

INSPECTION REPORT

BROOKSIDE PRIMARY SCHOOL

East Leake, Loughborough

LEA area: Nottinghamshire

Unique reference number: 122637

Headteacher: Mr R Dizon

Reporting inspector: Mr M H Cole
3369

Dates of inspection: 11th – 14th June 2001

Inspection number: 193673

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

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Appropriate authority: The governing body

Name of chair of governors: Professor C Pierson

Date of previous inspection: 14th April 1997

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3369	Mr M H Cole	Registered inspector	Equal opportunities Science Design and technology Geography Music	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19338	Mr G Ellis	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?
28170	Mr I Chearman	Team inspector	Areas of learning for children in the Foundation Stage Mathematics Information and communication technology History Physical education	How good are the curricular and other opportunities offered to pupils?
12594	Ms M Jeavons	Team inspector	Special educational needs English as an additional language English Art and design Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brookside Primary School educates 209 boys and girls aged four to eleven. There are 23 per cent more boys than girls. The school serves part of a large village with above average social and economic circumstances. This is seen in the low proportion of pupils, about four per cent, which currently receives free school meals. Pupils start at the school in the term of their fifth birthday, most having previously attended the nursery attached to another local school. They start at Brookside with overall above average attainment. Thirteen per cent of pupils are identified as having special educational needs, a low proportion by national standards, and no pupils have statements of special needs. A very small number of pupils are of minority ethnic origin but all pupils use English as their first language. The school's circumstances are largely as when the school was previously inspected. At present, the uneven numbers in different year groups mean that there are two classes with a mixture of Year 3 and Year 4 pupils. However, in the mornings, these classes are organised into three single-year groups for literacy and numeracy lessons.

HOW GOOD THE SCHOOL IS

The oldest pupils attain the standards of work that should be expected of them and pupils throughout the school show good personal development in their attitudes, behaviour and relationships. Teaching is of good quality. Leadership and management are satisfactory but improving and have begun to take the school forward more productively in the last year. Overall, the school shows a satisfactory level of effectiveness. Comparing what it achieves with the available funds, the school provides satisfactory value for money.

What the school does well

- By age seven, pupils achieve standards which are well above average in reading, writing, mathematics and science, and above average in most other subjects.
- At age eleven, pupils achieve above average standards in English, mathematics, science, music and physical education.
- Pupils develop very good attitudes, relationships and qualities of independence and responsibility, and they behave well.
- Teaching is of good quality.
- The school makes very good provision for pupils' moral development and provides well for their social development.
- The school has caring and effective procedures for pupils' welfare.
- Parents have very positive views about the school.

What could be improved

- Procedures for checking the effectiveness of teaching and learning, which at present are not sufficiently rigorous to show exactly where improvements can be made.
- Assessment of pupil progress, which currently does not identify with enough precision how teaching can help pupils take the next steps in learning, or where strengths and weaknesses in learning lie.
- The time given to the teaching of art, design and technology, geography and history, which is presently insufficient.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its previous inspection in 1997, the school has made satisfactory improvement. Standards achieved by seven-year-olds in English, mathematics and science have improved from an above average to a well above average level while, in art, geography, history, information and communication technology and music, standards have improved from average to above average level. The standards of eleven-year-olds have been maintained at an above average level in English, mathematics and science, but standards in music, previously average, are now above average. The teaching has improved, especially for pupils in Years 1 and 2; previously 'sound', the overall quality of teaching is now good. Higher proportions of lessons are now judged to be good and very good than before. In most other aspects of the school's work, it has maintained the often good and otherwise satisfactory quality described at the previous inspection.

At the previous inspection the school was asked to address four issues concerning: better planning of lessons to challenge the full ability range of pupils; clearer curriculum planning to match work to pupils' ages and prior attainment; more detailed planning of school improvement; and more systematic appraisal of teachers and planning of their professional development. The school has tackled each of these issues appropriately and its work in each aspect is now satisfactory.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools ¹	
	1998	1999	2000	2000	
English	C	A	C	D	in the top 5 per cent A* well above average A above average B average C below average D well below average E
mathematics	B	A*	C	D	
science	A	A	D	E	

¹ Similar schools are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

The oldest pupils

The table shows that past pupils' test results in 2000 were in line with the national average in English and mathematics and below average in science. When compared with similar schools, the results were below average in English and mathematics and well below average in science. Results of this year group were not as good as those achieved previously. However, this particular year group was unusual in that it included several pupils who had joined the school only in the last year or two of their primary education, most of them with low previous attainment and some with special educational needs. Evidence of pupils' earlier performance shows that almost all of those leaving the school in 2000 achieved the standards to be expected. Their achievement was satisfactory. The school achieved the realistic targets agreed with the local authority for these pupils in English and mathematics. Despite the dip in test results in 2000, the long-term trend in the oldest pupils' results is upward and in line with the rate of national improvement. Shortly after the inspection, the school's results for the 2001 tests were published. No national averages were available for comparison but results show marked increases in the proportions of pupils both achieving and exceeding the expected levels of attainment in all three subjects of English, mathematics and science.

Work seen during the inspection shows the present oldest pupils to achieve above average standards in *English, mathematics and science*. Comparing pupils' present work with their performance in earlier years again shows pupils achieving satisfactorily. During lessons observed during the inspection, however, pupils were generally seen to be achieving well. They worked keenly and industriously in response to purposeful teaching which set appropriate challenges to promote progress. These observations are consistent with other evidence that the quality of teaching and learning in these classes has been improving.

In *other subjects*, a good standard of work is found in music and physical education. In both subjects, good teaching and support from activities outside lessons are effective in promoting good achievement. In information and communication technology, the new computer suite and staff training have begun to raise standards and they are presently satisfactory. There are examples of good work in art, design and technology, geography and history but too little time is given to these subjects for pupils' overall achievement to be more than satisfactory. In design and technology, too little evidence was available for an overall judgement about standards to be made although, where evidence was available, it showed work to be of satisfactory quality. Attainment in religious education is in line with the level expected within the locally agreed syllabus for the subject.

Younger pupils

In the standard National Curriculum tests of reading, writing and mathematics taken by pupils aged seven in 2000, their results were well above the national average in all three aspects. Compared with similar schools, results were above average in reading and writing, and average in mathematics. Test results have shown a consistently high standard over the last three years. Work seen during the inspection confirms the picture of high standards but suggests that, in mathematics, they are now even better than the 2000 test results showed. Work seen supports the teachers' own formal assessments that standards in science are also well above average.

In art, geography, history, information and communication technology, music and physical education, pupils achieve above average standards of work. Attainment in religious education meets the expectations of the locally agreed syllabus. Too little evidence was available for an overall judgement about standards in design and technology but a few examples were seen of work of satisfactory quality.

Satisfactory achievement in the reception class builds on pupils' good attainment on entry and helps them to complete the Foundation Stage¹, too, with above average attainment. However, by age seven, attainment is well above average in English, mathematics and science and above average in most other subjects. This represents good achievement and this is what is seen in lessons for pupils aged five to seven where pupils respond very keenly to vigorous and challenging teaching. Pupils with special educational needs make good progress toward the individual targets set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are interested, enthusiastic and industrious.
Behaviour, in and out of classrooms	Good almost all of the time, and sometimes very good.
Personal development and relationships	Pupils develop very good qualities of independence and responsibility and make harmonious and supportive relationships.
Attendance	Good; the rate is above the national average and there is practically no unauthorised absence.

TEACHING AND LEARNING

¹ **Foundation Stage**: education before pupils enter Year 1, ie in the reception class

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

All lessons seen during the inspection were of at least satisfactory quality. Almost half of all lessons were of good quality and a further 24 per cent, most of them in classes for five- to seven-year-olds, were very good. Teaching of English and mathematics, including basic literacy and numeracy skills, is good. It is systematic and stimulating. Teaching shows good all-round quality with no significant weaknesses, but particular strengths are the generally good planning, high expectations of pupils' work and behaviour, effective stimulation of pupils' interest and endeavour and skilful management of pupils' behaviour. As a result, pupils work keenly, concentrate well and behave well in lessons. Teaching provides well for the full range of pupils' abilities and needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Generally satisfactory and well supported by activities outside lessons, but too little time is given to art, design and technology, geography and history.
Provision for pupils with special educational needs	Satisfactory; pupils are given appropriate programmes of work and are well supported and encouraged.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with the strengths in very good provision for moral development and good provision for social development.
How well the school cares for its pupils	Staff are caring and supportive and there are good procedures to safeguard pupils' welfare.

Pupils are given too few opportunities to practise the skills they gain in English, mathematics and information and communication technology in their work in other subjects. The good arrangements for caring for pupils are helped by the very good partnership the school has with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher and staff are a united and hard-working team who translate firmly shared aims and values into effective practice. They are committed to improving the school, but procedures for promoting improvement, though recently themselves improved, are not sufficiently rigorous.
How well the governors fulfil their responsibilities	Governors are supportive and soundly aware of the school's performance.

The school's evaluation of its performance	The school checks the effectiveness of its work but processes are not sufficiently precise or detailed.
The strategic use of resources	Financial and other resources are satisfactorily used in support of the school's aims.

The school has generally adequate resources of staff, accommodation and equipment. However, the provision of accommodation and support staff for the Foundation Stage is insufficient and there is a shortage of library books and of books and other resources to support religious education. Financial planning and decision-making is careful to try to gain best value from available funds.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>that pupils</p> <ul style="list-style-type: none"> • like school. • behave well. • make good progress. • become more mature and responsible. <p>that the school</p> <ul style="list-style-type: none"> • provides good teaching. • shows high expectations. • is approachable when parents have questions. 	<p>A small proportion of parents (less than one in five) has concerns about homework.</p>

Inspectors' judgements support the positive views of parents. They note from comments added to questionnaires, and from meeting some parents, that parents are divided about the amount of homework desirable, and a few would like none at all. Inspectors judge the school's arrangements to be good and to comply well with national guidance. They also note that the proportion of parents dissatisfied about homework is lower than in most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

*Older pupils*²

1. In the standard National Curriculum tests of English, mathematics and science taken by the oldest pupils in 2000, their results were in line with the national average in English and mathematics and below average in science. When compared with similar schools, the results were below average in English and mathematics and well below average in science. The test results of this year group were not as good as those achieved by the school's eleven-year-olds in the previous two years. However, this particular year group was unusual in that it included several pupils who had joined the school only in the last year or two of their primary education, most of them with low previous attainment and some with special educational needs. Examination of results in other standard national tests in English and mathematics taken in each of the preceding three years shows that almost all of those leaving the school in 2000 achieved the standards to be expected in the light of their previous performance. Their achievement was satisfactory. The school achieved the realistic targets agreed with the local authority for these pupils' test results in English and mathematics. Despite the dip in test results in 2000, the long-term trend in the oldest pupils' results is upward and in line with the rate of national improvement.
2. Shortly after the inspection, the school's results for the 2001 tests for eleven-year-olds were published. However, they are of limited value as no national averages were available for comparison. Results show marked increases in the proportions of pupils both achieving and exceeding the expected levels of attainment in all three subjects of English, mathematics and science. In English and mathematics, the great majority of pupils reached at least the expected level of attainment (Level 4), while in the science test all did so. In the mathematics test, just over half reached the higher level of attainment (Level 5), while in English and science a little under half did so. The school met the challenging targets it had set for results in English and mathematics comfortably.
3. During the inspection, judgements were made of the work of present pupils aged eleven by observing them in lessons, sampling work completed over the past school year and through discussions with representative groups of pupils. On this basis, the oldest pupils are judged to achieve above average standards in English, mathematics and science. In each subject, the great majority of pupils achieve the level of attainment (Level 4) within the National

² Throughout this report the term *older pupils* is used for pupils aged 7-11 in Years 3-6 working at Key Stage 2 of the National Curriculum, while *younger pupils* refers to pupils aged 5-7 in Years 1 and 2 working at Key Stage 1.

