special educational needs are properly

involved from the time the teachers have an initial concern, and kept fully informed about all subsequent developments.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The school is very well led and managed. The headteacher was appointed shortly after the previous inspection. Several weaknesses had been identified relating to the management of the school, such as identifying priorities and monitoring and evaluating the school's work. The headteacher has very good knowledge of the processes of school management and so was able to set about addressing these issues in a purposeful way. She also brought to the school her own quiet but determined vision for improvement that has resulted in its current success. The present senior management team has only been in place for a relatively short time and, as a consequence, many good procedures and practices have not yet fully impacted on the achievements of pupils. For instance, the deputy headteacher's talented leadership of English, and the very good practices developed by the coordinator for special educational needs are contributing to the good progress of pupils but are relatively newly incorporated into the day-to-day teaching of many staff.
47. Roles and responsibilities are clearly defined. The members of the senior management team have a good depth of knowledge in the areas in which they lead and their strengths complement each other. The deputy headteacher has developed curricular planning and the procedures of assessment so that these are not only instrumental in ensuring pupils make good progress but are useful tools to help in day-to-day teaching. This has been done with a good awareness of the need to lessen the burden of paper work on teachers so that they can make best use of their time. The support of pupils with special educational needs is particularly effective. It is an area that is managed very well with many features of good practice that directly benefit pupils. Despite the fact that this is a small school and teachers have to oversee more than one subject, nearly every subject is led by a teacher with special expertise or interest in his or her subject. As a result, the contribution of subject leaders to the promotion of good standards stems from the solid base of their own good knowledge and classroom practice.
48. The contribution of all staff is clearly valued by the headteacher and governors. The whole staff team, including learning support staff, are committed to improvement. Teachers reflect on their work, and they discuss with each other how it can be improved. This was seen in the teaching of science where some staff had found it difficult to present work in such a way as to challenge pupils' thinking through the process of investigation. Not satisfied with their previous planning, they made alterations so as to include more investigations and observational activities with the result that pupils' understanding of the processes of scientific enquiry increased.
49. The governing body are very well organised to support the work of the school. After the last inspection, the headteacher and chair of governors set up new procedures to ensure that the governing body worked efficiently and effectively. Through appropriate delegation of specific areas of responsibility to the various committees, governors have become active in monitoring and evaluating all

aspects of the school's work. Regular checks are made to ensure that the school is meeting all statutory requirements. There is a real commitment by the governors to play their part in school evaluation. Governors gather information about the school in a variety of ways, but most importantly by being frequent visitors to the school. Senior managers and subject leaders provide information when necessary and supplement the headteacher's good quality reports.

50. The headteacher and the deputy headteacher oversee the process of monitoring and evaluating classroom practice. Teachers' lesson plans are checked by the headteacher and constructive feedback given. In the past year all subject leaders have had training in observing the work of others, and the opportunity to do so. This has been beneficial in helping all staff feel that they are contributing to school evaluation. There are very effective computerised systems in place to analyse the data from national tests and to track the progress of pupils year on year. This information is used purposefully to evaluate the school's strengths and weaknesses by subject leaders, the senior management team and the governing body. For instance, the school identified that boys were not achieving as well as girls and have taken some useful steps to address this.
51. The new team of teachers in the Foundation Stage have been given good support and help to organise planning and resources in this area. The school is aware that no one on the staff has experience or training in this stage and has organised support from outside to fill this gap. The need to improve the process of assessment for this stage had been identified but no plans made to address the issue. There is an appropriate programme of support for teachers who are starting their career in teaching. The school has implemented the procedures for performance management as required, and this has begun to play its part in school improvement and teachers' professional development. Teachers appreciate the opportunities offered to them to develop their own knowledge and skills.
52. There has been good consideration by the governors and headteacher of the need to respond to the recent requirements to ensure that the school includes all groups of pupils in its provision and helps pupils gain awareness of life in a multi ethnic society. This was already identified in the school's policy for equal opportunities which is monitored in the same way as other school policies, and further development is planned.
53. There is very good strategic planning to make the best use of the school's finances and to ensure that school developments can be adequately supported. Systems are unobtrusive, efficient and responsive to need. The governing body assesses the strengths and weaknesses, and spending is linked to educational priorities. This year's auditors' report noted efficient financial management and did not report any major weaknesses. The school consults widely about important matters, obtains resources at the most competitive prices and utilises them well to achieve its aims. It makes appropriate comparisons with other schools.
54. Grants allocated to all schools are used well. For instance, a recent grant by the government has largely gone towards funding the cost of the school's many learning support assistants. This is having a positive effect on standards. The

school works hard to attract grants that provide extra funding in specific areas. For instance, Environmental Taskforce funding has been acquired for redesigning the playground area and the New Opportunities Fund has been acquired for several outof-school learning projects. All funding is allocated appropriately and monitored.

55. The school is making satisfactory use of new technology although staff training through the National Grid for Learning has yet to take place. This has meant that not all aspects of information and communication technology are taught at the same good level.

56. Teachers are well qualified to teach the subjects of the National Curriculum. The school has invested heavily in providing a greater number than usual of learning support assistants. Their training has been good and as a result their support is very effective, not only to pupils with special educational needs but within the general organization of lessons. In recent years, the school has carried out a comprehensive programme of redecoration and improvement to the accommodation, resulting in an attractive and well thought out working environment. The computer suite is a very good resource and the library is centrally placed to ease access for all. The outdoor play environment is well laid out for the nursery and reception children. There are small areas where bulbs can be planted and hard surfaced areas for small vehicles and large play equipment, which provide children with good opportunities to increase their knowledge and understanding of the world. Teachers make good use of the large green fields that border the school for science, geography and outdoor activities to the benefit of pupils' learning. The hall is particularly spacious. However, the school has very little extra space and as a result, the computer suite is sometimes used for other activities, such as music tuition and support for pupils' with special educational needs. There is very little space for storage and this presents difficulties for the nursery and reception classes. In nearly all subjects, a good level of resources has been built up over the years and added to when needed so that pupils' learning is well supported. The reception class, however, has insufficient resources for the children aged four.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to maintain standards and to continue making improvements, the headteacher, governors and staff should:

- (1) implement assessment procedures so that children's achievements in the nursery and reception classes are checked against the steps outlined in the national guidance and these can be used to plan future work particularly in respect of writing and letter formation. (Paragraph references 3, 39, 60 and 65).
- (2) raise the standard of pupils' achievements in design and technology in the ways already outlined in the school improvement plan. (Paragraph references 8, 24, 101 and 104).

