

ERRATUM:

CASTLE HILL ST PHILIP'S CE JUNIOR AND INFANT SCHOOL

LEA: WIGAN

UNIQUE REFERENCE NUMBER: 106472

DATE OF INSPECTION: 5 OCTOBER 1999

Please note in both the Inspection Report and the Parents' Summary the correct name of the school is **Castle Hill St Philip's CE Junior and Infant School**.

INSPECTION REPORT

**Castle Hill St Philip's CE Junior and Infant
School
Hindley**

LEA Area: Wigan

Unique Reference Number: 106472

Inspection Number: 193939

Headteacher: Mrs C A Taylor

Reporting inspector: Mr F Ravey

Dates of inspection: 5 - 8 October 1999

Under OFSTED contract number: 706822

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable.

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline
Tel. 0171421 6567

Castle Hill St Philip's CE J&I School - 5

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and infant
Type of control:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hereford Road Hindley Wigan Lancashire WN2 4DH
Telephone number:	01942 255578
Fax number:	01942 525675
Appropriate authority:	Wigan Metropolitan Borough Council
Name of Chair of Governors:	Rev D P Lund
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
F Ravey, RgI	English	Attainment and progress
A Audin, Lay Inspector	Music	Attitudes, behaviour and personal
	Equal opportunities	Attendance
		Support, guidance and pupils' welfare
C Cressey	Mathematics	Partnership with parents and the
C Kessell	Geography	Curriculum and assessment
	Science	Leadership and management
	Information technology	Staffing, accommodation and learning resources
	Design and technology	Efficiency

The inspection contractor was:

Chris Pickup Associates Ltd

3A Underwood Way
Shaw
Oldham
Lancs
OL2 8LF

Tel: 01706 847867

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1 - 3

Characteristics of the school
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

4 - 19

Attainment and progress
Attitudes, behaviour and personal development
Attendance

Quality of education provided

20 - 54

Teaching
The curriculum and assessment
Pupils' spiritual, moral, social and cultural development
Support, guidance and pupils' welfare
Partnership with parents and the community

The management and efficiency of the school

55 - 69

Leadership and management
Staffing, accommodation and learning resources
The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	70 - 78
English, mathematics and science	79 - 113
Other subjects or courses	114 - 144

PART C: INSPECTION DATA

Summary of inspection evidence	145 - 146
Data and indicators	

MAIN FINDINGS

What the school does well

- Provision for children under the age of five is very good and enables them to make a very good start to their education.
- By the end of Key Stage 1, standards are well above average in mathematics and are above average in reading, writing and science.
- Pupils of all levels of attainments at Key Stage 1 make good progress in developing the skills of literacy and numeracy and in art and design and technology.
- Teaching is particularly strong for the under-fives, at Key Stage 1 and in numeracy at both key stages.
- Very good provision is made for pupils' social development.
- Very good provision is made to encourage pupils to become involved in extra-curricular activities.
- Parents are very much involved in school life to the benefit of pupils' learning.
- The school is well led with a clear focus on improvement.

Where the school has weaknesses

I. Pupils' attainment in English and science remains below average by the end of Key Stage 2 despite overall improvements in standards in these subjects in recent years.

II. Pupils' attainment in information technology is below national expectations by the end of both key stages.

This is a good school whose strengths significantly outweigh its weaknesses. The weaknesses identified in this report will form the basis of the governors' action plan which will be distributed to parents and guardians of all pupils on roll.

How the school has improved since the last inspection

The school has made significant improvement since its last inspection. It has successfully addressed the vast majority of key issues raised at that time. Assessment information is now being used to help check pupils' progress and to identify areas for further improvement; the quality of teaching at Key Stage 2 has improved significantly; policies are in place for all subjects; standards have been raised overall in English, mathematics and science since 1996 although some weaknesses remain in English and science at the end of Key Stage 2. Only in information technology has improvement not been made but this subject has been identified by the school as a current priority for improvement.

The school has managed to continue to build on strengths in teaching for the under-fives and at Key Stage 1. It has also made further improvements in relation to its previous success in promoting pupils' good behaviour and good attitudes to learning. Levels of high attainment continue to rise overall at Key Stage 1 and are rising in mathematics and science by the end of Key Stage 2. The good quality of its leadership and management mean that the school is well placed to secure further improvements.

• **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in:	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
English	D	C	<i>below average</i> D
Mathematics	D	C	<i>well below average</i> E
Science	E	E	

In the 1998 National Curriculum tests at the end of Key Stage 2, standards were below national average levels overall in the core subjects of English and mathematics; in science, they were well below average.

However, the proportion of pupils reaching the national standard Level 4 in English and mathematics was close to the national average. The overall levels were depressed by the low proportions of pupils attaining high levels in the core subjects. In 1999, the school has been successful in raising the incidence of high attainment in mathematics and science but not in English. Standards this year amongst the oldest pupils at Key Stage 2 are at a similar level to 1998 in English but have improved in mathematics and science. In 1998, the school achieved average results at Key Stage 2 in English and mathematics compared to similar schools nationally but well below average results in science.

In the 1998 National Curriculum tests at the end of Key Stage 1, results show that attainment overall in reading, writing and mathematics was well above the national average both for pupils reaching the expected National Curriculum Level 2 and for those attaining high levels. The school performed far better at Key Stage 1 in 1998 than similar schools nationally. Standards this year at Key Stage 1 are similar.

Standards in information technology are below national expectations by the end of both key stages. Children under the age of five in the reception class make good progress in their early education and many achieve the standards expected nationally of five year olds before they reach their fifth birthdays. Pupils at both key stages make good progress in developing the skills of art and design and technology.

The school has improved its standards in the core subjects over the past four years. It sets challenging targets for improvement and strives hard to meet them, mostly with success.