Curriculum expected at their age. The proportion who do not achieve the expected level is smaller than in the average school and the proportion achieving the higher Level 5 is greater. Comparing pupils' results with their performance in earlier years again shows pupils achieving satisfactorily. During lessons observed during the inspection, however, pupils aged

seven to eleven were generally seen to be achieving well. They worked keenly and industriously in response to purposeful teaching which set appropriate challenges to promote progress. These observations are consistent with other evidence that the quality of teaching and learning in these classes has been improving.

4. In English, the oldest pupils' standards are good in speaking and listening, and in reading; they are less good, but still satisfactory, in writing. In mathematics, pupils show a good breadth of knowledge and understanding but particular strengths are basic number skills, mental calculation and applying their understanding to real life situations and problems. In science, pupils show good knowledge and understanding across a wide range of the science curriculum but their skills of investigation, though satisfactory, are less well developed.
5. In other subjects, a good standard of work is found in music and physical education. In both subjects, good teaching and support from activities outside lessons are effective in promoting good achievement. In information and communication technology, the new computer suite and staff training have begun to raise standards and they are presently satisfactory. There are examples of good work in art, design and technology, geography and history but too little time is given to these subjects for pupils' overall achievement to be more than satisfactory. Lack of time for geography and history also means that relatively little written work is done in these subjects, particularly in Years 5 and 6, reducing opportunities for pupils to practise and develop their writing skills. In design and technology, too little evidence was available for an overall judgement about standards to be made although, where evidence was available, it showed work to be of satisfactory quality. Again, too little time is given to teaching design and technology. Attainment in religious education is in line with the level expected within the locally agreed syllabus for the subject.

Younger pupils

6. In the standard National Curriculum tests of reading, writing and mathematics taken by pupils aged seven in 2000, their results were well above the national average in all three aspects. Compared with similar schools, results were above average in reading and writing, and average in mathematics. Test results have shown a consistently high standard over the last three years. Results of the 2001 tests taken shortly before the inspection were available to inspectors but national comparative figures have yet to be published. However, the results confirm the picture from work seen during the inspection that standards are well above average in these areas of learning, with almost all pupils reaching the expected level of attainment (Level 2) and many exceeding it by reaching Level 3. The latest test results also confirm inspectors' views that standards in mathematics are now even better than the 2000 test results showed. Work seen during the inspection supports the teachers' own formal assessments that standards in science are also well above average.

7. In art, geography, history, information and communication technology, music and physical education, pupils achieve good standards of work. Attainment in religious education meets the expectations of the locally agreed syllabus. Too little evidence was available for an overall judgement about standards in design and technology but a few examples were seen of work of satisfactory quality.

8. Pupils' attainment improves from an above average level at age five to a well above average level at age seven. This represents good achievement and this is what is seen in lessons for pupils aged five to seven where pupils respond very keenly to very good and challenging teaching.

Foundation Stage

9. Pupils start at the school with overall attainment which is above average. They achieve satisfactorily in the reception class so that they also complete the Foundation Stage of their education with above average attainment in personal, social and emotional development; communication, language and literacy; mathematics; and physical development. Their knowledge and understanding of the world and their creative development meet the level expected at their age.
10. No significant differences are found in achievement between different groups of pupils whether defined by background, gender or ability. All groups achieve appropriately in relation to their previous attainment. However, while girls do better than boys in English, as they do nationally, the gap is smaller than usual at Brookside. In mathematics, boys' results also compare more favourably with those of girls than nationally.
11. Pupils with special educational needs make good progress towards the individual targets set for their learning or behaviour.

Pupils' attitudes, values and personal development

12. Pupils have very good attitudes to their learning, establish very good relationships and behave well. Pupils enjoy school and speak well of it. They are very well motivated in their lessons with very good levels of interest and involvement. Inspectors agree with almost all parents in their view that behaviour in the school is good and pupils develop well in maturity and responsibility. Attendance, too, is good. The high standards of attitudes, values, behaviour, personal development and attendance which were reported at the last inspection have been fully maintained.
13. Pupils show enthusiasm and application in their work. Within the industrious learning environment, pupils are excited and attentive, eager to work, joining in and sharing activities with pride and enjoyment. They are fully involved, delight in challenge and maintain high levels of concentration for sustained periods. During discussions, they listen to each other, and are keen to offer opinions and argue points with valid reasons. They are able to explain what they are doing, engage in considered dialogue and ask thoughtful questions that reveal inquiring minds. Pupils are proud of their school, taking care with equipment and resources, which they willingly share. They work together happily and harmoniously, collaborating well in group activities. They are trustworthy, considerate and are pleased to celebrate the achievements of others.

14. Pupils are confident, mature and independent. They have high levels of self-esteem, frequently expressing themselves knowledgeably with assurance and articulation. Most are outgoing and lively with a keenness to present their ideas and engage in conversation. They enjoy their activities, talk positively about their experiences and use open-ended creative opportunities enthusiastically. They display very good standards of self-discipline and work well without close supervision.
15. Pupils with special educational needs have very good attitudes to their work, with good levels of sustained concentration. They are well integrated into the community and its activities and they work very well with other pupils.
16. The school is an ordered community with a good overall standard of behaviour which is sometimes very good. The code of conduct is understood and accepted by pupils who are aware of the standards expected of them and respond with courtesy, consideration and respect. They move around the school sensibly and carefully and lessons are able to start promptly. Standards of behaviour in lessons, in the playground and around the school are good. For example, on formal occasions such as assemblies, they arrive and wait patiently. There are few instances of inattention and these are well handled with firmness and tact by teachers. Play is sometimes boisterous, but pupils are careful to avoid accidents and no aggressive, bullying, racist or sexist behaviour was observed. There have been no exclusions in recent years.
17. Pupils are caring and tolerant, showing respect for the feelings and values of others. The very good relationships are a strength of the school. Relationships between pupils themselves, and between pupils and all adults, are very good. Pupils feel valued by teachers, finding them approachable and supportive, and they reciprocate accordingly. They respond well to opportunities to exercise responsibility and independence. They all willingly undertake various routine duties while the older pupils help the younger ones. Year 6 pupils adopt a positive and serious stance towards their role of resolving conflicts between younger pupils in the playground as part of the recently introduced 'playground peacemaker' scheme. On their own initiative, they organised fund-raising activities such as for the RSPCA and the Blue Peter appeal.
18. Attendance is above the national average and is therefore good. Unauthorised absence is negligible. Pupils are punctual in their attendance and registers are completed promptly and efficiently. There are no significant absence or attendance problems.
19. The attitudes, behaviour and personal development of pupils are major strengths, making good contributions to the positive learning environment, pupils' progress and the quality of life in the school.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching in the school is good. Half of all lessons seen during the inspection were of good quality and a further 24 per cent, most of them in classes for five- to seven-year-olds, were very good. Teaching is improved from the 'sound' quality at the previous inspection. There are now higher proportions of both good and very good lessons and the small proportion of unsatisfactory lessons found previously has been eliminated. The greatest improvement has been in lessons for pupils aged five to seven.
21. Most lessons seen at the Foundation Stage were satisfactory. Sometimes the teaching and learning here are constrained by lack of space and availability of support staff. All lessons seen in the Years 1 and 2 classes for pupils aged five to seven were at least good, and the majority were very good. Lessons for pupils aged seven to eleven in Years 3-6 were mostly of good quality and occasionally very good. There are no significant differences in the quality of teaching in different parts of the school, but the good features are more consistently and fully present in Years 1 and 2. Teaching here shows consistently high expectations and a lively pace to which pupils respond very keenly with interest and endeavour.
22. Teaching of older pupils has been subject to a good many staffing changes in recent years, but is now showing greater stability and is improving. Uneven sizes of year groups currently mean that some pupils are taught in two large mixed-year classes (Years 3 and 4 at the time of inspection). This has been a source of some concern for a few parents. However, with the employment of a part-time teacher, these classes become three single-year classes each morning for the teaching of literacy and numeracy. This arrangement also allows the large Year 4 to be divided into two quite small ability groups for teaching in these basic skills. Altogether, these arrangements are judged to be good for literacy and numeracy and satisfactory in other respects.
23. Teachers know their subjects well and are able to define clearly what they expect pupils to learn, often making a good practice of sharing their intentions with pupils. This encourages pupils in a responsible attitude to their learning and involves them in assessing their own learning. Appropriate activities are planned which generally show high expectations of what pupils can learn. Teachers make lessons interesting and stimulating and are encouraging and supportive towards pupils. As a result, pupils are almost always attentive to teacher or task, try hard, concentrate well and complete a good deal of careful work.
24. The quality of teaching is generally consistent across the curriculum. Variations in the standards older pupils achieve in different subjects are mainly the result of the uneven allocation of time to subjects. Teaching of basic skills in literacy and numeracy is good, especially in Years 1 and 2. The work is systematic, stimulating and challenging. Skills of speaking and listening are well promoted by teachers across the curriculum. They ask effective questions both to check that pupils have listened but also to encourage pupils to express themselves clearly and extensively. They value pupils' responses with the result that many pupils are keen to speak and

express their own ideas so that they grow in independence, self-confidence and clarity of speech. Work across the curriculum also provides sound opportunities for pupils to practise reading skills, but there is too little opportunity in subjects other than English for pupils to practise writing skills, especially for the older pupils. Over use of commercial worksheets and a lack of time given to the teaching of history and geography reduce writing opportunities, especially in Years 5 and 6. In science, too, there is too little writing by older pupils. Numeracy skills are sometimes effectively used and consolidated in subjects other than mathematics as when pupils collect, produce graphs and interpret data from geographical surveys or science tests, or when they use grid references in mapwork. There are some examples of pupils consolidating their skills in information and communication technology across the curriculum. However, some opportunities for pupils to practise mathematical and information and communication technology skills across the curriculum are missed in the planning and teaching.

25. Teachers keep a sound check on pupils' day-to-day progress. They are generally well aware of the range of abilities and needs amongst their pupils and, with only occasional exceptions, are successful in providing for them. Tasks are tailored to pupils' different abilities and, where necessary, pupils are given extra help by the teacher, or sometimes by support staff, or greater challenges are presented to those able to tackle them. The school has largely resolved the weakness noted at the previous inspection in which more able pupils were insufficiently challenged by the teaching.
26. Pupils with special educational needs benefit from the way teachers know their pupils well, plan appropriate work for them and arrange additional support. They benefit especially from the good climate of encouragement and harmonious relationships found both between staff and pupils and amongst pupils themselves. This helps them to be fully involved in the life and work of the classroom, to acquire greater self-esteem and therefore to progress well toward their personal targets.
27. Lessons are calm, orderly and purposeful events. This is because teachers have good, caring relations with pupils, provide interesting work, and have good skills of managing pupils. They give much encouragement and praise, and rarely blame. Pupils respond with co-operative attitudes and good behaviour. When asked to work in groups, they co-operate well with each other. When working on their own, they almost always do so sensibly and industriously. However, on a few occasions in literacy lessons, some pupils, left to work independently while the teacher focused on another group, began to lose interest and the pace of their learning flagged after a few minutes. Teaching here did not show clear enough expectations or offer sufficient incentives in relation to the pupils' tasks.
28. Pupils have a responsible attitude to their learning. In addition to sharing learning objectives with them, teachers agree targets with the older pupils for them to achieve each term. During the inspection, sample pupils were able, without referring to the leaflets in which their targets are recorded, to explain

to inspectors what their personal targets were and to comment on their progress towards them. This is a valuable new development in the present year which applies only to English and mathematics. It is worthy of further refinement through use of shorter-term and more specific individual targets and extension to a wider range of academic and personal development.