In addition to the key issues above, the following minor area for improvement should be considered by the governors for inclusion in the action plan:

The lack of a system to check the absence of a pupil before the end of the week, when the absence has not been reported by parents. (Paragraph 36).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	26	12	0	0	0
Percentage	2	19	54	25	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points

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 parttime pupils)	26	228
Number of full-time pupils known to be eligible for free school meals	N/A	36

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	38

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	13	13	14
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	80 (95)	80 (89)	90(89)
	National	84(83)	86(83)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	15
	Girls	13	14	15
	Total	24	27	30
Percentage of pupils at NC level 2 or above	School	80(95)	90(89)	100(97)
	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	17	17	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	17
	Girls	12	15	16
	Total	26	32	33
Percentage of pupils at NC level 4 or above	School	77(61)	94 (73)	97(91)
	National	75 (75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	17
	Girls	12	15	14
	Total	27	30	31
Percentage of pupils at NC level 4 or above	School	79(70)	88(73)	91(88)
	National	72 (70)	74 (72)	82 (79)

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

Teachers and classes

Qualified teachers and classes: YR – Y6]

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	228
Average class size	26.0

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	250

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	52
Total number of education support staff	1
Total aggregate hours worked per week	138
Number of pupils per FTE adult	2

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	575626
Total expenditure	585389
Expenditure per pupil	2152
Balance brought forward from previous year	44029
Balance carried forward to next year	34266

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	228
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	26	2	0	0
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	64	34	2	0	0
My child gets the right amount of work to do at home.	48	48	4	0	0
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	60	36	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	18	2	0	0
The school expects my child to work hard and achieve his or her best.	78	20	0	0	2
The school works closely with parents.	52	36	4	0	4
The school is wellled and managed.	62	32	2	0	4
The school is helping my child become mature and responsible.	64	32	2	0	2
The school provides an interesting range of activities outside lessons.	62	24	10	0	4

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

58. On entry to the nursery, children's attainment is below average in communication, language and literacy and mathematical development. It is average in personal and social development. Children have particular difficulty in speaking clearly or choosing words to communicate their meaning.
59. Nearly all the staff in the Foundation Stage is either new to teaching or new to the school. The trained nursery nurse in the nursery, who is the only member of staff who has been at the school for any length of time, is a useful link with the planning and organisation provided by nursery staff in the past. This has been particularly helpful in maintaining the strong relationship with parents which begins in the nursery. Despite the short time that the staff have been together, there is effective planning in both classes that appropriately reflects the national guidance for this age, as does classroom organisation. In the nursery, the teacher and nursery nurse both have a registration group identified by the younger and older children. They gather this small group together at different times so that direct teaching takes place in a smaller group and is very well matched to the learning needs of the children. Children of reception age are taught as a whole group by the teacher, with the classroom assistant providing good support by encouraging and recording the children's responses. On occasions, best use is not made of adult support. This is the case, for example, when opportunities are missed for the children to work in smaller groups for discussion and thereby improve their speaking and listening skills. Planning is based on themes identified over a two year period. A strength of the provision in both classes is the manner in which themes that interest children are brought to life. The quality of teaching is good in both nursery and reception classes. Teachers provide well planned activities that capture children's interest and give them plenty to do and think about. Skills are taught well so that children are challenged to try their best. Planning for religious education in reception is satisfactory.
60. Parents in the nursery appreciate the individual record of achievement for each child. It provides a very good link between children's learning at school and at home. Every week a piece of work that is a good example of what children have done is put in the file with suggestions for activities at home which would carry on the learning that has taken place. There is a simple check sheet at the back of the file so parents can see at a glance their children's achievements. Children show their individual files proudly. They are pleased with their own efforts that are recorded there, and in consequence begin to understand their own learning. The procedure is not continued into the reception class. This is a missed opportunity for providing a strong link between nursery and reception practice and the youngest children have only a short while to benefit from this very effective link between home and school. In the reception class reading books are sent home in the same way as they are in the infants and juniors. This is well organized and parents contribute effectively to the progress children make in reading. There are good procedures for assessing what children know and can do. From these checks staff provide suitable activities and support for those who

learn more slowly than others. In the reception class, those who learn more quickly are sometimes given the work planned for pupils in Year 1 because they are ready to meet this challenge. Assessments have not yet been linked to the day-to-day planning from the national guidance. As a result teachers are not in a position to clearly judge week by week how well pupils are achieving the steps towards the goals set for the end of the reception year.

Personal, social and emotional development

61. Although the majority of children in the nursery play well together, there are some with little awareness of the needs of others, and they find it difficult to play purposefully with others. Children's achievements are good in both classes so that most are likely to exceed the goals set for them by the end of the reception year. Teaching is good. Staff encourage and share activities so that children settle quickly and gain in confidence. They are taught class routines from the start, and many nursery children have learnt these well, such as taking a band from a nearby hook to regulate the numbers in play areas. In reception, children are taught the expectations of wholeschool routines and behaviour. For instance, they line up quietly at assembly time and walk sensibly to and from the school hall. Staff are excellent role models. They listen to children and show respect for their feelings and opinions. Adults work well together, and they share this with children in the manner in which they talk to each other or ask for each other's opinion.
62. Many of the children in the nursery are at an early stage of thinking about the needs of others and do not have the confidence to offer assistance to another. In a good session in the nursery, the nursery nurse encouraged one child to take a bowl of fruit pieces round to every child. The chosen child was very proud to do so and carried out the task well. Teaching the children to respond by saying 'thank you' was a planned part of the lesson. The nursery nurse had to remind almost every one of these youngest children to say the words, but they all tried hard to repeat it after her. In the reception class, the teacher developed this awareness of courtesy to others by encouraging the children to thank the nurse who visited the class to talk about her work. This was reinforced in the next session when each child wrote individual 'thank you' letters. Children in both classes share equipment well and play together at a level expected for this age. In the reception class, religious education lessons provide children with the opportunity to develop their understanding of right and wrong through stories from the bible and other religions.

Communication, language and literacy

63. Children start in the nursery with attainment below what is generally expected. Some children are well below in their use of spoken language. This is a particular feature of the local area, and the school benefits from the good work in the nursery and reception classes in improving children's level of attainment in this aspect. Overall, teaching is good in both classes because it rightly focuses on improving children's spoken language and they make good progress in both classes. Children are on course to achieve the goals expected by the end of the reception year in reading but not in writing.

64. Areas for role-play are developed very effectively. Play is supported by well chosen class activities that increase interest in and understanding of particular themes. For instance, in the structured play areas set up as a doctor's clinic, children could take on the role of receptionist, using a computer keyboard and sundry notepads, forms and other office equipment or they could take on the role of doctor, nurse or patient. In the nursery, the teachers extended children's knowledge by teaching the words relating to different parts of the body. In the reception class, a visit from a hospital nurse developed their ideas. Very good planning by the teacher and the visitor ensured that children listened in fascination to the way 'Brown Ted', a poorly bear, was cared for in hospital. After the nurse's visit, the quality of children's language improved significantly in the play area. In both the reception and the nursery there is good teaching about books and stories. Children listen very well and all participate to the best of their ability in saying rhymes out loud. Rhymes are used appropriately to develop children's awareness of letter sounds. In the reception class, the teacher used an excellent book of her own making based on the 'Bellfield Surgery'. During a class reading of the simple text, children made good progress in improving the number of words they recognised by sight, and those who learnt more slowly than others improved their understanding of text being read from left to right.
65. In the nursery children are given good opportunities to write in the structured play areas. Children confidently make their own marks on paper to represent the words they want to write. Those who learn more quickly than others hold pencils correctly and try to write the letters in their name. Those who learn more slowly often hold the pencil incorrectly and mostly make marks that bear little resemblance to letters. In the reception class, a good method of encouraging children to learn to spell by working in pairs helps those who learn more quickly spell very simple words. Children had only been engaged on this task for two weeks and so the words they had acquired were very limited, but they were very keen to try hard at this task. The teaching of letter sounds is satisfactory, but in the past a lack of precise assessment of children's achievements based on a stepped approach has meant that children have not made as much progress in this aspect as in others. In particular, the school has not focused on the stepped approach of letter formation so that although children often manage to produce a letter that looks correct, their method of achieving it has been wrong and these habits persist into Year 1.