• **Quality of teaching**

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	very good	good	satisfactory
Mathematics	very good	good	good
Science	-	good	satisfactory
Information technology	-	no direct teaching observed	no direct teaching observed
Other subjects	very good	good	satisfactory

During the inspection, all lessons observed were at least satisfactory; nearly two thirds of lessons were judged to be of at least good quality; and nearly a third of all lessons were very good. The strongest teaching was observed for the under-fives, where teaching was mostly very good and occasionally excellent, and at Key Stage 1, where a large majority of lessons were of good quality and where some

very good teaching was observed. Teaching at Key Stage 2 has improved significantly since the previous inspection.

Strengths in the teaching include the good relationships that teachers establish with pupils and the high expectations of attainment seen in a majority of lessons. The only significant weakness lies in teachers' expectations of the quality of pupils' work in information technology. Teaching of English and science at Key Stage 2 is succeeding in raising standards although standards in these subjects are still below national expectations by the end of the key stage. Good teaching of mathematics is having a very positive impact on raising standards at Key Stage 2.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Good. Pupils are polite and friendly. They show respect for others' views and beliefs.
Attendance	Satisfactory. Attendance matches the national average overall. There is very little unauthorised absence. The vast majority of pupils are punctual.
Ethos*	Effective in promoting improvements in standards and in developing a strong sense of community founded upon respect and good relationships.
Leadership and management	Good. The headteacher provides effective leadership which is very successful in promoting a sense of community and which is increasingly successful in securing improvements in attainment. The governing body has a strong grasp of the school's long-term development and plays an important part in this by monitoring closely the school's strengths and areas for development.
Curriculum	Good quality. The strong focus upon developing skills ensures a well-balanced curriculum. The use of assessment procedures has been improved since the last inspection and now contributes well to school improvement. The only weakness in provision relates to a small part of information technology.
Pupils with special educational needs	Good provision, enabling pupils to make good progress.
Spiritual, moral, social & cultural development	Good provision overall with particular strengths in the way the school encourages pupils to develop socially.
Staffing, resources and accommodation	Good levels of teaching and support staff are provided. This aids pupils' learning. The accommodation has been improved significantly since the last inspection. Resources for learning are generally adequate and are used well.
Value for money	Given the cost of educating pupils at the school, their average attainment on entry overall and the standards being attained, the school gives satisfactory value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

What most parents like about the school

III. The part they are encouraged to play in school

What some parents are not happy about

IX. Very few parents expressed concerns.

life.

IV. The approachability of school staff.

V. The quality of information they receive from the school.

VI. The standards of work achieved.

VII. The values and attitudes the school promotes.

VIII. The fact that their children like school.

Inspectors endorse in full the support expressed by the vast majority of parents.

KEY ISSUES FOR ACTION

To raise pupils' attainment to match the national average in English and science by the end of Key Stage 2 by:

X. in English:

- improving pupils' skills of summarising information from reference books;
- improving the structure of pupils' writing by developing punctuation within sentences and by teaching pupils to use paragraphs correctly;
- improving the quality of pupils' handwriting;
- improving the quality of spelling for average attaining pupils;
(paragraphs 6, 10, 28, 85, 87, 92)

XI. in science:

- adjusting the present scheme of work to match national guidelines and to make full use of them;
- allowing pupils greater opportunity to design and manage their scientific investigations;
- focusing more sharply upon the scientific content of pupils' recordings of their findings.
(paragraphs 6, 10, 28, 110, 112)

To raise attainment in information technology to match national expectations by the end of both key stages * by:

- improving teachers' understanding of information technology and the skills needed to teach it effectively;
- providing training in information technology for support staff and other adult helpers;
- implementing the full National Curriculum Programme of Study for information technology;
- implementing from each class's weekly programme of work times when the skills of information technology are taught directly.
(paragraphs 11, 28, 30, 31, 114 - 122)

In all these areas, to monitor and evaluate the success of improvements made, using information gained to plan further improvements, and to report regularly to the governing body about progress made.

* already one of the school's stated priorities for development

INTRODUCTION

Characteristics of the school

1. The school is situated in the town of Hindley, near Wigan in North West England. It is part of the Wigan Local Education Authority but has Church of England voluntary-aided status. It has 219 pupils on roll (104 boys and 115 girls) and is of broadly average size for primary schools in England. Pupils are organised into seven single age-group classes, from Reception to Year 6. The average class size is 31. The ratio of pupils to teachers is 21:1, below the national average. The vast majority of pupils are from the white ethnic group. All pupils on roll come from homes where English is the first language. At the time of the inspection 22 children under five were on roll at the school. Twenty seven per cent of pupils are identified as having special educational needs. This is above the national average. In some classes at Key Stage 2, the proportion of pupils with special educational needs exceeds 27 per cent. Many of these special educational needs are related to difficulties in English. Three pupils have Statements of Special Educational Need, a figure which is above the national average.
2. The school takes its pupils mainly from the local area. Twenty six per cent of pupils on roll are eligible for free school meals, which is broadly in line with the national average, and the local area has fewer children in higher social class households than is to be found nationally. However, the most recent data indicates that attainment on entry to the school is broadly average. The school's intake has not changed significantly since its last inspection although numbers entering the Reception classes in 1998 and 1999 were lower than usual due to a decrease in the local birth rate. Numbers due to be admitted to Reception in the year 2000 are predicted to increase to previous levels. A significant minority of pupils move into the school during the period of their primary education. A similar number leave the local area during this time.
3. The school's main aims include meeting the personal, social, emotional and spiritual needs of its pupils; developing Christian values; having high expectations of all pupils; providing a supportive learning environment; and helping pupils to value themselves and to show respect for others. It has identified the following as areas for development this year:
 - .to continue to implement the National Literacy Strategy effectively;
 - .to continue to implement the National Numeracy Strategy;
 - .to improve standards in extended writing by means of information gathered from monitoring and evaluation;
 - .to implement its development plan for information technology in order to raise standards;
 - .to review and update the scheme of work for science in the light of national guidelines;
 - .to continue to monitor and evaluate teaching and standards in literacy and numeracy, and to extend this practice to science.