29. Another good improvement in the last year has been the revision of the homework policy. There are now good, systematic arrangements for homework which are well understood by pupils. They are used in a good range of ways to support learning, with the challenge related to pupils' abilities. There is an appropriate emphasis on basic skills but also encouragement for pupils to show independence by 'finding out' for themselves. Teachers follow up well the work done. As with most schools, some parents would like more homework and some less, or none at all. However, the great majority of parents are happy with the arrangements. The proportion expressing contentment in the parents' questionnaire is higher than in most schools.

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

30. Overall, a satisfactory range of learning opportunities of appropriate quality is provided within the school's curriculum. In recent years, the school has made an appropriate priority of literacy and numeracy, in line with national priorities for improving standards in these subjects. Partly as a result, the time currently given to art, design and technology, geography and history for older pupils is insufficient to teach the breadth and depth of knowledge, understanding and skills outlined in the school's newly developed curriculum plans. The school has yet to adjust its allocation of time to these subjects in line with changes in National Curriculum expectations made in September 2000. The curriculum in the reception class for the children under five is of satisfactory range and quality, and learning is focused on the officially defined 'Early Learning Goals' of the new 'Foundation Stage'. However, the inadequate accommodation restricts opportunities for these children's physical and creative development and for their growth in knowledge and understanding of the world, and constructive play is a relatively weak feature of their curriculum.
31. Planning for pupils from Year 1 focuses on the National Curriculum content and indicates clearly what pupils are to learn. Policies for teaching all areas of the curriculum are in place. Some satisfactory improvements have been made to the school's curriculum provision since the last inspection. The adoption of national schemes of work for subjects other than English and mathematics now provides for better coverage of the National Curriculum. Careful planning in subjects such as history and geography now prevents the repetition of work for pupils in mixed-age classes noted at the previous inspection. The implementation of the National Literacy and Numeracy Strategies is effective in improving access to the curriculum for pupils of all

abilities, including learning objectives appropriate for all, in teachers' planning. The work they do is matched to the next step in learning for smooth progress. This is beginning to raise standards and is having a positive effect on the quality of teaching. Pupils are being challenged at an appropriate level and the higher attaining pupils now have tasks that challenge them fully to learn, resolving an issue at the last inspection. The curriculum, and especially literacy and numeracy, receive good support from the homework arrangements. However, not enough opportunities to consolidate mathematics and literacy skills in science, geography and history are given to pupils, especially in Years 5 and 6. Although the new computer suite is raising standards across the school in information and communication technology, teachers do not yet use this technology sufficiently to support teaching and learning across the curriculum, for instance in handling science data.

32. A range of learning opportunities beyond the classroom supports the curriculum. Using the pond and wild life area extends the provision for science. Well-structured visits such as to Snibston Discovery Park, Nottingham Brewhouse Museum, Stoke Bardolph Environmental Centre, the National Forest Centre and White Post Farm support learning in geography, history and science. The older pupils' residential visit to Robinwood creates good opportunities for adventurous activities. A variety of visitors such as the Greek Theatre and Shadow Puppet Workshops widen pupils' opportunities to learn. Provision for sex education and drugs awareness is sound and pupils have good opportunities for personal and social development within the curriculum.
33. Good links with the local community support the curriculum. The experience of parents of non-Christian faiths has been used. There are good links with the local churches, the police and Nottingham Forest Football Club. Effective use is made of the local village environment, for example for geography project work. There are good links with the local senior citizens' group and effective commercial sponsorship links with, for example British Gypsum and the Greater Nottingham Co-operative Society.
34. The school has satisfactory relationships with partner institutions. There are effective transfer arrangements with the local secondary school with pupils visiting in the Summer term and visits also available for parents. The local Parents' and Toddlers' group meets in the school.
35. The provision for extra-curricular activities is good and gives particularly good support to learning in physical education and music. It is a strength that, from age five upwards, children have opportunities to attend sessions. A wide range of quality activities for sporting, intellectual, artistic and cultural experiences enriches the pupils' educational experience. Sporting activities are well supported by skilled coaching from within, and outside, the school community. For example, there are regular sessions for rugby and basketball training.

36. Pupils have equal opportunities to benefit from the learning opportunities provided, regardless of background, gender, ability levels or possession of special needs. The school provides a satisfactory level of support for pupils with special educational needs, ensuring that, as far as possible, they take a full part in all activities. A good number benefit from intensive small group teaching in a programme of additional literacy support. All are helped well to meet their learning or behavioural targets by the sensitive support and encouragement of teachers and support staff.
37. The overall provision for pupils' spiritual, moral, social and cultural development is good. Standards have been maintained since the last inspection.
38. The provision for pupils' spiritual development is satisfactory. Assemblies, sometimes for the whole school and sometimes separately for younger and older pupils, are satisfactorily planned and cover appropriate themes such as friendship and helping others. Sometimes pupils compose and read out their own prayers. However, assemblies sometimes miss opportunities for periods of reflection and spirituality. When this is attempted, it is sometimes rushed and the atmosphere is not sufficiently conducive to quiet, private reflection. Teachers' enthusiasm for learning enables pupils to experience awe and wonder as, together, they share the excitement of stories, the imagery in poems and artwork, or the moods of music, and when they witness the miracle of growth as they experiment with growing plants in science. Pupils appreciate that art and music are a good way of expressing feelings and thoughts.
39. Provision for pupils' moral development is very good. The school very effectively promotes good behaviour and responsible attitudes in its pupils. All members of the school provide good role models for the pupils in their caring attitudes and in the co-operative relationships they make. Teachers and pupils are involved in establishing together codes of conduct for school and classroom life and this contributes to the very good behaviour which is a common feature of class lessons. Pupils have a clear understanding of right and wrong and most apply this consistently to their behaviour around school. Moral development is promoted as pupils study the lives of religious leaders and discuss environmental issues. Unkindness and bullying are strongly discouraged and instances are rare. Pupils are encouraged to include others in their play and school has set up Friendship Stops where pupils can go if they have no-one to play with. Pupils are involved in a drugs awareness project and the school has recently formed a school council to involve pupils in debating rights and wrongs responsibly.
40. Good provision by the school helps pupils develop good social skills as they move through the school. Pupils' understanding of good citizenship is well developed by regular fund-raising activities for charities, both local and national. Teaching gives pupils good opportunities to develop independence and show initiative in lessons, for example when composing music, conducting science experiments, or planning a debate in geography on an

environmental issue. Pupils work amicably together and share equipment and resources without argument. Year 6 pupils are responsible for running the school bank, which they do very efficiently, while younger pupils accept classroom responsibilities willingly. Some of the oldest pupils have also been trained to act as conciliators in the 'playground peacemaker' scheme for settling disputes amongst their peers. There is a wide variety of extra-curricular activities, which further enhance social development. These include sport, art, music and French club.

41. The provision for pupils' cultural development is satisfactory. Work in history, art, music and religious education helps pupils to be aware of, and to appreciate, their cultural heritage. The school also is aware of the need to value and celebrate the cultures not represented by pupils. Pupils study major world faiths in religious education and celebrate their religious festivals. They are occasionally introduced to art and music of unfamiliar cultures or gain some awareness by supporting charities assisting those areas of the world needing relief from poverty. There are suitable displays of pupils' work around the school to highlight the diversity of cultures but there are too few visits to places of worship other than Christian ones or visits by representatives of other faiths. The library does not contain enough books to promote pupils' awareness of cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school provides a caring working environment which is effectively supervised. The headteacher and staff have good knowledge of pupils which is acknowledged and valued by parents. The previous inspection report stated that there were established procedures for support and guidance and this continues to be the case. Educational and personal support and guidance are satisfactory. There are good procedures for monitoring and supporting behaviour.
43. The school has adopted a good health and safety policy and internal responsibilities are well defined and understood. There is good, frequent monitoring of health and safety requirements involving members of the governing body. There are effective risk assessment arrangements and the school receives professional safety advice from the local authority. There are good arrangements for the care and support of pupils who are taken ill at school, first-aid and appropriately maintained accident records. Supervision of pupils at break-times is good. While the quality of supervision of pupils at lunch-times is good, there is not always a sufficient number of supervisors deployed in the outside areas. The school building and grounds provide a safe and healthy environment.
44. The school has a good child protection policy of its own with good guidance and procedures. There is a designated staff co-ordinator who is well experienced and has received the appropriate training. All staff are aware of

the relevant procedures to be followed. Current arrangements for child protection are good.

45. Pupils' personal development and general welfare are effectively monitored and supported. Satisfactory pastoral arrangements are provided based on good staff knowledge of pupils. Although there is no systematic formal monitoring of all pupils, informal monitoring is carried out throughout the year, and each class teacher records any concerns about individual pupils. The school provides effective support and guidance which assist pupils' progress and their confidence. Pupils' commitment, self-esteem and enthusiasm for learning are encouraged well and successes in their work are effectively encouraged and praised. They are well prepared with increased maturity and personal development for their next stage of education. The provision of guidance and support for pupils with special educational needs is good. They are supported well and integrated in all areas of the school. External agencies are used effectively to the benefit of pupils.
46. The school's approach to behaviour and discipline is well understood and consistently applied by all staff who use every opportunity to promote and reinforce acceptable standards of behaviour. Class rules are prominently displayed. There are good procedures for monitoring and promoting discipline, good behaviour and for eliminating oppressive behaviour. A system of 'red cards' leading to sanctions for inappropriate behaviour and structured rewards for good behaviour is well understood by pupils. More serious incidents are recorded by the headteacher. No oppressive behaviour or bullying was observed during the inspection but, should they arise, there are good arrangements for dealing with and resolving incidents quickly.
47. There is good monitoring and promotion of attendance. There is accurate provision of attendance information on a regular basis and the school has effective liaison with the education welfare service.
48. The school keeps a sound overview of the pupils' academic development through their records of achievement. These begin well when they enter the Foundation Stage where initial assessments are made so that learning objectives match pupils' learning needs. This is consolidated by use of 'baseline assessment' to monitor standards and progress in the early stages and then these are satisfactorily continued through the school with annual summaries. There is a good level of measurement of pupils' long-term progress in literacy and numeracy using the statutory national tests at the ages of seven and eleven and optional tests in other year groups including tests for reading. Some tests are used to assess some pupils' progress in numeracy and literacy to see if learning is slowing or accelerating. These are used to target pupils who need extra help to keep up.
49. Assessment information is being used in literacy and numeracy with increasing effectiveness to plan the curriculum to meet pupils' individual needs. A start has been made on tracking pupils' progress using the key objectives for learning in the structure of the literacy and numeracy

strategies. However, such procedures do not apply to other subjects of the curriculum, and are a significant omission in science and in information and communication technology. Pupils' attainments in the key skills and knowledge are not tracked using the assessment structures that are now available in the new national schemes of work adopted by the school. Analysis is not yet precise enough to show how groups of pupils need to be targeted, or which specific aspects of teaching and learning in different subjects need to be the focus of school improvement. For instance, areas of improvement have been identified in the

teaching of mathematics, such as ratio and proportion, but no assessment has been made of the weakness of investigative work in science or the development of enquiry skills in history.