Mathematical development

66. On entry to the nursery, children's attainment is generally below average. Children learn at a good rate in both nursery and reception classes and are likely to achieve the goals set for them by the end of the reception year. Children enjoy mathematical activities and use the skills they are taught in lessons in their play. In the nursery a good range of activities, including number rhymes and games, helps children begin to learn number names and count objects. Teachers are skilful at using moments throughout the day to count or use mathematical language. During registration, for example, the teacher asked the children to join in as she counted how many were present. She made a very quick but telling observation, "See how I am pointing to each person as I count". When playing with a group in the roleplay area one child checked how many were in by touching each person as he counted. In the reception, the teacher increases

children's enjoyment in mathematics by having a 'magic dragon' cape which makes one good at mathematics, to be worn by a different child each day. When counting to 20 all joined in and those who learn more quickly were able to spot a mix up within a line of numbers when four did not follow three. Children of average attainment can say the number that follows another up to ten. Some who learn more slowly have difficulty counting accurately beyond five. In the nursery, children learn to recognise and name common shapes. They all recognised a square when the teacher tested their understanding by asking them to find the squares that had been hidden in the outside play area. All found at least one square without difficulty. In reception a good range of games and activities helped children to build on this knowledge by identifying some of the properties of shape. Most children could provide the correct answer to the description "It's small, yellow and has three sides." One child of higher attainment could describe a semi-circle.

Knowledge and understanding of the world

67. Teaching in this area is very good. When children start in the nursery their knowledge and understanding of the world are less than is generally expected. They make very good progress in developing their knowledge of the world around them because of the very good teaching in this aspect. The range of activities in both classes is very good in supporting children's learning through investigation, through trying things out for themselves and through learning to use a range of tools and equipment, including computers. In both classes, teachers used the theme of 'people who help us' to underpin a wide range of activities. In the reception class, the children had learnt about the work of the postman in the weeks prior to the focus on doctors and nurses. The teacher skilfully interwove their previous learning, by developing their interest in posting letters when writing to thank the nurse. In the nursery, there is particularly good awareness of the need to provide different tactile, visual and auditory experiences for children. In one session children could touch and feel a tray full of jelly, in another this was replaced by fine black sand. Children mixing dough with a voluntary adult helper were given time to feel the dough squash through their fingers. A session where children learned how to wind a bandage round a friend's arm or foot, developed dexterity and understanding of different parts of their own bodies.
68. Staff provide children with good opportunities of understanding how time passes. For example, in the reception class the teacher took photographs of the nurse's visit so that the pictures could be used some time later for reference about the passage of time. In the nursery, several well-presented books of nursery photographs provide a good record of nursery activities for children to talk about. Good quality resources including a wide range of attractive books are used well to engage the children's interest and develop their awareness of the wider world. This was the case, for example, when a story was used as a starting point for the children to make gains in their understanding about Africa. Brightly coloured costumes made from African material were provided in which children could dress themselves and led them to make simple observations of the similarities and differences between two countries.

Physical development

69. When they start in the nursery, children's attainment is similar to what is expected for this age and children are likely to achieve the expected goals for their age by the end of the reception year. Teaching is satisfactory and children make satisfactory progress. Teachers have good understanding of how to develop children's skills, using small tools and equipment. They are not so successful in providing for children to experiment and investigate with large materials such as construction. Teachers take very good care to ensure that all physical activities are carried out in a safe manner. The outside play area is used mainly by the nursery. This is due to restrictions imposed by the accommodation. The reception class has one session in the week to take advantage of the good resources in this area. It is a very attractive, well laid out area with grassed and hard surface. In the warmer weather, teachers plan activities so that children in the nursery can move spontaneously between indoor and outdoor environments. However, during one lesson children all went outside at the same time. They were very eager to use the wheeled vehicles and various large building equipment. They played together well and enjoyed their activities immensely but learning was brought up short because the session ended after 20 minutes and all went inside. In the reception class in a lesson in the hall, the children used the space around them well as they ran or walked using wide strides. The teacher asked them to balance a beanbag on different parts of their body. The children achieved this well. However, there were few opportunities during the lesson for children to experiment with their own ways of moving so as to refine and develop their skills further.

Creative development

70. No teaching was seen of this area during the inspection, and, because children had only been in school for a short time, few examples of their achievements. Children's imaginations were fired by the resources and dressing up provided in the role-play areas and the book area in the nursery. Both classrooms had areas set aside for children to paint, to draw and to experiment with the sounds of musical instruments that could be shaken or struck. In the nursery, the older children joined in well as their teacher sang a song with actions, clearly a song they had learnt to sing before. An area in the nursery allowed children to use glue and a variety of small pieces of different textured card or paper. There was, however, little opportunity for children to investigate with the resources and equipment in this area, and the limitations imposed because of the small working area meant that although children could make collage pictures, there was a limitation on choice, experimentation and exploration.
71. At the time of the previous inspection, teaching was never less than satisfactory and sometimes good. This has been improved on, as teaching is now good. The school has made good improvements to the nursery accommodation both inside and outside. Resources in the nursery are good and these are shared with the reception class but the reception class has too few resources, particularly with regard to the roleplay area.

ENGLISH

72. At the time of the last inspection standards of attainment were below the national average. There has been a steady rise in standards over recent years. The improvement has occurred because the school has worked hard to implement the National Literacy Strategy, has focused on areas of known weakness and has involved pupils in their own learning.
73. Standards in both reading and writing for seven year olds have improved consistently over the past two years. The school has done particularly well in developing the writing of pupils with higher attainment. As a result, the numbers of pupils attaining the higher level in writing in the national tests in both 2000 and 2001 were considerably higher than in most schools. This shows remarkable progress over a short time because many children have limited language skills as they enter school. Currently attainment of pupils in Year 2 is above that typically expected of this age group. Despite improvements in teaching writing in the junior classes, they have not yet had an impact on the test results for eleven year olds. In 2001, the school's results for eleven year olds matched the national average and were an improvement on the previous year, but there were still too few pupils achieving the higher level. The current attainment of pupils in Year 6 is similar to the national average.
74. Pupils with special educational needs make good progress in accordance with their individual education plans. Teachers are careful to include them in all aspects of the lesson, and they make sure that these pupils are given time to offer their ideas and explanations in whole class and group sessions. Learning assistants give good support to pupils both in class sessions and when they work with individuals or small groups withdrawn from the class.
75. Standards in speaking and listening were described as below national expectations at the last inspection. They have now improved to be close to the national expectations. Year 1 pupils are enthusiastic contributors to literacy lessons. They join in the reading of the storybook with gusto and accuracy. By the time they are in Year 2, all pupils are patient listeners. They sit politely while their teacher explains the task for the lesson and they answer questions clearly. Those who learn more slowly than others often use short one or two word answers in their replies, but all pupils are happy to put forward their ideas. For example, when asked what reading with expression meant, one pupil of average attainment replied, succinctly, "So it's not boring." Pupils of higher attainment use correct technical terms well, as when describing different forms of punctuation. Good habits of listening carefully and answering politely continue as pupils become older. In most junior lessons, teachers provide opportunities for pupils to talk to a partner and this encourages pupils to speak to one another sensibly about their work. There is a very good level of cooperation when pupils work in pairs and these occasions are notable for the courtesy with which they listen to one another. By the time they are in Year 6, all pupils show a keen interest in the nature of language, those of higher attainment being able to instigate and develop discussion. Year 6 pupils discussed the root meaning of words and one pupil gave a good explanation for the fact that October is the tenth month even though the root meaning is 'eight'. These kinds of discussions are seen in many subjects including science, art and religious education. There are, however,