• **Key indicators**

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	16	10	26

• National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	13	16
	Girls	10	10	10
	Total	21	23	26
Percentage at NC Level 2 or above	School	81	89	100
	National	80	81	84

• Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	16	16
	Girls	10	10	10
	Total	23	26	26
Percentage at NC Level 2 or above	School	89	100	100
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	14	18	32

• National Curriculum Test Results

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	9	8
	Girls	12	8	10
	Total	20	17	18
Percentage at NC Level 4 or above	School	65	55	58
	National	65	59	69

• Teacher Assessments

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	9	10
	Girls	13	11	12
	Total	21	20	22
Percentage at NC Level 4 or above	School	68	65	71
	National	65	65	72

- **Attendance**

Percentage of half days (sessions) missed			%
through absence for the latest complete	Authorised	School	0.06
reporting year:	Absence	National comparative data	5.7
	Unauthorised	School	5.5
	Absence	National comparative data	0.5

- **Exclusions**

Number of exclusions of pupils (of statutory school age) during		Number
the previous year:	Fixed period	7
	Permanent	0

- **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	29
	Satisfactory or better	100
	Less than satisfactory	0

• **PART A: ASPECTS OF THE SCHOOL**

• **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

• **Attainment and progress**

1. Pupils' attainment by the end of Key Stage 2 in English, mathematics and science has improved considerably since the school's last inspection. This is noticeable in all three subjects but particularly in mathematics, where the proportion of pupils reaching the expected National Curriculum Level 4 in 1999 was 52 per cent compared with 15 per cent in 1996; and in science, where the proportion rose to 61 per cent in 1999 from 21 per cent in 1996. These improvements in standards are due to improvements in the quality of teaching since the last inspection, particularly at Key Stage 2, and to the success of school management in developing a curriculum which more closely meets pupils' learning needs in these three subjects.
2. In the 1998 National Curriculum tests held at the end of Key Stage 2 (the most recent year for which national comparisons are available) results show that the proportions of pupils reaching the expected Level 4 and above in English and mathematics were close to the national average. The proportion of pupils reaching Level 4 and above in science was below the national average. In 1999, results were broadly similar to the 1998 levels in mathematics and science at the end of Key Stage 2 but the proportion of pupils reaching Level 4 and above in English dropped significantly. The 1999 cohort had a high proportion of pupils with special educational needs relating to language difficulties, a factor which affected the school's overall performance in English adversely. As yet, no national comparisons are available for 1999.
3. The proportion of pupils attaining high levels in English, mathematics and science by the end of Key Stage 2 was well below average in 1998. However, the proportion of pupils reaching high levels in 1999 rose considerably in mathematics and science although not in English. In comparison with similar schools, the school's performance in the 1998 National Curriculum tests was average in English and mathematics but well below average in science. Girls and boys achieved similar levels in test results from 1996 to 1998. Inspection findings show that the attainment of the oldest pupils at Key Stage 2 this year is similar to the 1998 levels although a little below the level achieved at that time in English. Attainment in English and science remains below the national average by the end of Key Stage 2 but attainment in mathematics amongst the oldest pupils this year is in line with the national average.
4. Results in National Curriculum tests at the end of Key Stage 1 have continued to improve since 1996. In 1998, attainment matched the national average in reading; it was above average in writing and very high in mathematics. The proportions of pupils reaching high levels in 1998 are very high in reading and mathematics and slightly above the national average in writing. The school performed far better than similar schools nationally at the end of Key Stage 1 in 1998. Inspection findings show similar attainment at Key Stage 1 this year although standards have improved a little in reading. Attainment by the end of Key Stage 1 is well above average in mathematics and above average in reading and writing. The major factor contributing to pupils' good performance at Key Stage 1 lies in the strength of the teaching at this key stage. A further significant factor lies in the strength of teaching for the under-fives in the reception class, where pupils get a very good grounding from which to begin learning from the National Curriculum when they reach the age of five.
5. Children start the reception year with a wide spread of attainment but, overall, their attainment, as indicated by recent baseline assessments, is average. Children in the reception class benefit from a very well-structured curriculum which meets their learning needs and from teaching of

very good quality. This enables them to make good progress overall and to attain the learning outcomes generally regarded as appropriate for five year olds, often before they reach five.