50. The new deputy headteacher who is leading improvement in assessment has made a good initial impact and improvement is moving forward well in Years 1 and 2. Teachers in other years are showing a willingness to follow this lead. A new format for short-term lesson planning that evaluates learning outcomes is being introduced across the school, so that teachers can work together to target teaching to maximise learning. Individual termly targets for older pupils in literacy and numeracy are beginning to work well and staff and pupils enthusiastically support them. However, the individual education plans for pupils with special educational needs do not specify sufficiently clear targets or review progress toward them with sufficient frequency.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school's links with parents are very good. Parents provide very good general and financial support to the school. They have very positive views of what it provides and achieves. The school values its partnership with parents and maintains successful relationships with them. There is good involvement of parents in the school and parents' contribution to their children's learning is also good. The previous inspection report stated that parents were very supportive of the school, that there were high levels of parental involvement and good quality information for parents. With the exception of the quality of information, which is currently satisfactory, these positive features have been maintained.
52. Parents hold high opinions of the headteacher and staff, finding them approachable and welcoming. They consider that the school provides a caring and supportive environment for their children. This is a key element in the very good relationships and links that have been forged between parents and the school.
53. The school communicates frequently with parents. The quality of information contains both strengths and weaknesses although overall it is satisfactory. The governing body's annual report to parents is satisfactory while the current prospectus is well produced and informative. The prospectus has some minor omissions which have been brought to the school's attention. There are frequent general newsletters. These are produced in an attractive style and provide a useful regular source of information for parents. This general information is supplemented by the continuous contact between parents and class teachers. Parents also receive curriculum and topic information each term which is supplemented by the DFEE 'learning journey' booklets for pupils aged five and seven.
54. The annual reports to parents are unsatisfactory. While they contain information on the areas of work that pupils have covered, they provide very

limited information on pupils' progress stating what they know, understand and can do and then generally only in English and mathematics. Except in some younger pupils' reports, areas for future development are not included. However, information for parents about their children is frequently broadened by discussions with staff both throughout the year and at consultation evenings. There are two opportunities for formal meetings as well as a third opportunity following the issuing of pupils' annual reports in the Summer term. These are very well supported by parents, who value this informative and constructive interaction with staff. The school has arranged meetings about the curriculum for parents and responded well to parents' requests for further information, for example on numeracy. Parents of pupils with special educational needs are kept informed of annual reviews. They are invited to attend and participate in meetings with school staff and outside agencies.

55. New homework arrangements introduced this year took good account of parents' views and needs. The school sent out information to parents and also arranged a meeting to explain the new homework system. Well-structured, consistent and systematic arrangements include homework records and a weekly sheet setting out content, frequency and recommended time allocations. Parents are therefore provided with valuable opportunities for good involvement, enabling them to make a significant impact on their children's education.
56. The contribution of parents to their children's learning at school and at home is good. Parents give good general support to school activities. The school encourages parents to take an active part in the life of the school and there is good direct involvement by a number of parents in lessons, for example helping with reading, mathematics and craft activities. There is a good link with the South Nottinghamshire College and courses for parents are held in school. There is an active 'Brookside Fund-raising Group' which provides valuable financial assistance to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership and management of the school show some strengths and some areas for improvement and are judged to be satisfactory overall.
58. The headteacher gives good leadership to the school's aims and values in relation to the creation of a caring environment for learning where relationships are kind and supportive. All staff strive consistently and effectively to realise these aims and embody these values. This is reflected in the very good attitudes and relationships found in the school and in its positive relationships with parents and governors. The headteacher is well liked and respected by pupils and their parents. After a three-year period marked by several key staffing changes, the headteacher now leads a settled, united and hard-working team which is working together, increasingly closely, in a good shared commitment to improving the school.

59. In general, the school has maintained the good standards and quality of education reported at the previous inspection in 1997 and it has tackled satisfactorily the weaknesses identified at that time. Management of the curriculum and teaching is stronger resulting in greater consistency in the level of challenge in the work presented to pupils. Planning for school improvement is also more purposeful and systematic in providing related training for staff. In the overall picture of satisfactory improvement, the best features are the improvements in the quality of teaching for pupils aged five to seven and the resulting rise from the already good standards of work achieved in these classes. The quality of teaching of older pupils aged seven to eleven has also improved but less significantly and, here, pupils' achievement continues to be at the satisfactory level noted in 1997.
60. The development of the school has been hindered in recent years by many staff changes. These particularly affected classes for the oldest pupils. The school was without a deputy headteacher for two terms and responsibilities for co-ordinating subjects have been subject to many changes. During this difficult period, school governors showed a good awareness of the situation and were effectively active in supporting the school and enlisting the support of the local authority. Some successful development during this period did take place in that the National Strategies for Literacy and Numeracy were implemented and are now effectively in place. More recently, the school has taken effective advantage of national financial support to improve equipment resources for information and communication technology and to provide associated training for teachers, moves which are showing in improving standards in this subject. Success has also been achieved in the speedy introduction of new national arrangements for managing and rewarding teachers' performance, which are now fully operational. However, development of some other aspects of school management has been slow.
61. Procedures for monitoring and evaluating the school's performance have developed more slowly than in most schools and they are not sufficiently rigorous to show what precise actions are necessary to improve the school. The headteacher has undertaken a good deal of beneficial observation of lessons but there have been too few opportunities for subject co-ordinators to apply their expertise to observation of lessons in their subjects. As a result, the school is not sufficiently able to pinpoint precise strengths and weaknesses in teaching and learning as a basis for building on successful practice and making improvements where they are needed. However, after a period of some inertia, the last year has seen a good pace of development, helped by management training for the headteacher and the appointment of the new deputy headteacher whose monitoring and evaluation of work in science is providing a lead for other subject co-ordinators to follow. Closer tracking of pupil progress from year to year, sampling of pupils' work and setting of personal targets for pupils have been useful developments, mainly in English and mathematics, but here too there is room for greater precision to maximise improvements in teaching and learning and raise standards. The headteacher has rightly identified development of the subject co-ordinators' role in checking performance in their subjects as a top priority. Co-ordinators

are conscientious and aware of their responsibilities and are keen to have the necessary time and support to carry out more monitoring and evaluation.

62. School governors have continued to take an active, supportive and informed interest in the school. They have a sound general understanding of the school's strengths. The chairman, in particular, is fully aware of the need for governors to support the school by monitoring trends in standards and encouraging further improvement.
63. The school has satisfactory systems for the financial management of the school. The budget is set and monitored with local education authority guidance and control. The cost of this is low in comparison with the benefits gained from the central computerised support in day-to-day financial administration. Audit recommendations on good practice are followed. The computer back-up procedures are very good. The school makes good use of information technology for management and for education. The school office runs smoothly and gives helpful support to parents, colleagues and visitors. Purchase of materials and resources are carefully managed and monitored for efficiency. The additional grants to the school for specific reasons are used appropriately for the intended purposes. Governors and the senior management team have satisfactory procedures through the school development plan to identify priorities in using the resources available to target school improvement. The school has satisfactory systems that pay appropriate attention to the principles of best value.
64. The school has sufficient appropriately qualified and experienced teachers but the provision of support staff is lower than in most schools, with the most significant shortage in the support given to the reception class for the youngest pupils. Arrangements for the ongoing training of staff and for the support of teachers new to the school are effective.
65. Overall, the school has sufficient accommodation for its needs. The main school building contains sufficient classroom space for the number of pupils and there are a number of useful additional withdrawal areas. However, the library area and reception classroom are cramped and therefore inadequate. The older building provides further accommodation and houses the computer suite and a music room. The external decoration and fabric of the main building, especially many window frames, are in a poor condition. However, the flat roof has recently been repaired and it is understood that, in the near future, the necessary refurbishment and replacement of windows will be undertaken. The outside areas are spacious, with well-maintained playgrounds and playing field. However, there is no separate outside play area for the Foundation Stage children.
66. The school's resources of books, equipment and materials to support learning are adequate in most respects. However, there is a shortage of books and artefacts to support work in religious education, and of large toys and apparatus to help the Foundation Stage pupils' physical development. Since the previous inspection, the school has responded to comments made

then about library resources by removing old stock. Library books are now up-to-date and of good quality but still barely sufficient in number. The organisation of the library is not conducive to pupils' learning and practising skills of researching information from books.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards and improve the quality of education further, the school should:

1. Carry out more frequent and rigorous checks on the effectiveness of teaching and learning:
 - provide time for subject co-ordinators to observe teaching and learning in their subjects through observation of lessons;
 - provide staff training in the skills and strategies for monitoring and evaluating teaching and learning;
 - use checks to identify effective practice and extend it, and to show exactly where teaching and learning can be improved;
 - ensure that the findings of these processes lead to effective action to promote improvement, and check for improvement by further monitoring and evaluation.
(Paragraph: 60)
2. Assess pupil progress more precisely and comprehensively, building on the good practice beginning to be seen in English and mathematics:
 - use assessments to identify the exact next steps pupils need to take at each stage of their learning;
 - use assessments to show where strengths and weaknesses in learning lie, and to plan relevant improvements in teaching;
 - check for improved learning by further assessment.
(Paragraphs: 48, 49)
3. Give more time to the teaching of art, design and technology, geography and history, especially for older pupils, and check that, in each subject, this results in a sufficiently broad and balanced curriculum in line with the expectations of National Curriculum 2000.
(Paragraphs: 29, 98, 101, 104, 110, 112)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Giving pupils more opportunity to practise and develop skills in writing, mathematics and information and communication technology in their work across the curriculum.
(Paragraphs: 23, 30)
- Increasing the range of opportunities for pupils to develop awareness and appreciation of cultures other than their own.
(Paragraph: 40)
- Improving accommodation and allocation of support staff time for the Foundation Stage.
(Paragraphs: 63, 65, 68)
- Pressing ahead with the planned improvement in library resources.
(Paragraph: 65)
- Improving resources for religious education.
(Paragraphs: 65, 133)
- Ensuring there is always sufficient playground supervision at playtimes and lunch-time.
(Paragraph: 42)
- Improving annual reports to parents.
(Paragraph: 53)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	46	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	209
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	27

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	19
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	9	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	17
	Girls	—*	—*	—*
	Total	26	25	26
Percentage of pupils at NC level 2 or above	School	93 (93)	89 (95)	93 (98)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	17	17
	Girls	—*	—*	—*
	Total	26	25	24
Percentage of pupils at NC level 2 or above	School	93 (95)	89 (98)	86 (98)
	National	84 (82)	88 (86)	88 (87)

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

* Number of girls in year group is less than 10

Attainment at the end of Key Stage 2

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	17	15	18
	Total	30	29	32
Percentage of pupils at NC level 4 or above	School	77 (87)	74 (87)	82 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	13
	Girls	18	16	19
	Total	32	28	32
Percentage of pupils at NC level 4 or above	School	82 (91)	74 (87)	82 (100)
	National	70 (62)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	186
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	23.1
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	77

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	398,657
Total expenditure	391,736
Expenditure per pupil	1,848
Balance brought forward from previous year	20,000
Balance carried forward to next year	26,921

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	150
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	6	0	0
My child is making good progress in school.	59	37	2	1	2
Behaviour in the school is good.	49	46	1	2	2
My child gets the right amount of work to do at home.	39	41	13	4	2
The teaching is good.	66	31	2	1	1
I am kept well informed about how my child is getting on.	44	46	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	73	22	4	2	0
The school expects my child to work hard and achieve his or her best.	67	28	3	0	2
The school works closely with parents.	52	38	6	2	2
The school is well led and managed.	59	32	7	2	0
The school is helping my child become mature and responsible.	62	33	2	2	2
The school provides an interesting range of activities outside lessons.	49	34	10	2	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

67. The provision made for reception children is satisfactory and is successful in helping them to make sound progress overall. Children are admitted to the school in the term before their fifth birthday. Before the children start school, they make a number of visits in order to become familiar with the classroom environment. The good co-operation between the reception teacher and the nursery nurse ensures a consistent approach that moves the children steadily towards achievement of the Early Learning Goals officially recommended for the new Foundation Stage.
68. Children entering the reception class show a range of attainment but, overall, their attainment is above the average for their age. Satisfactory teaching ensures that, by the end of the reception year, the children's attainment has exceeded the nationally recognised Early Learning Goals for their age in all areas except creative development and knowledge and understanding of the world where attainment is satisfactory according to ability. Children who are ready are given focused tasks which prepare them well to embark on the National Curriculum on entry to Year 1.
69. By the end of the Foundation Stage, the majority of children's **personal, social and emotional** development is good. They have all progressed to the level where they will play and work with others, acknowledge their achievements and display independence in the classroom. A few boys, sometimes slow learning, do not concentrate in whole-class discussions. This is dealt with patiently and sensitively by the teacher. They show confidence and will communicate effectively, tackling many problems on their own. The staff carefully monitors and encourages children, which enables most to dress themselves or at least make a very good attempt. Most children understand the difference between right and wrong. They learn to share and play co-operatively. Good examples of this behaviour were seen in the role-play area where children were dressing-up as characters in the doctor's surgery. They were able to take turns and give up the most sought-after roles such as the doctor and the nurse so that others could take on the role. The teacher and the learning support assistant make good use of praise and encouragement to highlight good behaviour, resolve the few conflicts amicably, and teach this area of children's development well.
70. In **communication, language and literacy**, children make good progress because of good teaching. By the end of the Foundation Stage, most children are above the expected levels for their age. Teaching uses skilful questioning and a friendly encouraging approach to ensure that, in language and literacy, most children are able to listen for a reasonable period of time without losing attention, although some boys have to be frequently encouraged to concentrate. Most children are confident when discussing their own ideas in front of the class or explaining what they have been doing. The staff have a

good understanding of these children. They teach the basic skills well, which enables most children to recognise their own names and to form letters with reasonable consistency. Many children write their own names and are able to copy sentences. Most children recognise very simple, common words

and many children are reading books in the early stages of the school's reading scheme. A qualified volunteer works effectively with the most able children to develop their writing skills to a high level. They are able to write sentences with full stops and capital letters using advanced vocabulary for their age.