relatively few times when pupils have opportunities to work out their ideas without inhibition in lessons such as drama. Some discussion sessions at the end of literacy lessons are very short thereby losing good opportunities for pupils to extend their speaking and reporting skills.

76. At the time of the last inspection standards in reading were described as being below the national average. In Year 6, they are now close to the national average and in Year 2 above. All pupils in Year 6 are competent readers. Those with higher attainment read quite difficult texts with assurance and very few hesitations. Words such as 'barnacled' and 'unconscious' pose no problems and they are confident when they try successfully to define the meaning of unusual words. They know the names of their favourite authors and enjoy both stories and factual books. Nearly all pupils read with good expression. They understand that punctuation and other grammatical clues help them to interpret text. They produce good examples of word-processed work using a large range of computer conventions including incorporating pictures into their stories and poems. Pupils understand that they can use computers to find information but most claim that they would look first in the school library to find a book to help them. Those who learn more slowly and those with special educational needs have been given good support in previous years. They read at a level only slightly below that expected for their age and are confident to use their skills in reading in ~~be~~ subjects. The youngest infant pupils have no doubts about their reading abilities. They describe themselves as good readers. They look at the beginning letters of words and build up words skilfully. By the time pupils are in Year 2, they like reading and read to adults at home very regularly. They have clear ideas about which books they like and dislike, and they read with good understanding. Those of higher attainment add good expression when reading aloud, based on their understanding of punctuation and the need to interest the listener. They are acquiring an extensive vocabulary and good strategies to tackle unfamiliar words. The difficulties experienced by pupils with special educational needs with reading are carefully analysed. Support is ~~targeted~~ to meet their needs. Support assistants keep careful records of these pupils' achievements when working with them individually or in small groups. These form the basis of discussions with teachers as to how to move pupils on to the next stage of their learning.
77. Pupils' writing abilities were described as being below the national average at the time of the last inspection. This is no longer the case. There is a rigorous programme of support for pupils' writing with the result that the ~~qualyt~~ quality and breadth of writing has improved steadily year by year. Writing is not yet as well developed as reading but standards are now similar to those found in the majority of schools. Handwriting is consistently good or better in all classes. Some pupils lapse into careless habits from time to time but teachers help them to maintain the school's high standards. In Year 1, pupils control the size and shape of their letters well but often produce them through an incorrect formation. Teachers and other adult helpers give pupils with special educational needs good support as they produce legible scripts with correct grammar and mostly correct spelling. By the time they are in Year 6, pupils write in a wide variety of styles and for a number of different purposes. In both Years 5 and 6, pupils write interesting and realistic dialogue. They introduce everyday speech into their stories, naturally using correct punctuation. This ear for speech patterns and the

ability to write it successfully were very well demonstrated when a Year 6 pupil wrote, "The shorter the string, the faster the swing" to help her to remember the principle behind the pendulum learnt in science. Teachers are skilful at helping pupils learn how to construct interesting stories and formulate descriptions using appropriate language. For instance, when Year 4 pupils listen to poetry, they are encouraged to think carefully about 'powerful' verbs, adjectives and adverbs to make their writing more interesting. There is a wide variety of writing in Year 2 including diaries, stories, book reviews, wish lists, biographies and news. Pupils of higher attainment confidently choose a range of vocabulary in their writing. For instance, one pupil ends a book review by writing, "I like the book because it is exciting and cool". By the time they are in Year 2, pupils write stories with a clear beginning, middle and end. Those with lower attainment usually write in whole sentences that are correctly punctuated. In Year 1 pupils have a book in which they write personal letters to their teacher and to which their teacher responds. The activity clearly motivates pupils to write thoughtfully, and their use of grammar and punctuation improves accordingly. Teachers throughout the school mark pupils' work conscientiously and offer sensible advice on how pupils can improve the quality of their writing.

78. The quality of teaching varies from satisfactory to very good and is good overall in both infants and juniors. The hallmark of all lessons is the high quality planning that makes sure that lessons are linked to pupils' needs and provides a wide variety of interesting material to stimulate their imagination. Planning books contains details of how successfully individuals and groups of pupils work in lessons and records what pupils need to do next in order to improve their skills. When the teaching is very good, teachers give pupils essential skills in exciting and interesting ways. Pupils are convinced that they can write well and that they have a good command of language, whatever their ability level. Teachers target questions well to discover what pupils have remembered from previous lessons and to reinforce their learning. This is particularly effective in teaching technical vocabulary or grammatical points. When teaching is satisfactory it holds pupils' interest and has new and imaginative ways of reinforcing grammar. In these lessons, however, the highest attaining pupils are given very similar work to their friends and are not sufficiently challenged. Teachers make appropriate use of information and communication technology to help pupils learn elements of grammar and punctuation, and to understand the processes of drafting, editing and presentation. In all lessons, teachers assess pupils' work as the lesson proceeds and help them to overcome problems. Teachers make good use of adult helpers in lessons, particularly those who support pupils with special educational needs.
79. The school has worked hard to raise standards. They are particularly successful in raising the standard of reading. In addition there is a very full and successful programme of work in place that is helping to improve standards in writing. Very careful and full analysis has been made of national and commercial tests and the information gleaned is used successfully to target the needs of groups and individual pupils. Pupils are involved in evaluating their written work and they regularly set personal targets. There has been a gradual but significant improvement in resources for the subject in recent times although there is still a need to improve the quality of some of the reading books, especially those sent

home. There is very effective leadership of the subject which promotes and develops the interest and knowledge of staff to the benefit of the pupils.