6. At Key Stage 1, pupils of all levels of attainment continue to make good progress in reading, writing and mathematics, and especially in developing the key skills of literacy and numeracy. By the end of Key Stage 1, pupils' attainment in mathematics is well above the national average and in reading and writing it is above the national average. Many can read fluently and are beginning to use dictionaries. They put ideas together in sentences, using punctuation accurately with full stops and capital letters. High attaining pupils write fluently and with a good choice of words. They are beginning to understand the use of speech marks and exclamation marks. In numeracy, pupils work confidently with number up to 500 and have a good understanding of place value. Progress in science is good and by the end of Key Stage 1 attainment is above the national average. This good progress in the core subjects is due to the strength of the teaching in these subjects at Key Stage 1. However, in information technology progress is unsatisfactory and attainment is below national expectations by the end of the key stage. This unsatisfactory progress and attainment is due to the subject not being taught for sufficient time during each school year and until recently a lack of a clear structure to the curriculum in this subject. In other subjects, pupils of all levels of attainment make good progress through Key Stage 1 in art and design and technology. They make satisfactory progress in music and physical education. Judgements about progress in geography and history cannot be made owing to there being insufficient evidence available.
7. At Key Stage 2, pupils of all levels of attainment make satisfactory progress in developing the skills of literacy and good progress in numeracy. Progress in mathematics at Key Stage 2 is good for pupils of all levels of attainment. By the end of Key Stage 2, although attainment is below the national average in English and science, pupils make satisfactory progress in relation to their prior attainment. The fact that a significant minority of pupils only receive part of their primary education at the school also affects attainment at Key Stage 2. Pupils joining the school part of the way through the key stage in recent years have often been of lower attainment. Many pupils learn to be reasonably fluent readers and high attaining pupils read well. Many can locate information in reference books using an index but are less sure in providing summaries of such information in their own words. Their writing is organised into sentences but often not into paragraphs. Handwriting and spelling are often weak for average attaining pupils. In mathematics, pupils apply their knowledge and understanding of number to solving problems. High attaining pupils use mental arithmetic skills to divide and multiply fractions and can convert fractions to decimals. In science, progress is satisfactory although attainment remains below national expectations by the end of Key Stage 2. This is due to pupils in Year 6 starting the key stage with lower than average attainment and to there being a high proportion of pupils with special educational needs in this year group.
8. Attainment in information technology remains below national expectations by the end of Key Stage 2 and progress is unsatisfactory. Pupils do not develop the full range of skills in this subject due to a combination of teachers lacking confidence in teaching it and to the restricted curriculum which is taught. In other subjects, pupils of all levels of attainment make good progress in art and design and technology. They make satisfactory progress in music and physical education. Judgements about progress in geography and history cannot be made owing to there being insufficient evidence available.
9. Pupils with special educational needs make good progress at both key stages. They receive good support in lessons from specialist staff and their individual education plans contain challenging yet attainable targets for learning. The support given in literacy lessons is particularly effective in aiding progress. Good use of additional materials from the National Literacy Strategy helps pupils to develop reading skills.

Attitudes, behaviour and personal development

10. Pupils' attitudes, behaviour and personal development are good and contribute significantly to their progress. Pupils and teachers work well together in a relaxed, well-ordered community. The strong adult-pupil relationships promote good learning habits. This pleasant and productive atmosphere is a noticeable feature of the school.
11. Pupils' attitudes to work are consistently good. Children under the age of five show enthusiasm for their work and are willing to answer questions, take turns in discussion and share resources. They approach new learning experiences with eagerness and enthusiasm that is apparent in their conversations with friends and other adults.
12. At both key stages, the fact that pupils enjoy their work is a positive factor in their learning. They settle quickly in lessons and respond with enthusiasm and interest to group and individual activities although on occasions a minority of Year 5 and 6 pupils are not so co-operative. Generally, pupils are keen to ask and answer questions and persevere with work until it is completed. However, some unfinished work was observed. Literacy and numeracy lessons provide good opportunities for pupils, particularly those in Key Stage 2, to take responsibility for some of their work. For example, pupils were seen working independently in group activities.
13. Pupils' behaviour is good. Children in the Reception class quickly become accustomed to what is expected of them. Pupils at both key stages clearly understand what is right and wrong. They accept and understand the need for classroom codes of conduct which are agreed at the beginning of the academic year. They are courteous, polite and helpful. For example, pupils take the trouble to open doors for visitors and staff. There were seven fixed-term exclusions during the last school year, although these pupils have now moved to other schools. No bullying or harassment was observed during the inspection.
14. Relationships are good. They reflect appropriate levels of respect between adults and pupils. This mutual trust enables pupils to work in a comfortable and supportive environment. Pupils work co-operatively and sensitively with one another; they share resources sensibly and help each other to complete tasks.
15. Pupils show appropriate levels of consideration for the views and feelings of others. In Years 5 and 6, pupils sensibly explained the various ways in which pupils help to run the school. For example, they do this by collecting money for a local charity, preparing the school hall for assemblies, taking dinner orders or by looking after the playground entrances at lunchtime. The youngest pupils take responsibility for taking class registers to the school office and, whenever classes need tidying after a lesson, there is no shortage of volunteers. Playground games equipment, which is provided for every class, is used well by the pupils. All pupils are friendly and helpful towards visitors. They provide a warm welcome to newcomers and interact well with the parents and others helpers who come to the school.

Attendance

16. Attendance is satisfactory and makes a positive contribution to pupils' attainment and progress. The rate of attendance remains at a level similar to that recorded in the last inspection report. The main reasons for authorised absence are sickness and family holidays. The rate of unauthorised absence is very low. Registration is carried out efficiently and lessons start promptly. The vast majority of pupils arrive on time. Parents report that their children enjoy coming to school.