71. In **mathematics**, children make satisfactory progress in response to sound levels of teaching. By the end of the Foundation Stage, the majority of children have exceeded the levels expected for their age. Teaching makes good use of resources in mathematics to enable the children to be confident in counting and putting numbers in order. Many children are able to count beyond twenty with the support of the teacher and the more able to hundred. Some work out that there are forty fingers on four people's hands and know about odd and even numbers. Many children are able to recognise and name numbers and have a good understanding of the tallest and smallest person in the classroom. They have a good knowledge of shapes, and the most able order random numbers to a hundred. Many can count backwards and forwards to thirty. The sound teaching stretches pupils of different abilities and challenges them at their own level. The review sessions at the end of lessons are used effectively to reinforce learning points. Most children are eager to talk about what they have done. Overall, children have developed good concepts of mathematics at this early stage.
72. The teaching provides a satisfactory range of experience and activities to ensure that children develop their **knowledge and understanding of the world**. The quality of teaching is sound and pupils learn about how changes take place over time and their knowledge of past and present, developed by observing old toys, photographs and talking about grandparents, is good. In one lesson, children had guidance in entering information about themselves into a datahandling program on the computer such as shoe size, favourite colours and food. They used the mouse well in operating instruction icons. Later, discussion of the outcomes using print-outs of pictograms demonstrated their knowledge of 'greatest' and 'least' and their good ability in interpreting pictorial data. The teacher's knowledge and understanding produce good learning in this area and children play games effectively on the computer and use the mouse to select items on the screen relating to mathematical and reading skills. The general level of display in the classroom to consolidate learning and excite interest is disappointing. Most children make sound overall progress in this area of learning and some exceed what is expected within the Foundation Stage curriculum.
73. By the end of the Foundation Stage, most children have made good progress in **physical development** and achieve above the expected levels for their age, despite the lack of purpose-built facilities. The management of children is good and enables them to show confidence in their physical development. Children respond well to music and are able to move with good control in dance lessons, whilst co-operating with a partner. They control their movements with sensitivity and co-ordinate body movements in time to the music. They are beginning to understand what a sequence of movement is

and are good at performing a variety of action rhymes. Most children handle small apparatus and equipment well. They show good levels of manipulative skills when using construction equipment or tools such as scissors. The quality of teaching in this area is good with effective planning providing challenging opportunities for children to develop their physical skills. However, opportunities in this area of learning are limited by the present lack of suitable and secure outdoor accommodation for physical activity.

74. In the area of **creative development**, most children make satisfactory progress because of the sound and effective teaching, coupled with the quality of their own response. Children are able to select a variety of colours and paint onto a spiral outline, using scissors they cut out the spiral mobiles with good accuracy and skill. The teacher and learning support assistant introduce suitable songs to the children who join in with enthusiasm when in the classroom or in assembly. Children invent scenarios when in the role-play area. Children use paint, crayon and pencil imaginatively to make meaningful marks and representation on paper. Overall, by the end of the Foundation Stage, children have reached the expected levels for their age.
75. The accommodation is unsatisfactory for the children and the lack of space restricts their opportunities for learning. For instance, the sand play area is cramped into the cloakroom area and water play is not available unless the sand tray is emptied to receive water. The teacher and learning support assistant have little space to organise structured role-play and constructional play activities. The minimal painting and craft area is jammed up against the computer area and pupils struggle for space. During the inspection, the teacher had only 70 per cent of the timetable supported by the learning support assistant. Insufficient support makes the teacher's task difficult and limits the effectiveness of teaching when the class reaches its highest numbers during the Summer term. The equipment resources for this age group are satisfactory overall but there is a need for a suitable outdoor area, wheeled toys, and portable apparatus to promote physical development.

ENGLISH

76. The oldest pupils achieve overall standards in English which are above average, maintaining the standard reported at the previous inspection. Standards in speaking and listening and in reading are above average while writing is in line with the national average. The results of the 2000 National Curriculum tests for former pupils aged eleven were close to the national average but below the average for similar schools. These results were not as good as in the previous year's tests or as positive as the inspection judgements for the present eleven-year-olds. However, the group taking the 2000 tests was unrepresentative (see paragraph 1). Comparing past and present pupils' attainment with their earlier attainment in other national tests taken in previous years shows them achieving satisfactorily: they make the expected progress and achieve the realistic targets set for them by the school in agreement with the local authority. This is consistent with the evidence of

satisfactory achievement within lessons observed during the inspection where pupils of all ability levels were seen to work well in response to the appropriate expectations of teachers.

77. Inspectors judge that younger pupils aged seven achieve standards which are well above the national average. This is true for all aspects of the subject: speaking and listening, reading and writing. This means that the standard of writing, judged to be average at the previous inspection, has improved significantly since then. Inspection judgements are consistent with the results of the 2000 National Curriculum tests for seven-year-olds where pupils achieved results well above the national average. Results were also above the average for similar schools, pointing to good achievement. This is in line with the good progress and learning seen in lessons in Years 1 and 2, where pupils respond to challenging teaching with much endeavour.

Speaking and Listening

78. Many pupils have quite well-developed speaking and listening skills when they complete the Foundation Stage to start work on the National Curriculum. In Years 1 and 2, these skills are further developed as pupils are encouraged to take part in class discussions and, after listening carefully, they offer their ideas clearly and with confidence. The teachers value what the pupils say and this encourages them to participate happily when explaining or describing something in literacy lessons. Pupils are encouraged to answer in sentences, speak clearly and are given time to express their thoughts. Their vocabulary is good and used effectively across the curriculum. By age seven, pupils are careful listeners and keen to express themselves. These skills are further developed and used to good effect in later years. In Years 3 and 4, pupils listen attentively and answer questions using complex sentences and have a wide vocabulary. They put their skills to good use when asked to compose limericks and poems and enjoy themselves when reciting them back to the class. By the time they complete their primary education, pupils can engage in topical discussions. They listen intently to the views of others and are keen to contribute their opinions using well-framed sentences. Teachers provide good leadership in these discussions, introducing their own questions to guide and add depth to the argument where necessary. This was seen in a Year 5 class on cultural differences and a Year 6 class discussing persuasive language. Pupils with special educational needs are encouraged and included in all discussions and are making good progress.

Reading

79. The early skills of reading are well taught and pupils start on the National Curriculum in Year 1 already able to recognise a good range of words by sight. They recognise key words in their reading scheme and use a good knowledge of the relationships between sounds and letters, or combinations of letters, to work out unfamiliar words. In Year 1, the pupils are taught to read both fiction and non-fiction and use an increasing number of strategies to tackle unfamiliar words and establish meaning. By the end of Year 2, pupils use their reading skills very well. They enjoy books and can express

opinions about events in stories and poems. In subsequent years, reading skills are developed further with the large majority of pupils becoming proficient and independent readers by Year 6. They are able to use their skills to access information from books and the majority of pupils read widely for pleasure. They read with expression and comprehension, summarise, give character analyses and predict what might happen next. They appreciate that reading is the cornerstone to all their learning. As one Year 6 pupil explained 'Being a good reader will help me to be good at all my other subjects because I can find out so much from books, and you need to be a good reader to use the Internet'. The pupils who receive additional literacy support are growing in confidence with their reading.

Writing

80. Younger pupils, including those with special educational needs, make good progress in writing. Pupils learn the correct formation of letters and are taught to join their writing, though not all pupils do this consistently. Spellings of high frequency words are usually accurate and the knowledge of letter patterns learned in reading is used effectively in spelling. Pupils can compose sentences using capital letters and full stops and some are beginning to use speech marks and are able to write a sequence of sentences in longer pieces of work. Pupils learn to take pride in their written work, which is legible and well presented. Older pupils learn to write for a growing range of purposes and, by Year 6, pupils write stories, playscripts, poetry, notes, dialogues and letters. They learn to analyse poetry, using terms such as rhyme, rhythm, alliteration and onomatopoeia, to identify how writers achieve special effects and are using it in their own writings. Several older pupils have had their poems accepted for publication in a Young Writers' competition and Year 6 pupils have written very convincing protest letters to the parish clerk using persuasive language to argue for pedestrian crossings in the main street. Some pupils use rich, imaginative vocabulary in their work such as 'the moon is a sausage sprinkled with icing sugar' and 'grimmer than a gargoyle'. Writing shows a satisfactory standard of accuracy in spelling, punctuation and grammar and work is well presented.
81. The teaching of English throughout the school is of good quality. No unsatisfactory teaching was seen. The school has incorporated the requirements of the National Literacy Strategy very well. There are indications of improvement following recent developments in teaching strategies and the monitoring of pupils' work. Teachers have a good understanding of what is required and their planning is detailed and well focused. However, a weakness in the teaching of writing is that opportunities to give pupils practice in using and developing their writing skills are missed in the planning of lessons other than English. Teaching of literacy skills is both systematic and stimulating. Introductions to literacy lessons involve all pupils in discussions and the sharing of views, and this provides a stimulating start to pupils' learning. Teachers use challenging and open-ended questioning to establish comprehension. They have high expectations. Independent group work is well managed and organised with tasks closely

related to the lesson objectives so that pupils can achieve the tasks set them and enhance their learning. Pupils with special educational needs receive good support in improving their basic literacy skills, sometimes within the class and sometimes when withdrawn as a small group intensively taught by support staff. They make good progress. Higher attaining pupils are recognised and given more challenging work. Teachers allow time at the end of a lesson for a review of pupils' learning so that they, and pupils, can assess the success of the lesson. Teachers encourage pupils to use information and communication technology for drafting and re-drafting letters, stories and poems on computers. Particular strengths of the teaching seen are the very good management of pupils and the promotion of good attitudes and behaviour. As a result, pupils are conscientious, stay on task and are proud of their achievements. All these qualities promote good learning. Appropriate homework related to classwork is given and makes a valuable contribution to learning.

82. The subject co-ordinator leads the planning and assessment of work conscientiously and has recently put in place several initiatives to improve the monitoring of standards and progress of pupils' work. This includes target setting, writing journals, spelling assignments linked to the National Literacy Strategy and close analysis of the strengths and weaknesses of samples of each pupil's writing. Some monitoring of class teaching has been undertaken and more indepth monitoring is planned. These initiatives have been in place for too short a time to judge their effectiveness.
83. Resources for teaching and learning are adequate. Each class has its own selection of fiction and non-fiction books and each area has a wide selection of guided reading books. The school acknowledges that the library in its present form is unsatisfactory but this is in the process of being updated and re-stocked.