MATHEMATICS

80. The results of the national tests for 2001 show that standards have improved dramatically by the time pupils are eleven, and are beginning to rise for seven year olds. Standards are above average because of the rich learning experiences provided by skilful teaching, and a progressively planned curriculum linked to very good assessment, all underpinned by the very good leadership and high expectations of the coordinator. There is no pattern to the differences in results for girls and boys. Pupils with special educational needs are supported very well and make very good progress. Achievement overall is very good.
81. By the age of seven, pupils have a sound knowledge of place value to 100 and a significant group of pupils can work with numbers to 1000. They measure accurately with centimetres and metres and are beginning to use decimal notation. During the inspection pupils who had been in Year 2 for less than a month were competently using the correct notation when converting pounds into pence and vice versa. There is an air of confidence due to the motivating style of the teaching, which results in many pupils taking risks and experimenting with different approaches to problem solving and the pace of learning accelerates.
82. Pupils are encouraged to develop their own strategies. Deductive reasoning is developed extremely well in Key Stage 2, particularly in Year 6. The promotion of critical thinking and systematic approaches is resulting in a significant percentage of pupils working at a higher level than typically expected for their age. By the time they are eleven, most pupils can multiply and divide whole numbers by 10, 100 and 1000 and have a good understanding of long multiplication. They can reduce a fraction to its simplest form by cancelling common factors and interpret co-ordinates in all four quadrants.
83. The quality of teaching and learning is never less than good, ranging from good to excellent. This is because the teachers in this school know their pupils' achievements in mathematics very well, and provide effectively for the next step in their learning. The teaching team, which includes many skilful classroom support assistants, all possess many strengths and these complement each other extremely well so that by the time the pupils leave the school they have received a well rounded mathematical education. In Year 1 the teacher was literally waking up young minds and bodies as they engaged in a very energetic, aerobic warm up at the start of the day while counting up to 100. The teacher and the classroom assistant fully participated and this is symbolic of the way pupils are taught in this school. The teachers pay attention to the learning environment so that pupils are receptive to learning while keeping the targets in clear view and relating them to a reward system. In Year 4, a published scheme to address difficulties usual for this age range is having a good effect on learning and the small group focus enables individual misconceptions to be addressed.
84. The curriculum is firmly rooted in the National Numeracy Strategy and, with the exception of probability and some elements of measurement, all the learning

objectives are planned and taught well. The school is taking steps to strengthen the planning for probability and measurement that have not been successful in the past. The mental warm-up sessions at the start of every lesson are taught extremely well, resulting in fast-paced learning. There are sensible, well-chosen routines in place for the distribution and collection of resources. In a Year 2 class the pupil monitors responsible for handing out pencil and pen pots, termed 'the pot people', carried out their job quickly and efficiently as the rest of the class thanked them. In Year 6 whiteboard cloths and pens were kept in individual bags that were handed out in a matter of minutes. These illustrate the good attention paid by teachers to the detail of classroom routine that serve to create a culture of purposeful, productive learning. In a similar way, teachers pay good attention to seating arrangements and check that all the pupils are engaged with the lesson. There are, however, occasions when pupils have to wait with their hand up for assistance from a teacher which slows the pace of their learning.

85. The assessment of pupils' achievements is very good. Pupils are given feedback in lessons, their work is assessed regularly and they are aware of their targets. This information is shared with parents and carers. The marking of written work, however, is inconsistent and the school is aware that this is an area for improvement. The involvement in the local numeracy awards is very motivating for the pupils. A large percentage received distinctions at gold level this year.
86. Progress since the last inspection has been good. Teaching quality has improved and standards have risen. The curriculum has been reviewed and assessment of performance has been analysed and used to inform lesson plans. Information and communication technology is used appropriately in most classes, particularly to support the learning of pupils with special educational needs, but its use could be developed further.

SCIENCE

87. Pupils achieve well in science because teachers provide good opportunities for pupils to learn through investigations, observations and recording their findings. This is particularly the case in Years 1 and 2. At the time of the last inspection standards were in line with the national average for both seven and eleven year old pupils. Standards in the current year are above average for seven year olds and similar to the national average for eleven year olds. Generally the school's results in national tests have kept pace with the rise in national standards, and overall improvement since the previous inspection has been good.
88. Pupils in Year 2, know that some foods are more favourable for their health than others. In a good lesson on identifying healthy food, pupils quickly identified items such as cake, sweets and chips as being "bad for one" and vegetables, bread and meat as being good. Although the lesson was the first in a topic on how to stay healthy, many began to sort the pictures they drew of their favourite foods into categories. Although needing some prompting from the teacher they were also able to understand that foods are gathered together into groups and that words such as vegetables, meat and dairy products describes a category. Pupils in Years 1 and 2 make good progress in developing their understanding of a 'fair test'. By the end of Year 2, pupils understand that a test is fair if only one variable is changed although they are not yet able to provide an explanation

using the word 'variable'. This was illustrated well in a lesson in Year 3 when a pupil clearly remembered his learning of the previous year. The teacher had poured two very different amounts of coloured water onto two pieces of different types of paper to test for absorbency. The class said it was not a fair test. When the teacher asked why, one pupil said, "It's obvious. You poured a whole lot of water on that one but used the dropper for the other."

89. Pupils in Year 6 describe a liquid in comparison to a solid using correct terminology. Pupils can explain that when a substance is dissolved it is because particles of the solid have become minute and that they are, in fact, still in the water. In a lesson on investigating the factors involved in speeding up the process of dissolving sugar crystals, pupils worked well together in small groups to suggest the methods of their test and how to record it. Most pupils knew that a fair test meant that only one factor should be changed and could use the term 'variable' correctly. However, in the process of setting out their ideas some lower attaining pupils forgot to limit the factors that they changed, and carried out a test that was flawed. Nevertheless they made good progress in the lesson as the teacher and voluntary adult helper discussed their results with them and helped them to improve their understanding. Higher attaining pupils carried out their tests with only a minimum of support. All pupils knew that it was necessary to repeat a test at least three times to verify their first findings. In explanation of the purpose of making a solution, a higher attaining pupil noted that, "some things may be useless in the solid state so you have to turn it into a liquid." By the end of Year 6, pupils of all levels of attainment achieve a good understanding of measuring findings accurately and can record their work in different ways, using graphs, diagrams and information technology appropriately.
90. Teaching in science is good. Teachers give pupils opportunities to learn through finding out, experiencing and observing for themselves. Pupils' interest in lessons is high. They work exceptionally well together because they are taught from the youngest classes how to carry out investigations with a partner or in a group. In the infant classes, pupils record using drawings, a tally sheet or their own written observations. Teachers have high expectations of their achievements and pupils' recordings are varied and of a high standard. In the junior classes, a good format is used for structuring the way in which pupils devise a test. This gives pupils appropriate support in deciding which variable to alter and what is necessary in their recording of the investigation. It is used effectively until pupils no longer need a prop of this nature. Teachers are skilful in helping pupils develop scientific concepts using words that are appropriate for their age and level of understanding. In general, work is set to match pupils' different level of attainment very well. In consequence, all pupils, including those with special educational needs, make good progress. A very good example occurred in Year 6 when pupils worked on discovering the nature of a pendulum. Pupils who learnt quickly were set the task of finding out the speed of the swing and whether the length of the pendulum string was a factor. Those pupils who learnt more slowly than others were given a set problem to solve using a stop watch to find the length of time a pendulum would swing with different weights. Learning support assistants and adult volunteers often work with groups on practical activities so that they have help to proceed through the whole test.