19. QUALITY OF EDUCATION PROVIDED

19. Teaching

17. The quality of teaching has improved significantly since the last inspection when 16 per cent of lessons were less than satisfactory. No unsatisfactory lessons were observed during the most recent inspection. Also, at the time of the last inspection only two per cent of lessons were judged to be very good, compared with nearly 30 per cent now. In addition to the high proportion of very good teaching (29 per cent of all lessons observed), a significant proportion of good quality teaching was observed during the inspection (31 per cent of lessons). Teaching is strongest in Reception and at Key Stage 1. The only significant weakness relates to teachers' lack of confidence overall in teaching the skills of information technology. This weakness is apparent at both Key Stage 1 and Key Stage 2. It contributes to pupils' unsatisfactory progress in this subject at both key stages.
18. The quality of teaching seen for the under-fives in the Reception class was mostly very good and never less than good during the inspection. Staff show a very good understanding of the learning needs of young children and how to plan to meet them. Children are provided with a very well-structured curriculum in which they are encouraged to learn through direct experience and through play activities which have been very carefully designed to help develop particular skills. Occasionally, teaching for the under-fives was excellent with the teacher and support staff interacting with pupils in a way that encouraged them to think carefully and which resulted in very good progress. The high quality of support staff for the under-fives contributes strongly to the very effective learning environment established for these children.
19. At Key Stage 1, teaching is of good quality overall. Forty per cent of lessons seen at Key Stage 1 during the inspection were very good; 40 per cent were good; and the remaining lessons were satisfactory. At Key Stage 1, teachers generally have good subject knowledge. This enables them to move pupils' learning forward confidently. In a Year 2 science lesson, for example, the teacher used her good subject knowledge to question pupils in a way that developed their understanding of mini-beasts. Teachers usually have high expectations of what pupils should attain. In a Year 2 literacy lesson, the pupils were given just the right level of challenge for their independent work in small groups. This helped them to be motivated enough to try hard with their work whilst not becoming discouraged by it. Only in information technology are these high expectations not as evident, with pupils sometimes being given independent tasks that do not help them develop their subject skills.
20. At Key Stage 1, lessons are well planned and well organised. Implementation of the National Literacy Strategy and National Numeracy Strategy are good, helping pupils to develop the particular skills identified in the planning. Support staff and helpers are used well, often to work with small groups of pupils. In a Year 1 literacy lesson, a former member of the teaching staff provided just the right amount of support to encourage high attaining pupils to develop their skills of organising their ideas in written sentences. Day-to-day assessment is of good quality. In a Year 1 physical education lesson, the teacher encouraged pupils to develop their movements as 'trees' or 'farmers' by pointing out areas for improvement. Homework is given to support literacy and numeracy and makes a good contribution to pupils' learning. For example, the way in which pupils are encouraged to comment in their reading records encourages them to develop their opinions about books.
21. In the best lessons at Key Stage 1, teachers form very good relationships with pupils and organise learning activities very well. This was evident in several lessons, one being a design and technology lesson in Year 2 in which pupils were very much involved in the process of

designing and making puppets. At Key Stage 1, teaching of good quality permeates all subjects of the curriculum.

22. At Key Stage 2, teaching was never less than satisfactory during the inspection. Overall, it is satisfactory. In 40 per cent of lessons teaching was at least good; three very good lessons were observed at Key Stage 2. Sixty per cent of lessons observed at Key Stage 2 were satisfactory. Teachers at this key stage generally have a sound understanding of the subjects they teach. Only in information technology do teachers appear less secure and in this subject their expectations of pupils' attainment are not high enough. Otherwise, teachers show a satisfactory grasp of the National Literacy Strategy and implement the National Numeracy Strategy well. Sometimes, teachers' subject knowledge is good as in a Year 6 science lesson when it led to clear explanations of scientific concepts and appropriate use of vocabulary.
23. Teachers usually provide pupils with a good level of challenge in their work and deploy support staff effectively. An example of this was seen in a Year 4 literacy lesson when the teacher provided a good range of challenging tasks that kept pupils working hard despite somewhat cramped conditions. Good support was also offered to two groups by a member of the support staff and by the governor for literacy. This support helped pupils to concentrate and to develop their reading and writing skills. Relationships are good throughout Key Stage 2 and teachers generally manage pupils' behaviour well. Sometimes, however, this is more difficult to achieve in Years 5 and 6, due largely to the wide spread of attainment in these classes.
24. In the best lessons at Key Stage 2, teachers provide work which really motivates pupils and challenges them. In such lessons, they make learning objectives clear and pupils know what is expected of them. In a very good numeracy lesson in Year 3, the teacher promoted very good attitudes to learning by involving all pupils, thus giving them confidence. Her very good subject knowledge and careful explanation of new concepts in learning helped pupils to make very good progress in their understanding of division.
25. Weaknesses in the teaching relate mostly to developing pupils' skills in information technology, where teachers' expectations of what pupils can do are not sufficiently high. In addition, marking of work at Key Stage 2 does not always focus sufficiently upon encouraging pupils to improve the way they present their work. Teaching at Key Stage 2 is not always successful in improving the standard of spelling for average attaining pupils. In some science lessons at Key Stage 2, there is a tendency to give pupils information rather than encouraging them to discover it for themselves.
26. The teaching of pupils with special educational needs is good. Support teachers work very effectively in literacy lessons. They are not obtrusive during whole class sessions but provide quiet encouragement where needed. In group work, these teachers are particularly effective. They plan work which relates closely to pupils' learning needs and manage to make all pupils eager to learn. This often results in good progress, as when Year 5 pupils developed skills of recognising and writing simple words during the independent group segment of the literacy hour.

Curriculum and assessment

27. Overall, curriculum provision is good. The only significant weakness is the lack of opportunity provided for pupils to develop skills in control technology, although such opportunities are now identified in curricular planning.
28. The last inspection report identified several significant issues relating to curriculum and assessment. Specifically, they related to: weaknesses in provision in geography throughout the

school; in aspects of English and information technology at Key Stage 2; and to a lack of challenge generally for high attaining pupils. Weaknesses in the use of assessment data and the lack of policies for some subjects were raised as a key issue. Overall, the school has been very successful in remedying these weaknesses. Policies are in place for all subjects and some, such as science, are now being reviewed by the governing body in the light of recent national guidance. Provision in geography and English is satisfactory. The school is increasing the proportion of pupils reaching high levels of attainment in National Curriculum tests and is proving to be very successful in this regard at Key Stage 1. Assessment is now being used well to guide teachers in their planning and to identify areas for improvement. Only in provision for information technology are there still some weaknesses and this area is clearly identified in the subject's action plan as a priority for improvement.