MATHEMATICS

84. In the standard National Curriculum tests taken by the oldest pupils in 2000, their results were broadly in line with the national average. Compared with similar schools, results at Brookside were below average. The proportions achieving the expected level of attainment, or exceeding it, were average by national standards but below the averages for similar schools. The results were not as good as in the previous year but the year group taking the 2000 test was not typical for the school (see paragraph 1).
85. Compared with the previous year's test results, the work seen during the inspection shows more of the oldest pupils reaching the higher level of attainment and a better proportion reaching the expected levels. The attainment of the school's present oldest pupils is judged to be above the national standard.
86. Younger pupils aged seven taking the national tests in 2000 achieved results well above the national average and broadly in line with similar schools. Work seen during the inspection indicates that younger pupils' attainment is

even better than shown by the previous year's test results and better than the good standard reported at the previous inspection.

87. Comparing pupils' attainment with their performance in national tests in earlier years shows them progressing well. This includes those with special educational needs. Additional booster groups that include the oldest pupils are proving of particular benefit. Pupils are now achieving well in mathematics as a result of a number of factors and improvements. The staff works well together to deliver the National Numeracy Strategy. The school responded to the issue raised at the last inspection concerning the poor structures for meeting the learning needs of the higher attaining pupils. Teachers now challenge pupils of all abilities. The use of assessment, to identify strengths and weaknesses in provision and teaching, has led to improvements. For instance, areas of learning such as datahandling and ratio have been targeted for improvement, and the weakness in pupils' work on datahandling and in the interpretation of graphs and charts noted at the last inspection have been fully addressed. Opportunity within the National Numeracy Strategy to strengthen skills in mental mathematics is used well. Finally, the response to the large numbers in Year 4 of placing pupils into two small sets is having a good impact.
88. The work seen during the inspection shows that pupils make the most progress in mental calculation and basic number work. They are given good opportunities to apply their knowledge in real life situations and solve problems. This is a strong feature of learning in all years. Pupils show good skills on worksheets designed for this purpose or in their success in challenges set by teachers as extension work, often for the higher attaining pupils. This consolidates their conceptual knowledge and enriches their learning and mathematical vocabulary. They have a good knowledge of the number system and place value. Older pupils' good knowledge of datahandling and graphs enabled pupils to group and analyse data concerning the village traffic survey and parent questionnaire. They used their skills in information and communication technology well in producing this work.
89. By the age of seven, most pupils can count up and down in tens and fives and know they are dealing with multiples. Many can think of various two-digit numbers that are multiples of three or four and subtract 20, and then 21 from three-digit numbers using their good knowledge of patterns. Most are able to partition numbers into tens and units. The more able can use formal notation for addition and subtraction. They have similarly good knowledge and skills in fractions, shape measurement, the metric system and datahandling.
90. By the age of eleven, pupils have used their developing knowledge of patterns and mental strategies to know most of their multiplication tables and find quick methods of mental calculation. They have achieved a good knowledge of arithmetical operations and equivalence. This means that most pupils progress well in understanding conceptual ideas, using them as tools for investigation. For instance, the recent good work on ratio and proportion,

or on mathematical functions in Year 6, was well understood by most. In discussion, the most able show they can construct algebraic expressions as a statement or as a graph. Pupils have a good working knowledge of fractions, averages, decimals, metric measure and area. Their work on shape, symmetry and graphs is good. Block, line and pie graphs are well constructed by pupils from data obtained in a local investigation and neatly presented. Computers are used for this purpose.

91. The quality of teaching of younger pupils in Years 1 and 2 is very good. Targets for learning are shared with pupils and the pace of lessons moves learning along quickly so that pupils are constantly challenged to achieve. To keep all pupils attentive and highly motivated, teachers provide tasks that challenge those at all ability levels to take their next steps in learning. This is achieved by good planning, effective evaluation of previous learning and high expectations of all pupils based on this very good analysis. In a very good lesson in Year 2, the teacher set good tasks for all abilities for the independent activity on number patterns. Very effective praise for pupils learning from their mistakes, and very good modelling by him of thinking things through, inspired pupils. Pupils had high levels of perseverance and concentration and were confident in taking risks with their strategies in this high quality learning environment. Similarly, in a Year 1 lesson, the teacher used the number stick very effectively in whole-class discussion to demonstrate the idea of counting in three's. Very good questioning challenged all abilities, as did the independent learning task. A very effective plenary reinforced and extended learning and assessed how far different groups of pupils had progressed. Teaching of younger pupils is lively, conducted at a brisk pace and shows good skills of managing pupils. As a result, pupils behave well and work hard.

92. Teaching of older pupils in Years 3-6 is good. Pupils of all abilities are taught well and this is good, an improvement since the last inspection. Teachers work well together to ensure that pupils progress smoothly from year to year within the structure of the National Numeracy Strategy. The mental mathematics session is used effectively to challenge pupils of all abilities in developing strategies in mental calculations. The exception was in Year 5 where the pace of teaching was slow and the level of challenge was pitched at the middle group. In all other respects, this lesson was at least satisfactory and planning and assessment were good. In a good lesson in Year 6, all pupils were challenged in mental calculations involving the effect of brackets on sequential number operations. The teacher skilfully moved the level of questioning according to ability. All pupils were concentrating and learning at a good level, knowing it might be their turn next and keeping up with the pace of the learning. They were confident and eager to answer as the teacher encouraged and praised them for accuracy, and built constructively on their errors. The teachers in Years 3 and 4 work together as a team to ensure that their planning and assessment build pupils' knowledge and skills progressively. In a very good lesson in Year 4, the mental starter was lively and challenging and questions tested pupils of all abilities. Individual white boards were used well when pupils showed their answers and the teacher

assessed their learning to pitch the level of difficulty correctly. Pupils made very good progress in the main session as they learned about co-ordinates and translations. This was because all abilities had challenging tasks, the main points were reinforced and the final whole-class discussion consolidated mathematical vocabulary so that pupils could express their ideas and thinking. This is generally done well throughout the school. Pupils' books are neat and orderly and they can use past learning to revise. This results from the good standard of marking that often clearly shows pupils the next step in learning or corrects errors. Pupils enjoy their numeracy work and are keen to learn. They are mostly eager to undertake homework that builds greater understanding of their work in the classroom and this is well organised by teachers. Like younger ones, the older pupils respond to the good teaching with good behaviour and with effort and industry.

93. The management of the subject is good. Assessment procedures are well established to measure attainment and annual tests have been analysed to pinpoint areas for subject improvement. Good analysis of test results allows targets to be set for attainment at ages seven and eleven. Monitoring of the effectiveness of teaching and learning by direct observation is less well established, and too little time is made available to the co-ordinator for this. However, there has been systematic monitoring of the teaching of mathematics by the headteacher and, through sampling of pupils' written work, by the co-ordinator. The co-ordinator has led staff successfully in implementing the National Numeracy Strategy as the main platform for planning and teaching. This has helped to achieve the improvement in the quality of teaching since the previous inspection.

SCIENCE

94. In the standard National Curriculum tests of science taken by the oldest pupils in 2000, their results were below the national average and well below the average for similar schools. The test results of this year group were not as good as those in the previous two years when they had been well above the national average. Work seen during the inspection in lessons, examination of past written work and discussions with pupils, show that the present oldest pupils achieve above average standards. The great majority reaches at least the level of attainment, Level 4, expected at their age, and the proportion of pupils exceeding this level by attaining Level 5 is larger than the national average. Comparing their attainment with records of their earlier performance shows that they have achieved satisfactorily. This is in line with the satisfactory achievement of older pupils seen in lessons during the inspection. The inspection judgement is more favourable than the 2000 test results mainly because of the unrepresentative nature of that particular group of pupils (see paragraph 1).
95. Inspection findings support the picture given by teachers' own formal assessments that younger pupils aged seven achieve well above national average standards. Again, almost all reach at least the level of attainment,

Level 2, expected at their age and the proportion of pupils reaching the higher Level 3 is high by national standards.

96. The high standards of seven-year-olds reported at the previous inspection have been maintained. The standards of eleven-year-olds have improved in that a higher proportion of pupils now attains the higher level of attainment. This is the result of improvements both in teaching and in the planning of the curriculum.
97. In Years 1 and 2, pupils progress well in developing scientific knowledge, recognising that the physical world can be exactly divided according to different concepts and categories and properly labelled. They learn, for example, that there are important differences amongst animals according to how they reproduce and what they eat, and they take pride in their ability to describe differences using proper terms. During conversation over lunch between Year 2 pupils and an inspector, pupils volunteered their definitions of carnivore, herbivore and omnivore! In a lesson seen, Year 2 pupils also showed good understanding of simple electrical circuits and an ability to draw significant conclusions from their experiments incorporating items of different materials in their circuits. Development of skills of making careful observations and recording them systematically also progresses well.
98. In Years 3-6, pupils build well on this firm basis so that, by age eleven, almost all have a good depth and breadth of scientific knowledge which they are able to express through a good vocabulary of precise technical terms. In discussion with representative Year 6 pupils, they gave good explanations of the causes of day and night and the seasons, and accurately described processes of plant reproduction, correctly naming the parts of plants and their functions. They could explain physical forces like gravity and upthrust and the behaviour of materials as insulators or conductors of heat or electricity. Skills of investigation also develop satisfactorily. Pupils progress toward a secure understanding that scientific tests must be fair and an ability to identify the variables in a test that needs to be controlled or changed. A very good example of such learning was seen in a lesson for Years 3 and 4 pupils when they tested the effects of warmth, water and light on the growth of young plants. However, the investigative work provided for Years 5 and 6 pupils is not sufficiently extensive or challenging in terms of collecting precise measures, or in analysing or interpreting data collected. Nor does it employ information and communication technology, for example to monitor changes such as temperature in tests or to organise, present and analyse test data.
99. The good standards in science are the products of pupils' good achievement in lessons, which are mostly well taught and always at least satisfactory. The overall good quality of teaching seen during the inspection included examples of very good teaching. Good planning of lessons shows that teachers have good knowledge of the subject and identify clearly exactly what pupils are intended to learn. Teachers also ensure that pupils with special educational needs are set appropriate tasks and given help, sometimes by support staff, to progress well. Lesson activities are well organised and

managed but useful practical work or class discussion is not sufficiently reinforced by written tasks that ask pupils to explain or interpret in detail. This deprives pupils of opportunities both to reinforce their understanding through explanation in their own words and to practise literacy skills. Teachers present stimulating and interesting work in a lively way. This proves effective in promoting very positive pupil attitudes towards the subject and the work. Pupils take a lively interest, have a responsible approach to their own learning and accordingly behave very well. These valuable aspects of learning are also the result of teachers' very good skills of managing pupils' motivation and behaviour and of making very co-operative relationships with them. All these qualities were well illustrated by a very good lesson in Year 2 which gave pupils a very well-designed opportunity for 'hands-on' investigation of electrical circuits and the properties of different materials as conductors. Allied with the teacher's effective questioning, the investigation stimulated pupils very effectively to develop their understanding.

100. The co-ordinator is new to the school this year but is already making a good impact on the development of work in the subject. Although there has been little allocation of time for leadership of the subject, and therefore limited monitoring of the effectiveness of teaching and learning, the co-ordinator has correctly identified the priorities for improving the work: more written work; more extensive and challenging investigative work (especially for the oldest pupils); development in pupils' handling of data; and use of information and communication technology. However, analysis of pupils' performance in standard tests and direct observation of lessons are not sufficiently used to identify precisely all the ways in which teaching and learning can be improved.