91. Previously, pupils had not been given enough opportunities in some classes in the juniors to carry out investigations. Work was too often based on re-writing of facts that had been taught. Through the school's monitoring process, the subject leader at the time identified this problem and staff training was planned. It took place in the autumn and spring terms and the teachers concerned stated that it made a significant difference to their confidence in providing investigations. As a consequence, planning and lessons for this year have been altered to include more work based on first-hand observations and investigation.
92. Teachers and learning support staff assess pupils' understanding well during lessons but marking is not so helpful. Sometimes teachers make effective comments that help to develop pupils' thinking further. More often though, marking consists of ticks to indicate the work has been completed or comments relating to how well the work has been recorded.
93. The subject supports learning in literacy and numeracy well. Pupils learn at an early age to record their findings. A variety of measures are used and recorded providing opportunities for practical work in mathematics. Similarly data is collected and presented in the form of graphs, often using information and communication technology. Pupils have good opportunities to record in writing their observations or predictions. Similarly computers are used to present findings. However, more use could be made of computers, particularly using sensors, and sources of information.
94. The subject has been well led, but the present subject leader has had responsibility for only one term. Planning follows the scheme recommended nationally. However, on occasions very similar activities have been repeated when revisited in a different year, in particular work on electricity and materials. There are now assessment tasks undertaken at the end of each half-term that will help teachers avoid repetition. Visits are used well to develop interest in science. For example, in Year 6, a visit to a local paint factory, in conjunction with special lessons from a seconded teacher, led pupils to carry out a complex range of experiments into the viscosity of paint.

ART AND DESIGN

95. At the time of the last inspection the achievement of the majority of pupils was in line with national expectations. Standards in art are now above those expected for seven and eleven year olds, and most pupils, including those with special educational needs, make good progress. This improvement is due to consistently good teaching based on the school's own scheme of work that carefully builds essential skills and experiences year by year.
96. Infant pupils watched and listened carefully as their teacher demonstrated how to prepare and carry out block printing. They practised their design on paper before attempting to score it on a tile. They evaluated the success of their efforts by deciding that some colours such as yellow did not produce a strong visual impact whilst colours such as red produced more effective prints. Year 2 pupils are more sophisticated in their evaluations. They worked successfully to produce good representations of a variety of objects and showed a good eye for detail. It was clear that they had listened carefully as their teacher explained ideas such as

proportion, first impressions, light and shadow and then showed them how sketching could be altered as work proceeds and new ideas emerge. Pupils looked for patterns in everyday life and after some discussion they decided that one of the best examples in their class was the braiding of one girl's hair. The teacher then skilfully introduced the idea of pattern in things such as Celtic crosses and sunflowers. Pupils' pictures at the end of the lesson showed that they could apply the lessons successfully because they produced closely observed drawings with great detail.

97. Junior pupils explore colour and tone as they add detail to their painting of various still life subjects. The careful observation seen in infant classes continues into junior art lessons. Year 5 pupils have a fine eye for detail and they continually seek to refine their work through lessons. They learn how to bring a three-dimensional effect to an object and apply this new skill with good results. Year 6 pupils look at the work of F S Lowry and compare his paintings with others they have seen. One pupil comments that "Lowry's paintings are not as complicated as Van Gogh's". Pupils know a great deal about Lowry's life including the fact that he could not make people look cheerful because he himself was not cheerful. Pupils work in their sketchbooks to produce their own versions of Lowry's figures and they achieve good success with their efforts.
98. Pupils experience the full range of media and artists' tools as they go through the school. The younger pupils produce paintings in various media and a number of collages. They look at the work of different artists including Mondrian and begin to apply the basic rules of thirds and perspective to their paintings. They draw with increasing competence. Junior pupils work with an increasing range of materials including clay. There is a good focus on developing pupils' understanding of art from all cultures and parts of the world; for instance, Year 4 pupils look at Aborigine art and learn to appreciate its unique form. The skills learned by looking at the work of the great artists are applied well when they attempt their own paintings. Pupils are taught to think and experiment for themselves. A group of older pupils worked with visiting artists to produce work based on the theme of water. When pupils were asked to explain what their painting meant one wrote, "The theme of my picture is left purely to your imagination."
99. Throughout the school teachers have good knowledge and personal interest in the subject. This is communicated well to pupils. Their behaviour in lessons is very good and clearly they participate with enthusiasm in the varied activities provided for them. The good skills that they acquire year on year is significant in their overall achievements.
100. There is satisfactory leadership of the subject. The present coordinator has only been in place for a short while and has identified that the subject needs a simple form of recording pupils' achievements. The lack of space in many junior classrooms could be an inhibiting factor in the development of pupils' artistic experiences but teachers and pupils work well together to ensure that this is not the case. The after-school club for art activities was appreciated and well attended.

DESIGN AND TECHNOLOGY

101. The school is aware of the need to raise standards for both infants and juniors. After careful consideration of areas of weakness in pupils' skills and knowledge, the school has drawn up radical plans to address these. Each class has a block of six afternoons every term when design and technology is the only subject on the timetable. They have labelled these 'design and technology weeks'. The subject leader has drawn up a series of topics to be taught on these afternoons in order to improve pupils' skills in making and designing and evaluating their own efforts. This will ensure that all pupils will be taught the whole range of skills and have experience of the full range of materials and tools essential to cover the requirements of the National Curriculum.
102. There was no design and technology on the timetable for the week of the inspection. It is not possible, therefore, to make secure judgements on the quality of teaching. When talking to pupils it is clear that the design and technology weeks are popular and they recall them with pleasure and excitement. They remember that they drew their design, modified it if necessary, and made products using a number of tools and different joining techniques. Once the product was complete they were required to decide if there was any way the product could have been improved at either the design or the making stage. The conversation with pupils indicates that they are given relatively few opportunities to make their own choices at either the design or the making stage. For example, when older juniors were making a racing car the outline was already drawn for them. It is clear, however, that pupils have improved attitudes towards the subject as a result of blocking lessons into a few afternoons.
103. Pupils are pleased that design and technology weeks coincide with parents' visits to school and they like the fact that parents can see their efforts for themselves. The design and technology work displayed during the inspection shows that pupils make satisfactory progress as they tackle the different projects. In Years 1 and 2 teachers used the story of 'Incey Wincey Spider' to inspire pupils to make their own version of a spider. They also made a simple mechanism that enabled the spider to climb up and down a spout. Younger juniors made simple cars and 'Yappers' which required them to use simple pneumatics to make body parts move. Older juniors made sophisticated models of racing cars with a strengthened chassis and models of fairground rides with moving mechanisms.
104. The school has tackled the need for pupils to realize the importance of design and technology successfully. Pupils now need to be given more opportunities to make their own mistakes so that they can learn from them. At the time of the previous inspection standards were similar to the national expectations. The decline has been through the lack of time spent on the subject both in class and in respect of improving teachers' own knowledge. The present organisation of the subject is helpful in addressing both these aspects.

GEOGRAPHY

105. Standards were similar to national expectations at the time of the previous inspection and have remained so. Standards are no higher because of the way the subject is taught in blocked periods of time and investigational skills are not

developed well year on year. History and geography alternate between one subject being taught for one term each year while the second subject is taught for two terms. This results in pupils having long gaps between their learning and it does not encourage the best quality of work. A strength in provision is that good use is made of visits to places such as the seaside and to a farm that help pupils understand the importance of studying real places. Pupils' achievements are satisfactory.