29. Children under the age of five in the Reception class are provided with a very effective curriculum to enable them to develop a full range of skills in ways which are appropriate to their age and learning development. The planned curriculum covers all the areas of learning recommended nationally for children of this age. The very good opportunities provided for children to learn through practical experience, and through very well-structured play activities, enable them to make good progress.
30. Curricular provision at Key Stages 1 and 2 is successful in enabling pupils to develop a wide range of skills. For example, they develop good skills of investigation in mathematics and science in addition to a wide range of skills in art, music and physical education. The school's successful implementation of the National Literacy and Numeracy Strategies is having a beneficial effect upon the development of skills in these areas. Only in information technology does curricular provision not fully meet pupils' learning needs. All subjects of the National Curriculum are taught.
31. The school makes good provision to develop pupils' personal and social skills. Sex education and health education are provided and include information about the use and misuse of drugs. The fact that the school builds into the curriculum opportunities for teachers to focus upon personal and social skills contributes strongly to pupils' development. All pupils have an equal chance to develop their skills across the full range of subjects. The school takes great care to ensure that neither gender nor disability prevent pupils from taking every opportunity to make the most of their education. For example, very good provision is made to ensure that girls and boys have an equal chance to take part in the full range of extra-curricular sport.
32. Provision for pupils with special educational needs is good. All staff are aware of the school's policy for special educational needs and they implement it well, responding positively to pupils' needs. The targets identified in pupils' individual education plans are realistic yet challenging. They relate closely to pupils' prior attainment and focus upon developing key skills. These plans are implemented well in lessons. Procedures for pupils with Statements of Special Educational Need meet statutory requirements.
33. Curricular planning is of good quality. It enables teachers to plan lessons that help pupils to build effectively upon their skills, knowledge and understanding. A clear curriculum plan covers all subjects and shows how pupils' learning will progress from Reception to Year 6. Half-termly planning is linked closely to this plan and to the Programmes of Study of the National Curriculum. Planning for literacy and numeracy matches the requirements of the relevant national strategies. Other planning is grounded appropriately in schemes of work for all subjects, some of which are now linked closely to recent national guidelines.
34. Provision for extra-curricular activities is very good. All teachers are involved in encouraging pupils to develop skills outside school hours, including lunchtimes and after school. The school runs football teams, including one for girls. There are and rugby, cricket and netball teams.

The majority of pupils at upper Key Stage 2 take part in such activities and are strongly encouraged to do so. Good quality art and drama clubs contribute to the development of pupils' skills and strongly promote pupils' self-esteem. Pupils sing in the school choir at certain times of the year. One of the school's aims is to help pupils value themselves and extra-curricular provision makes a very strong contribution to this.

35. The assessment of pupils begins when they enter the Reception class and the information gained is used carefully to plan the curriculum for these pupils. Subsequently, pupils are tested at the end of each year to monitor their progress. The school meets statutory requirements for the assessment of pupils on entry to school and at the end of Key Stages 1 and 2. All statutory test scores and national test results are analysed and used to help teachers plan appropriate programmes of work for individual pupils and to monitor pupils' progress over time.
36. Assessment procedures in the core subjects of English, mathematics and science are good. Half-termly tests are undertaken in these subjects and the results monitored by the school's assessment co-ordinator and by the headteacher. This information is used to plan learning programmes for individual pupils and to track the progress of different cohorts of pupils. Teachers also use this information to plan future work. For example, they use it to devise reinforcement activities for some pupils and to identify high attaining pupils. Teachers have developed agreed portfolios of pupils' work in English, mathematics and science, to help exemplify standards against National Curriculum criteria. This good practice provides teachers with examples of work to monitor quality of provision or pupils' progress. Teachers have now initiated a similar process which has now started in history and geography.

Pupils' spiritual, moral, social and cultural development

37. Provision for pupils' spiritual, moral, social and cultural development is good overall. Provision for social development is particularly strong. The vast majority of parents express their satisfaction with the attitudes and values the school promotes. Inspection findings support their views. The previous inspection report noted only strengths in this aspect of the school's provision.
38. Provision for spiritual development is good. The school works extremely hard to provide pupils with opportunities to reflect upon the values which it promotes. For example, following victory in a netball match, the headteacher took the opportunity at assembly to reinforce what pupils were clearly aware of: that the school values them whether they 'win' or 'lose'. In this way as in others, the school very strongly encourages pupils to value themselves as a pre-requisite for valuing others. In many lessons, teachers were observed to value pupils' ideas. Supportive comments in marking often enhance this strength. Pupils are encouraged to spend a moment reflecting on a particular theme during assembly before being invited to pray. Teachers also encourage pupils to do this during prayers in classes.
39. Across the curriculum, teachers take advantage of opportunities to develop a sense of wonder in pupils. In Reception, for example, children under five were encouraged to develop this sense when magnifying glass and cellophane as they improved their knowledge and understanding of the world. In Year 1, pupils were captivated watching an experiment involving cereals sinking and floating, whilst in Year 2 music, pupils listened intently and with a real sense of awe to music about a tiger in a storm. At Key Stage 2, pupils in a Year 3 history lesson were given an excellent opportunity at the end of the lesson to develop self awareness by reflecting on 'somewhere quiet and beautiful'. In Year 6 music, pupils were encouraged to empathise with World War II songs of farewell and return.
40. Provision for moral development is good. Pupils are encouraged to agree codes of conduct for

their classes. These are displayed prominently and referred to as necessary. Pupils are encouraged to treat everyone with respect. All staff set a good example for pupils to follow. Staff take the time to talk to pupils when things go wrong and, whilst they are firm, they also take care to provide a clear and sympathetic moral framework for their response. The school emphasises the importance of people over possessions and encourages kindness and tolerance.