ART AND DESIGN

101. The oldest pupils' attainments in art are in line with the national standard but younger pupils exceed the national standard at age seven. This means that, since the previous inspection, the standards of younger pupils have improved while those of older pupils have been maintained.
102. In Years 1 and 2, pupils learn well about colour, pattern and texture and use their knowledge as they experiment. They show good skills in drawing self-portraits, sketching still-life, making collage, painting pictures and producing pattern. They learn how to handle clay and how to use tools to create texture and pattern. Pupils have made interesting two-dimensional pictures of their own houses from clay, constructed abstract sculptures using paper and wire and produced well thought out images of their school using a variety of different textured materials. They have some knowledge of famous painters and their distinctive styles.
103. In Years 3-6, pupils develop a satisfactory knowledge of famous artists and create pictures of a satisfactory standard using artists such as Picasso, Van Gogh, Monet and Lowry as inspiration for their work. They can explain well

the differences in style and discuss methods. Art work is often linked to history as when Years 3 and 4 pupils have designed and decorated Greek masks and plates using papier-mâché. Local artists have worked with pupils to create paper relief motifs that are being transformed into bronze roundels (large, round, bronze plaques) as part of village improvements. No art lessons were seen in Years 5 and 6 but pupils have investigated movement, made drawings of people in action and worked with clay to produce coil, slab and thumb pots as part of their project on containers. All pupils have sketchbooks, which remain with them throughout the school and provide a measure of progress. Years 5 and 6 pupils have visited the Castle Museum and experienced art and music as part of their study of Africa. Art makes a valuable contribution to pupils' spiritual, moral, social and cultural development.

104. Teaching observed was good throughout the school. Teachers have excellent relationships with pupils, plan their work carefully, and use constructive comments, careful illustrations and appropriate strategies to encourage pupils. In a good lesson for younger pupils, the teacher used the work of famous artists to get across the difficult message that 'image' does not have to look like a regular picture. In a Year 4 class, the teacher played music to good effect in creating an appropriate mood as pupils worked. Pupils enjoy their art lessons very much and they work with care and concentration. Allied to teachers' high expectations, this means that pupils achieve well. Teachers incorporate art across the curriculum to enhance pupils' work.
105. The enthusiastic co-ordinator is new to the post and is working on the development of a scheme of work for the whole school. She has planned for Years 5 and 6 but, in other years, teachers have done their own planning from a brief whole-school framework. There are, as yet, no clear assessment procedures, but the co-ordinator has made a start on monitoring and evaluating art. There is too little time given to art in Years 5 and 6 and this is having a detrimental effect on pupils' progress. Resources are satisfactory. Each class has a set of materials for general needs and the co-ordinator has produced a catalogue of all other resources that are centrally located and easily available. The co-ordinator has plans to develop a programme of art appreciation, particularly visits to galleries and museums.

DESIGN AND TECHNOLOGY

106. Only two lessons devoted specifically to this subject could be observed during the inspection and little additional evidence of standards was available. Very few examples of the products of pupils' making skills from previous lessons had been kept. No overall judgements about standards or teaching are therefore made. However, where past or present work could be seen, as in the case of model houses made by Year 2 pupils or slippers made by Years 5 and 6, it was of a satisfactory quality.

107. The two lessons seen both benefited from sound planning that set appropriate tasks. In both lessons, teachers also led good discussions and asked questions that were effective in helping pupils progress well in their understanding of design. Pupils recognised that there was a range of questions they needed to ask themselves about the purposes of the items they were designing, the needs and wants of the user and the practicality of the materials and techniques to be used in making. In discussion, some of the oldest pupils also showed such understanding when talking about past projects and when presented with an unfamiliar design challenge. Pupils showed interest, enjoyment and good behaviour in the lessons seen.

108. Planning documents and photographic records show pupils undertaking a variety of appropriate activities, which reflect national guidance on the subject. Planning of the work often makes effective links with other subjects, for example when designing and making sandwiches reinforces pupils' learning in science about foods and health. However, the amount of time devoted to the subject in Years 3-6 is insufficient to do justice to the full range of the National Curriculum for the subject. The limits this imposes on pupils' progress are increased by the fact that the work is concentrated within short periods in the school year with long gaps in between. The subject co-ordinator has a good awareness of the role's responsibilities but the school has not facilitated checks on the effectiveness of teaching and learning or systematic assessment of pupils' progress in this subject.

GEOGRAPHY

109. Standards in geography are above the national standard for younger pupils and in line with the national standard for the oldest pupils. Compared with the situation at the previous inspection, standards are better for younger pupils and similar for the oldest.
110. The quality of work achieved by pupils aged five to seven is good. Pupils get off to a good start in Year 1 in their work on the island of Struay, developing the ability to recognise important similarities and differences as they compare the island with their own neighbourhood. In a very good lesson for Year 2 pupils, they showed good knowledge and understanding for their age. In their study of the island of St Lucia, they showed good recognition of geographical features, using terms like 'coastline' and 'mountain' and could distinguish 'natural' and 'man-made' features of the environment. They could explain some differences between St Lucia and Britain. Pupils could give several examples of fruits that could only grow in one of these locations and the reason why. They also showed good skills of observing photographic evidence and a good understanding of maps, including the ability to use simple grid references. Pupils undertake some valuable written work which consolidates both their geographical understanding and their writing skills. In their own sentences about St Lucia, Year 2 pupils were extending themselves by using words like 'tropical', 'tourist' and 'European'.
111. Pupils aged seven to eleven show an overall satisfactory quality of work which includes areas of both strength and weakness. Some good quality work is achieved, for example in using and interpreting maps in Years 3 and 4. Pupils here make confident use of grid references and compass directions to identify locations on maps and trace routes. Some good work on the local environment takes place in Years 5 and 6 as pupils collect geographical data through field-study and surveys, and then analyse conflicting interests in an environmental issue such as pedestrianisation of the local main street. Some successful use of information and communication technology is made to organise and present this data but, generally, too little use is made of this technology in the subject. In other areas of the curriculum, the work undertaken lacks depth, especially in Years 5 and 6. By the time they leave the school, pupils have, for example, developed too little understanding of contrasting kinds of human settlement or of the way water affects the landscape and the features and processes of rivers. These areas of superficiality are the inevitable consequence of the fact that too little time is given to the subject for the older pupils. In addition, the school teaches the subject only for short intensive periods during the school year with long gaps between them. This makes it harder for pupils to develop skills progressively. The school has yet to adjust its allocation of time to the subject in line with changes in National Curriculum expectations made in September 2000.
112. Only four lessons in geography could be observed during the inspection but the majority of these showed good and, in one case very good, teaching. Well-planned and appropriately challenging work was undertaken and pupils

were well managed. Pupils showed interest, concentrated well on their tasks and behaved well. Examination of pupils' past work shows that, in Years 3-6, pupils are not encouraged to do enough writing at length in their own words to reinforce their geographical knowledge and understanding or their literacy skills. Sometimes, this is because of the use of worksheets which restricts pupils to very brief answers.

113. The co-ordinator for the subject has a good awareness of the requirements of the role but has been given little time to undertake monitoring and evaluation of work in the subject. Some useful checks on planning and pupils' work have been made but, overall, too little is done to check the effectiveness of teaching and learning or assess pupils' progress for the school to identify exactly how improvements can be made.

HISTORY

114. At this inspection, the timetable arrangements meant that no history lessons were seen. Judgements are based on an examination of pupils' work, teachers' planning and discussions with pupils and staff. Younger pupils achieve good standards, an improvement since the last inspection, while older pupils show satisfactory standards, maintaining the position at the previous inspection.
115. Younger pupils acquire a good body of knowledge as they learn about the lives of famous people such as Samuel Pepys and Florence Nightingale, and about some historical events, for example the Great Fire of London. They write extended imaginative accounts of being a common person as a victim of the Fire. They know of several ways of obtaining information about the past such as grandparents' memories, and artefacts such as carpet beaters. Visitors give first-hand information about Victorian household items and life, and pupils learn about differences in preserving food then and now. Pupils investigate similarities and differences between old and new buildings in their village using direct and photographic evidence. They explore local basket weaving during Victorian times and try weaving their own baskets in the old style,
116. Older pupils in Years 3-6 study a suitable range of historical topics and periods and, in discussion, they show a sound understanding of the work they have covered. The work in Years 3 and 4 indicates good teaching and good progress. An extensive study of the Ancient Greeks gives pupils a good knowledge of their culture, religion, daily life and their art. They know about the Saxons, the Vikings and the Gunpowder Plot. They learn to write extended accounts of their imagined life in those times, for example as a slave and about Greek gods and legends. They ask questions such as 'How do we know?' and 'What evidence is there?'. The visit by a Greek theatre group informs them of cultural life and they know about tragedy and comedy. They were inspired to make Greek pottery of good quality. Their topic books indicate their enjoyment of the subject. The organisation of the learning builds good knowledge and good enquiry skills.

117. In Years 5 and 6, pupils study the Tudor period and learn about the monarchs but particularly, Henry VIII. They produce satisfactory work on explorations and the life of ordinary people in Tudor times. Discussions with older pupils show that they have a sound understanding of the work they have covered and they order events in each period reasonably accurately. They are able to make satisfactory comparisons between different historical periods. For example, they identify differences in the clothes they wore, or differences in employment and their homes. They use dates but their grasp of chronology is too general to place historical events in different periods accurately enough, or fully appreciate how far they are apart. Although some good work is achieved, insufficient time is allowed for pupils to develop and widen their knowledge and enquiry skills in history. Also, they do not practise literacy skills effectively through the subject. For instance, in Years 2, 3 and 4, the subject is used well to practise writing for a purpose and to improve extended writing, and good evidence of this was seen in pupils' work. But, in Years 5 and 6, written work is limited and some of it copied. There is an over-reliance on worksheets that require missing word responses, restricting pupils' opportunity to achieve.
118. In all year groups, the pupils' work is well presented and spelling and punctuation is mostly accurate, indicating good attitudes to, and an enthusiasm for, the subject. Pupils with special needs achieve well and scrutiny of the work showed that all, including the higher attaining pupils, are given challenging tasks. They have satisfactory skills in historical enquiry, are able to interrogate, and identify sources of evidence. The curriculum is enriched by good use of visitors to the school.
119. The school has recently adopted a national scheme of work intended to ensure that pupils cover the content of the National Curriculum and that there is a broad and balanced curriculum. However, provision is complicated by the constraints of mixed-year groups, the two-year content cycle, the topic framework for study and the long gaps between units of work. For instance, pupils have gaps in learning of a term or more, and this inevitably means that pupils do not build on what they have already learned as effectively as they could. Nor does planning identify how skills are to be acquired progressively. The new scheme of work targets key skills and knowledge and provides a framework for assessment but, in practice, there is currently no proper assessment of pupil progress to indicate where teaching and learning might be improved. The subject co-ordinator has insufficient provision of time to monitor teaching and learning to identify areas for subject improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. At the last inspection, the standards of attainment in information and communication technology (ICT) were broadly in line with national standards. At this inspection, standards were found to be good for pupils aged seven and satisfactory for those aged eleven. The school has very recently commissioned a new ICT suite and this,

together with associated staff training, is having a dramatic effect in raising standards, but the full benefit has yet to be consolidated. The use of the Internet for learning is still very limited. These factors currently limit the standards older pupils attain but, on the evidence of all lessons seen, pupils are now achieving well and making good progress.

121. Younger pupils make good progress in acquiring basic computer skills. By age seven, they have a good knowledge of the keyboard and the functions of different keys. They name the cursor and spacebar. This enables them to exercise control. For instance, they are able to select icons, use drag and drop techniques, and use the Paint program tools to give desired effects to pictures they draw to a good standard. They produce good illustrations of places of worship using these skills and can print from the screen. They have good skills in wordprocessing and are able to select fonts, size, and use techniques to modify text such as deleting errors and replacing with corrections or capital letters. This is a good support for learning in literacy. Good control work was seen when pupils in groups were able to use a

programmable robot to follow a route, using left, right, forward and back commands. The higher attaining pupils were impressively able to synthesize these separate commands into a procedure requiring one command, a skill normally expected of much older pupils.