106. By the end of Year 2, the pupils have a sound knowledge of local places and make satisfactory progress. This is due to teaching that emphasises discussion, and learning that is appropriate to the age group. In Year 1, pupils gain an understanding of the main features of locality around the school. Pupils learn to carry out traffic surveys and construct simple bar charts of class transport. They describe local features and different types of weather. They show some knowledge about hot and cold places. By the end of Year 2, pupils identify differences between two different localities such as a seaside resort and the place where they live. They have begun to use maps and globes at the level expected for this age.
107. Throughout the juniors pupils continue to develop their knowledge of maps and the use of globes and atlases when studying different regions. For instance, in their study of an island in the Caribbean, pupils in Year 4 use a map of the island accurately to identify different natural and manmade features. They understand some climatic differences in simple terms such as "much hotter". By the time pupils are in Year 6 they have made a study of land use and mountains in a region of South America. They can locate and name some of the mountain ranges, oceans and cities. They have begun to understand how mountains are formed. They develop their understanding of different points of view to environmental change by adopting roles of councillors who are pressing for a development and those of conservationists against the development.
108. Teaching is satisfactory overall. Appropriate use is made of resources such as maps and globes so that pupils' understanding of how to use these increases as they move up the school. Teachers take care to present to pupils issues such as those relating to environmental change and the differences between localities. The best teaching lays suitable emphasis on discussion to deepen understanding. On occasions, opportunities for discussion are missed. Teachers appropriately emphasize the importance of good presentation, but marking is not used effectively to help pupils understand how to improve, and the long gaps of time between similar kinds of work do not help.
109. The subject does not have a permanent subject leader and this affects the school's capacity to focus on the areas it should, especially the need to make learning experiences more consistent, challenging and progressive. In all classes teachers do not assess the pupils work as regularly as they should.

HISTORY

110. The process of planning in blocks over a two year period described above also affects the rate of learning in history. The school develops pupils' understanding of events and people in the past well, but is less successful in helping pupils

place these in an order that relates to the passage of time. The school has not devised any simple means of keeping some awareness of historical learning fresh in pupils' minds during the long gaps between history topics. Both seven and eleven year old pupils' attainment is similar to that expected for their age, as was the case at the time of the previous inspection.

111. Pupils in Year 6 have begun a topic on life in Britain since the 1930s. In a good lesson in which visitors who had lived through the Second World War came to share their memories, pupils drew up pertinent questions. These were well focused on gaining an insight into life in wartime Britain. A classroom display of artefacts dating back to prewar times including posters and advertisements had already intrigued the pupils. "Old fashioned things help you imagine what life was like," said one pupil. They had a good understanding from their study of Ancient Egypt that information about the past could be gathered from numerous sources. One higher attaining pupil explained that sometimes information was suspect. They had good recall of the main characteristics of Ancient Egypt and of the Viking period. They understood that the birth of Christ defined our calculations of time but had difficulty in putting well known periods of time in the correct sequence.
112. At the end of Year 2, pupils have a good knowledge of people and events in the past. For instance, they can talk about the life of Joan of Arc, remembering that she dressed as a soldier "so that she could fight for France against the English". They talked eagerly about what they knew of Dr. Barnardo and how he changed the lives of children who lived on the street. They had a good understanding of changes in their own lives but found it difficult to distinguish between an event that happened as long ago as the Plague and a more recent event. They found it difficult to place pictures or objects into a simple time sequence.
113. There is satisfactory leadership. Enthusiasm for the subject and the example of good practice in her own teaching are provided by the subject leader. However, as only one lesson of history was seen during the inspection many aspects of teaching could not be judged. There has been some monitoring of pupils' work but the subject lacks an overview to ensure that all aspects of the programme of study of the National Curriculum are given appropriate amounts of attention. The main weakness is that by the end of the infants and juniors, pupils have not acquired a framework for comprehending the passage of time, appropriate to their age. Computers are used to access information, but sometimes the quality of this information in developing learning is not sufficiently questioned. Each class has its own stock of resources to match the topics covered and the school benefits from a good loan service for artefacts from the local education authority. Visits and visitors are used particularly well to enliven pupils' experience of history.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. The school has made good improvements in pupils' knowledge and understanding since the time of the previous inspection. However, teachers have not had the advantage of training as yet and as a result not all areas of the curriculum have been fully implemented. The school teaches the communication and the design elements very well but pupils have not had the opportunity to

understand how to monitor using sensors, for instance in relation to temperature or light. The school was ready to teach pupils how to send and receive e-mail but a problem occurred with the Internet and this has been put on hold. Achievement is satisfactory for pupils, including those with special educational needs.

115. By the end of Year 2, pupils have experienced a wide range of topics and achievement is good. Their hand control and use of different tools when creating pictures is good and progresses to importing images from published pictures. They also use the computer for simple data handling, linking it to other subjects. They use the Internet for mathematics, games and research. When word processing, pupils make good progress year on year. For instance, they use simple function keys such as those for capital letters for their Christmas messages in Year 1, and more advanced techniques such as deleting and changing font in longer narrative pieces in Year 2. With the exception of giving instructions to enable things to move, pupils have a wide range of appropriate experiences.
116. By the end of Year 6, creative design is strong because teachers' knowledge in this field is good and the software available encourages progression. Standards in desktop publishing are satisfactory. Pupils in Year 3 can change font size, underline, log on and off. Pupils in Year 4 produce gift cards using text frames, although some pupils are insecure on the basics of word processing. Year 5 pupils use their editing skills and design an ideal classroom. The quality of the design briefs is good and links to art and design. In Year 6, pupils plot results on an appropriate spreadsheet and work out averages and totals. They work out perimeters and areas and enter this data before interrogating it. Some of the Year 6 pupils took part in 'The Bellfield Gazette Project' and produced a newspaper, which developed their skills of editing and desktop publishing.
117. Teaching is satisfactory overall. The best teaching was seen in the Year 4 class. New tools were introduced at an appropriate pace, very good use was made of the smart board for teaching skills and the lesson was extended to give pupils more time to practise their skills. The teacher used the pupils' language, "We're going to make your writing look like it does in the shops!", when he outlined the gift card idea. Clear directions were given, questions were dealt with and new tools were revised so that the information was fresh in pupils' minds. In another lesson, the pace was slow at times; for instance, too much time was spent waiting for machines to start up when logging on. The learning support assistants, volunteer parents and the technician help to improve learning by coaching individuals who experience difficulties so that there is little underachievement.
118. The computer suite is a good resource for the school, containing good quality hardware and software but it is underused. This is because the school has to use this area for other activities such as music sessions with visiting teachers as there is limited space available. There are also additional computers in classrooms and these are used appropriately for work in other subjects. The main areas for development include teacher knowledge for which plans are in place and a review of planning to ensure that there is a good balance of learning within the different elements of the subject.