41. Provision for social development is very good. The high quality of this provision permeates the school. Pupils are given good opportunities to co-operate and collaborate in lessons. Many have special responsibilities in their classes, such as giving out or collecting books. Staff have high expectations of pupils in this aspect. For example, pupils in Year 1, some of whom have only just reached the age of five, were expected as a matter of routine to tidy books away at the end of a literacy lesson. Pupils in Year 5 were expected to perform a similar task in tidying equipment at the end of an outdoor games lesson. As pupils grow older, they are given more responsibility. Pupils in Year 6 are given a wide range of duties to perform, such as collecting for a local hospice, checking staff numbers for school meals and distributing registers. The hospice collection promotes awareness of the needs of others. This awareness is raised further by a collection for charity during Lent and by speakers from local churches who visit the school. Very good provision for extra-curricular sport plays a strong part in developing the sense of community so evident throughout the school.
42. In response to pupils' concerns about outdoor play facilities, the school has provided a school council containing elected representatives from each year group as well as representatives from the school staff. The headteacher says that "We listen to children" and this is true. Pupils set the agenda for the council. The school has provided advice on how to run meetings and has also provided a budget of £50 from voluntary funds, for which the school council is held accountable. At present the school council is running a "Keep the Classroom Tidy" competition. Some play equipment has been provided in each class out of the school council's budget and its use and state of repair are monitored by school council members.
43. Provision for cultural development is good. Many displays around the school reflect non-Western cultures and non-Christian religions. At the time of the inspection these included displays relating to the Jewish religion and to India. Books which contain positive references to ethnic minority groups are provided. Pupils have visited the Jewish Museum in Manchester. Last term they had an 'India Day' when Indian dress and food was celebrated. In geography, pupils study Dehli. A wide range of Western and some non-Western art is represented. Music from a wide spread of traditions is provided as part of the curriculum and in assemblies, although the range of musical instruments representing non-Western traditions is limited. Good provision is made in history lessons for pupils to gain an appreciation of the British cultural heritage.

Support, guidance and pupils' welfare

47. The school takes good care of all its pupils. The good relationships within the school enable pupils to seek advice and guidance from staff and other adults with confidence. This contributes strongly to the happy and supportive environment evident in the school. Good assessment procedures are in place to monitor pupils' academic progress. Pupils with special educational needs are well supported by class teachers and support staff and this promotes their progress.
44. Pupils are given good opportunities for personal development through independent learning, by taking part in a wide range of extra-curricular activities and by being given responsibilities such as acting as class monitors or by being members of the school council. Attendance and behaviour are monitored effectively. Pupils are rewarded for good attendance and punctuality.

The school has regular contact with the education welfare officer and, where problems about attendance arise, they are dealt with quickly.

45. The school has a clear child protection policy. The headteacher is the named person responsible for child protection issues and has received training. Staff are aware of procedures. Pupils' awareness of safety matters is raised through discussions in class and assemblies and by talks from outside speakers.
46. A good range of policies and procedures promote health and safety effectively although the school has only one member of staff qualified in administering first aid. Lunch times are well managed by supervisory staff, who have received training, and pupils are supervised in a respectful and caring manner. Safe practice was observed on a visit to the local library. Pupils were reminded about hygiene during a science lesson connected with food. The school has received an award for a healthy tuck shop and won a 'Gold Award' for promoting health education. A wide range of visitors comes into school to talk about health and safety matters, and the school nurse attends regularly. Fire drills are held regularly and checks on electrical appliances are undertaken. The clean and secure environment of the school premises makes a positive contribution to pupils' learning.

Partnership with parents and the community

47. Good links with parents help create a learning environment which encourages pupils to feel valued and which extends their learning into the home. Parents report that they feel welcome and valued by the school. They receive information of good quality about school policies and procedures, curriculum matters and events. They also receive regular letters, an informative prospectus and the annual governors' report to parents. Parents' evenings are held each term. At these, parents have the opportunity to view pupils' work and, in the summer term, to discuss the informative annual reports on their children's progress. These reports identify areas for improvement in English and mathematics.
48. Some parents are actively involved in the school as helpers in a number of curriculum areas. They also help with visits, making toast at break-time and assisting with fundraising events. Family learning groups, organised by a local further education college, provide courses in Key Stage 2 English and mathematics and in child development. These sessions have been beneficial to parents in enabling them to support their children's learning.
49. Good links have been established with the local church, which pupils visit and at which they have attended services. The school hall is used by the church for worship, church groups, meetings and fundraising events. Pupils have been involved in fundraising for a variety of charities at home and abroad. Speakers from the charities have talked to pupils about the work they do to help others. There are good transition arrangements in place with several local high schools and pupils are given the opportunity to visit and sample lessons prior to entry. The school provides work experience for several high school students throughout the year.
50. Pupils are involved in several sporting activities with other local schools. A local professional football team has provided coaching for pupils. Speakers from the local community have visited the school to talk to pupils on topics about the arts, and health and safety. Visits to museums, theatres, churches and places of interest, including a residential visit to an outdoor pursuits centre for older pupils at Key Stage 2, enrich learning opportunities and personal development.

54. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

54. **Leadership and management**

51. The quality of leadership and management is good and contributes significantly to the good progress pupils make throughout the school. It has also had a significant influence upon the level of success in improvements made since the last inspection. The headteacher provides effective leadership which gives clear educational direction to the school. She has invested considerable energy and enthusiasm into building a team which is committed to raising standards by providing a caring, supportive environment in which pupils are motivated to learn and to succeed. This aim is shared and supported fully by the parents and by the governing body.
52. The headteacher monitors the curriculum and standards of attainment effectively by scrutinising teachers' planning, visiting classrooms, reviewing pupils' work and by analysing test results. She knows the pupils and their families well and promotes a strong sense of community in which co-operation features prominently. Although there are co-ordinators in place, some have only recently been appointed and their role in monitoring the quality of teaching and learning is not yet fully developed. The newly-appointed deputy headteacher is making a strong contribution to planning future improvements. The headteacher, staff and governors have a clear picture of strengths and weaknesses in standards and have identified and targeted key areas for improvement. Management of special educational needs is good, enabling the school to make effective provision for these pupils. This results in good progress.
53. Strategic planning is very good. The governing body meets regularly and is very supportive of the school. It has an appropriate committee structure which enables governors to carry out their statutory responsibilities efficiently and in full. Governors are well-informed and have good levels of knowledge and understanding of all aspects of their responsibilities and of the school's work. The governing body has effective systems for monitoring staffing, finance and the curriculum. The school complies with all statutory requirements except that relating to teaching the full Programme of Study for information technology.
54. The school development plan and co-ordinators' action plans for their own subjects are good working documents which cover in detail developments for the immediate future and implications for future years. Governors are closely involved in setting priorities for the development plan and monitor carefully its implementation. The development plan is carefully linked to the school's budget. The school analyses test results and the information obtained is used effectively to plan work for individual pupils in order to raise further the standard of their attainment.
55. The school's ethos is good. Relationships are strong and the school's strategies to improve behaviour are effective in creating a positive learning environment. Staff are committed to raising standards through careful implementation of a range of initiatives, such as the National Literacy and Numeracy Strategies. Good quality management ensures that the school is well placed to make further improvements.