122. Older pupils make good progress in wordprocessing and this reflects the strength in the teaching of this aspect of ICT. By age eleven, they can highlight text and move it using the 'cut and paste' technique. They combine text and pictures from other sources, and save their work to folders. They have sound skills in using ICT for datahandling. In all Years 3-6, pupils produce graphs and charts displaying data from a traffic survey in East Leake. Year 4 pupils send e-mails to another school, and to Australia, and use the control program Logo to draw geometric figures on screen. Pupils are seen to interrogate CD-based encyclopaedia to access information on, for example, the Ancient Greeks. Pupils use sound equipment and calculators well for learning. The school has a website but, as yet, there is no access policy to enable pupils free access. A few pupils have had guided access to obtain information. They are able to use spreadsheets with good skills but this a very recent innovation for most of the pupils and derives from the few lessons in the ICT suite. Pupils throughout the school show independence and understanding in opening and closing programs and shutting down computers in the new suite.
123. The quality of teaching seen was good, with some examples of very good practice. Teachers work hard to improve their technical knowledge to make it better. This resolve, alongside the already good skills and knowledge of some staff, has ensured that the initial work on improving standards of attainment using the new ICT suite has been very successful. In the very good lesson in Year 1, the teacher planned the activity on wordprocessing carefully so that pupils of all abilities could achieve their potential. Thorough assessment of pupils' progress helped to indicate the individual next steps in learning for each pupil. The pace of the learning was very good and her interactions with pupils promoted high levels of learning. In a good lesson in Year 2 using the Paint program, the teacher's skillful questioning used the errors they were making on the task of creating a Caribbean picture to enhance all pupils' understanding, thus maximising learning. Pupils imported text and used the program's tools with good skills to create a good picture of the location. The pace was very good and this promoted very good learning. Pupils respond to this good teaching keenly, persevering and concentrating at a high level at all times. They are relaxed, confident and trusting of the teacher's guidance and fully receptive to learning. A good lesson in Year 6 allowed pupils to make good use of a spreadsheet program to build on their mathematical knowledge of arithmetic operations on a set of numbers. The good planning and the teacher's good knowledge and understanding allowed them to generate cells and convert variables to text using the formulae within the program to produce multiplication tables above those they would normally remember. Again, teaching showed good pace, high expectations and ongoing assessment to ensure that all pupils were challenged. Finally, a good class discussion reviewed pupils' success against the targets for

learning the teacher had shared with them. Such means result in good achievement in lessons.

124. The ICT curriculum has recently been improved as the school has adopted a new national scheme of work that provides a structure that builds progressively on skills and knowledge from the simple to the more complex. The scheme also provides a structure for assessing pupils' progress but, as yet, this is not used by the school and there is no whole-school assessment process to guide planning of the work. The subject leader provides good leadership, has managed well the introduction of the ICT suite and is now working on improving the software available in classrooms to support the use of ICT across the curriculum. However, there has been no direct monitoring of teaching and learning, or setting of targets for improvements in attainment.

MUSIC

125. Work in music seen during the inspection was of good quality, reflecting the good quality of teaching seen and the enthusiasm for the subject shown by staff and pupils. Standards have improved from the satisfactory level reported at the previous inspection.
126. Evidence for the younger pupils was mainly in the form of their singing, which they occasionally accompanied with rhythmic clapping. Pupils joined in enthusiastically showing a good awareness of the structure of the music, its rhythm and beat, and with most singing tunefully and expressively. Older pupils further develop their singing skills and learn to vary the volume and tone of their singing to suit the style and mood of the piece. This is especially true for the good number who take part in the weekly lunch-time choir. Older pupils also develop good understanding of musical devices and effects. They know that varying volume, tempo, rhythm and pitch can be effective and recognise that patterns and layers of sound can be arranged to good effect. They listen carefully to music played to them and show a sensitive appreciation when they compare the effects and moods of different pieces. Pupils show this awareness in their own compositions using either vocal or instrumental sounds. They perform their small group compositions with concentration and care and a good sense of ensemble.
127. A significant number of pupils exceed the level of musical knowledge, understanding and skill expected at their age through participation in the optional instrumental tuition from visiting teachers or through membership of the school choir, instrumental group or recorder groups which meet outside lessons. Occasional musical performances for parents and community such as a Millennium concert and an 'Extravaganza of Carols' also extend pupils' musical opportunities and experiences.
128. The school is fortunate in having two members of staff with substantial expertise in the subject. The good quality of teaching partly reflects the good guidance that helps teachers to plan appropriate and challenging activities

that are well designed to achieve the intended learning. Teachers have the confidence to attempt some ambitious lessons that give every pupil good opportunity and encouragement to experiment with musical ideas. They show high expectations of what pupils can achieve. Teachers also have the good skills of managing pupils necessary to ensure pupils respond in a sensible and controlled way to the freedom for independent expression such lessons provide. Pupils respond enthusiastically, behave very well, co-operate well with each other in group composing and performing, and show care and concentration in their work. Although teaching generally offers a well-balanced diet in music, the school's new resources for information and communication technology are not yet exploited to support the teaching of music in accordance with the new National Curriculum expectations.

129. The co-ordinator for the subject, new to the role this year, leads the work enthusiastically. Valuable recent developments have been the introduction of the choir and the instrumental group. The co-ordinator gives high quality leadership to these well-attended activities. Teachers are well supported with guidance. The existence of a room especially for music is a valuable asset. Instrumental and other resources are adequate. Little time is made available for monitoring and evaluation of work in the subject. As with assessment of pupil progress, these processes are largely informal and not sufficiently rigorous to show exactly where improvement in teaching and learning might be made.

PHYSICAL EDUCATION

130. Throughout the school, pupils' work in this subject is above the standards expected nationally for their ages. Pupils make sound progress and some attain high standards. It was only possible to observe a few lessons in physical education but the scrutiny of planning, discussion with pupils and teachers, and the observation of pupils in sporting activities outside lessons enabled judgments to be made. Nearly all pupils reach the standard in swimming expected for eleven-year-olds well before they reach this age.
131. Younger pupils develop good spatial awareness and move alongside others sensibly. This is because the teachers have high expectations of them and give clear guidelines for behaviour. Pupils work well together and individually. In a very good Year 2 dance lesson, the warm-up exercise was challenging and pupils showed good balance and control when they balanced on one leg. In their work in dance, they interpreted the theme of lava flow of an erupting underwater volcano showing a good use of expressive movement, working well with a partner. All pupils tried hard to express the flowing movement with a partner demonstrating good use of levels in extension and holding balanced positions. In a Year 1 dance lesson, pupils moved well to characterise heaviness, dragging rhythmically to African music in groups of two or four. All pupils responded well to the teachers' instructions with very good concentration to achieve good standards.

132. Most of the oldest pupils have good skills in small team games and are able to co-operate well to attack and defend in ball games. They have good skills in passing balls of various sizes in a variety of ways and good anticipation of positions to receive and collect a ball. Their good skills in athletics were seen in club activities as when Years 3 and 4 pupils were able to start a race holding a good body position to achieve rapid momentum. They could evaluate their performance, using learning to improve in technique. Older pupils are learning to pace themselves in long distance running and develop an economy of effort using rhythmic movements and breathing, holding a good body position as they increase and decrease pace.
133. Teaching is good overall and the knowledge and understanding of the subject is a strength in the school. In a Year 2 dance lesson, for example, the teacher set high expectations of pupils for dance interpretation and co-operation, and was able to model very well what was expected. Pupils achieve at a high level because the teachers use very good questioning that encourages pupils to evaluate each other's performances and improve their own. Similarly, in Years 3 and 4, the teacher uses these skills well in teaching pupils to get a good start in a race and improve sprinting. Teaching here was effectively adapted to meet pupils' needs identified by careful evaluation of their performance. Pupils are appropriately challenged and also given good encouragement. Pupils respond with enthusiasm, effort and good behaviour. A good practice is made of inviting pupils to evaluate each other's performance and give feedback to a partner. Good teaching gives confidence to pupils in their learning and ensures good progress.
134. Teaching of lessons and pupils' progress in skills are given very good support by the hard work of staff in providing activities at lunch-time and after school across a range of competitive sports. Skipping clubs help pupils throughout the school to show good co-ordination in skipping, developing complex routines. In these clubs, as in lessons, pupils are made aware of the effect of exercise on the body and of the importance of warm-up and cool-down routines. Older pupils have the opportunity to take part in adventurous activities that are physically challenging and developmental. In this, as in all the activities, the importance of being a good team member is emphasised. Pupils with special educational needs are fully integrated into all activities in lessons and they make good progress against the targets set for learning in their individual education plans.
135. The subject leadership is good. Planning and teaching are well supported. A comprehensive policy is in place and a new national scheme of work has been adopted. The teaching of swimming has been monitored but little time is provided for the co-ordinator to monitor and evaluate teaching and learning in the subject. There is, as yet, no assessment of the pupils' learning across the curriculum to identify areas for development and improved attainment. However, the new scheme of work provides a structure for this to happen in the future.

RELIGIOUS EDUCATION

136. Very few religious education lessons could be seen during the inspection but, from observations of these lessons, scrutiny of past work, and from talking to pupils and teachers, standards are judged to be satisfactory throughout the school. This represents maintenance of standards since the last inspection.
137. Younger pupils visit their local church and develop a good understanding of Christianity. They know that Christians believe that Jesus is the Son of God and that a range of activities take place in churches, for example marriage and christenings. They can talk about the Christian festivals of Easter and Christmas and relate them to the stories in the Bible of Jesus' birth and death. They have satisfactory knowledge of the faiths of Judaism and Islam and can look for similarities and differences with Christianity such as holy books and places of worship. They are also taught about famous people who set good examples. A very good lesson was observed on the life of Martin Luther King, which encouraged pupils to think deeply about racism and discrimination, as well as helping them to develop a keen sense of right and wrong.
138. Older pupils' knowledge increases as they learn more about world faiths. They increase their knowledge of Judaism by listening to Jewish music, looking at artefacts and listening to stories. They know that the Jewish Sabbath starts on Friday when candles are lit, they describe the Menorah and can relate the story of Hannah Sennesh. They have tasted apples, bread and honey for the festivals of Rosh Hashanah and Yom Kippur and learned about the synagogue as a place of worship. They learn about Hindu Gods and Goddesses, The Hindu Year and the major Hindu festivals of Holi and Divali. With the support of the local vicar, pupils are encouraged to think more deeply about the Bible and what it means to them.
139. Only two lessons were seen during the inspection. The teaching seen was good but, taking account of other evidence, the overall judgement is that teaching is satisfactory. In the lessons seen, teaching was very well planned, good resources used, the pace of lessons good and the varied activities in the lessons effectively maintained pupils' interest and motivation. Other teaching was judged by the scrutiny of past work, which showed that work is well presented and regularly marked but that there were few encouraging or directing comments. Much of the work is through worksheets, with very few pieces of extended writing to challenge pupils' understanding.
140. The current policy and schemes of work are taken from the locally agreed syllabus and national guidance. Schemes of work to guide teachers' weekly planning are rather sparse and do not provide sufficient help. There are limited procedures for the monitoring and evaluation of the quality of teaching and learning. Resources are barely adequate, with a shortage of books needed to support teaching and learning about the range of religions. Work on faiths, other than Christianity, lacks opportunities to visit places of worship or to meet visitors from other faiths. The relationship between the school's

assembly programme and the religious education provided by the school is adequate, although the planning for these two areas of provision could be more closely linked.