MUSIC

119. Improvement since the last inspection has been good. Pupils in Year 6 perform rounds and play as a whole group well. Many learn to play an instrument to a good standard and read traditional notation. The focus for the younger pupils is on exploration and enjoyment. The quality of singing in assembly is often good and pupils learn to sing challenging songs quickly and accurately. Teaching ranges from good to satisfactory. The coordinator, who is a skilful musician, leads much of the teaching in the juniors and this accelerates pupils' achievements which are good. In the infants, teaching is satisfactory as are pupils' achievements because teachers' knowledge is not as high.
120. The best teaching combines the elements of fun with a good knowledge base that is used to gently lead the pupils naturally to develop their own musical knowledge. Where there are shortcomings in teaching these spring from inexperience, lack of confidence and a lack of subject knowledge. Posters and other audiovisual aids are not always used to enhance pupils' identification and appreciation of instruments. This, however, is offset by the teachers' good teaching skills and sound knowledge of how to teach. The pupils learn at a sound rate.
121. Pupils in Year 2, for example, recognise instruments such as trumpets and violins and learn to recognise the sound of a cello. They perform accompaniments with various instruments, learning about duration of notes with pieces created by them. As they practise, the classroom rings out with xylophones, tambourines, shakers and bells, all being played in a creative but controlled way. In Year 3 good understanding of rhythm is developed through clapping and singing games. Individuals sing confidently and participate fully in songs such as 'Josie Brown'. They respond imaginatively to music, describing the mood of one piece of music as "summer", "God and Jesus", and "the playground". They develop an understanding of time signature through clapping and chanting.
122. By the time they are in Year 6, pupils participate fully in music lessons, displaying mature attitudes. The teaching is very inclusive. The teacher encourages all abilities, whatever their level. "Anyone with a willing heart" is the way the teacher phrased the criteria for joining one of the many extracurricular music activities. These include a 20-piece orchestra, a recorder group, a choir and tuition for woodwind, brass, violins and cellos. All of the visiting teachers have individualised programmes for each pupil. Sessions are fast-paced and instructive. The cellos group were all at the beginners' stage and were being gently led through the handling of the cello. The woodwind group, on the other hand, catered well for four pupils at different levels of experience. One of the most experienced flute players had been playing since 1997 and had made good progress. A clarinet player had joined from another school and provision was made within the session for her. The teacher patiently revised the embouchure with her and integrated her into the group.
123. The subject is managed well by an experienced subject leader who is approachable and who is encouraging to staff with little expertise in the subject.

The talents of pupils who learn instruments through specialist tuition are used well in assemblies and music lessons. This enhances the music and provides additional opportunities for the pupils to practise and perform in front of an audience. During the assembly on the last day of the inspection every single Year 6 pupil was involved in performing in an inspirational overture taken from 'The Tailor of Gloucester'. This resulted in an uplifting experience for the whole school and was also a good showcase for the gifted musicians in the year group. The school also puts on performances for the local community, such as 'Bugsy Malone', and the most recent 'The Pinafore Pirates' which was much appreciated by pupils and parents alike.

PHYSICAL EDUCATION

124. The school has promoted sport well by providing a very good range of after school sporting activities. This has contributed to the good motivation of pupils, together with the high expectations of teachers, so that by the time pupils are eleven they achieve a standard above that generally expected for their age. Teaching in Years 1 and 2 is satisfactory but lacks challenge, and seven year olds achieve a standard similar to that expected for their age. This is similar to the time of the previous inspection.
125. The school has given good thought to ensuring that pupils' skills in the different areas of the subject are developed as continuously as possible. Throughout the year there is a good mix of contrasting activities in the two weekly lessons for each class. Dance, gymnastics, games and, for older pupils, outdoor activities are each allocated an appropriate amount of time. Pupils learn swimming in Year 4 and by the end of the year most pupils have achieved the level expected for the end of their primary education.
126. Very good teaching was seen in Year 5 and 6. No lessons were seen in Years 3 and 4. All pupils make good progress in their knowledge and skills in physical education as they progress through the year groups. In Year 6, pupils select for themselves a range of exercises to stretch their muscles and bounces to warm up at the start of lessons. In a very good games lesson on hockey, pupils all controlled the ball in a variety of ways and at a level beyond that generally seen for their age. The teachers' expectations of their participation and effort were high. The lesson was organised well and proceeded at a good pace. Demonstrations were given quickly. The teachers' encouragement and feedback as pupils worked together in small teams, challenged pupils to improve their skills. All pupils have developed a good knowledge of working together as a team to either attack or defend. Those pupils with special educational needs participate well and several are able to take a lead in games activities, thus giving them a good boost to their self-esteem.
127. Teaching in Years 1 and 2 is generally satisfactory. By the time pupils are in Year 2, they have a good understanding of how their bodies feel during different activities, a pupil in Year 1 being able to say, "I can feel my heart beating after a strenuous session of jumping on the spot. They catch and throw different sized balls as well as expected for their age. However, teaching sometimes lacks challenge and does not give pupils enough opportunities to improve the quality of their work. For example, in both Year 1 and Year 2 lessons, pupils' running was

heavy and flatfooted. Although the main purpose of the activity was to run in a controlled manner, teachers did not draw pupils' attention to the quality of their running so that they could improve.

128. The subject is well led with a subject leader who has good sporting skills and enthusiasm for promoting a good level of physical fitness. There is good attention throughout the school to the correct dress for physical education and to health and safety. The school's netball and football teams have enjoyed success in local competitions and the curriculum is enriched by a wide range of clubs, including badminton, rugby, rounders, football and athletics. The inclusion of visits to outside adventure activity venues and visitors from local sporting groups, such as the Hull City School of Excellence for Football, all support pupils' interest and enthusiasm.

RELIGIOUS EDUCATION

129. The majority of pupils, including those with special educational needs, achieve satisfactorily in relation to their prior attainment and the majority of pupils meet the standards expected of seven and eleven year olds. This is similar to the standards seen at the time of the last inspection. The quality of teaching ranges from very good in one lesson, to satisfactory in the other lessons. Pupils behave well and participate in discussions with confidence.
130. In the best teaching Year 3 pupils reenacted a simplified service of baptism. They took the part of the parents, godparents, guests and the priest, showing that they understood what was the purpose of the ceremony and that water has a special significance in this sacrament. They realised that the most important participant, the baby, was missing. There was a gasp from the class when the teacher produced a doll dressed in a special christening gown. The lesson was a solemn act in which all pupils were involved. When the teacher asked how the baby was to be baptised one pupil replied, "With a cross because Jesus was killed on a cross". Where teaching was satisfactory, pupils' own experiences were used as a starting point to introduce ideas such as ceremony and celebration. Year 2 pupils were helped to recall celebrations in their own life such as birthdays and weddings. They understand that some important celebrations such as weddings and christenings are held in church. Year 4 pupils understand that loyalty and commitment are important aspects of their life. They draw from their own experience of loyalty towards such things as sports teams and clubs. In one lesson, two girls repeated the Brownie promise and this reinforced the idea of belonging. By the time pupils are in Year 6, they have learnt to identify similarities and differences within different world religions. In a detailed study of the Hindu religion, for instance, they identified the main features and described the celebrations important to those of that faith.
131. The school has sufficient learning resources for the subject but is keen to acquire more. Teachers' planning is sound from the recently introduced locally agreed syllabus. An enthusiastic and knowledgeable coordinator leads religious education and she is anxious to raise the status of the subject in school. Written recording of religious education is sparse but occasionally pupils write very well on subjects that capture their imagination. For example, Year 6 pupils write the Christmas story from Joseph's point of view and Year 5 write about the arrival of

a special baby. The school makes good use of local churches to help pupils to understand some difficult religious ideas.