Staffing, accommodation and learning resources

56. The school has sufficient appropriately qualified and experienced staff to teach the curriculum. Staff responsibilities are clearly outlined in job descriptions which are reviewed every year. Two part-time teachers have responsibility for pupils with special educational needs. Classroom support staff contribute significantly to the education of the pupils and are very much part of the learning process. The school has an appropriate number of clerical and

administrative staff who play an important role in the smooth running of the school. Teaching and support staff work well together and a strong team spirit prevails throughout the school. This has a positive impact on relationships and hence upon the effectiveness of the learning environment.

57. Procedures for staff development are not formalised but the school and governors place great importance on the personal and professional development of the teaching and support staff. Staff development is linked to whole-school priorities for development. A satisfactory system of teacher appraisal is in place. Good use is made of the local education authority teachers' centre. Newly qualified teachers take part in the local authority induction process and are provided with a mentor by the school. These procedures are successful.
58. Accommodation is good overall. Although classrooms are generally large enough to accommodate the large numbers in classes, particularly at Key Stage 2, some are cramped and pupils are somewhat crowded together. In addition, the school is unable to use the library at certain times of the day as it is used as an extra classroom for Year 2 pupils. All staff work hard and successfully to provide bright and stimulating displays in classrooms, corridors and other teaching spaces. For example, the entrance area to the school and connecting corridor is used as a "gallery" to display pupils' art work. The building is kept clean and bright by the caretaker and her staff and is reasonably well maintained, although the condition of the roof is deteriorating. Over the last five years there has been a rolling programme of building improvements and repairs to make the building more attractive and the most recent development is a computer suite which reflects the fact that information technology has become a priority in the school. There are sufficient outdoor spaces to encourage both creative play and sports. However, the playground markings are quite faded and this makes some outdoor games difficult to play properly.
59. The school is adequately resourced for most subjects. The ratio of computers to pupils is good. However, resources for music do not contain sufficient instruments which represent non-Western musical traditions. Resources are in reasonable condition overall and are carefully stored and accessible. The school regularly uses the wider environment as a learning resource. A number of visits to places of interest are available and Year 6 pupils spend time away at a residential centre. Much of the coach travel is paid for by the school to lower the cost of such visits.

The efficiency of the school

60. Financial planning by the governing body and the control and management of resources available to the school are good. The initial budget is set by the headteacher after consultation with the local education authority. Priorities identified by the school together with future staffing requirements are carefully considered. The governors' finance committee is fully involved in this process and all governors are presented with full financial information. The school has inherited a substantial budget surplus which has enabled the governing body to make extra-curricular improvements and also to improve the environment of the school.
61. The governing body and senior management have a good understanding of future financial developments. With the number on roll falling during the current academic year, spending has had to be very carefully evaluated. Staffing implications have been considered along with other issues and future financial planning is secure. Carefully considered plans are in place to improve the accommodation. Governors are confident that the recent rise in standards and the progress made by pupils are the result of successful financial management. The finance committee meets termly and very careful monitoring ensures that the phased budget balances with phased spending. Subject co-ordinators produce annual action plans for their subjects

which are appropriately costed. The school development plan, which sets out priorities to move the school forward, is evaluated regularly by the headteacher and staff.

62. The day-to-day administration of the budget and other school funds is carried out very effectively by the school administrator and overseen by the headteacher. The school administrator is well acquainted with local financial management procedures and is well supported by the local authority. Although financial administration has not been audited since before the last inspection, the local education authority's financial services regularly monitor the financial effectiveness of the school.
63. Teaching and support staff are used well. Support staff contribute well to pupils' learning and to the overall life of the school. They are valued members of staff. The use of learning resources and accommodation is sound. Space is generally used effectively to provide appropriate learning and activity areas for the pupils. Provision includes an information technology suite and quiet rooms for small groups of pupils. However, space in the school hall is limited because physical education equipment is stored inefficiently and because space is taken by a display of pupils' work from the last year. The use of the school library is also restricted when it becomes a Year 2 teaching area.
64. The funding the school receives for pupils with special educational needs is used to provide valuable and effective teaching and non-teaching support for these pupils. This results in these pupils making progress which is good at both key stages.
65. Although attainment in English and science is below average when the pupils leave the school, pupils make satisfactory progress overall. Pupils' attitudes and behaviour are good. When these indicators are considered alongside the good teaching that pupils receive and the cost of educating them, the school is providing satisfactory value for money.

69.

69. PART B: CURRICULUM AREAS AND SUBJECTS

69. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

66. Provision for children under five is very good. Children are admitted into the reception class at the beginning of the academic year in which they become five. The curriculum for children under five is based on the six areas of learning recommended nationally for children this age and provides them with a very good range of first-hand experiences through which to develop their skills. The school provides a wide range of challenging, imaginative and focussed experiences to promote children's learning in language and literacy, mathematics and personal development. The overall attainment levels of most children entering the Reception class are average. The majority make good progress and reach the nationally agreed desirable outcomes for learning in all areas before their fifth birthday.

70. **Personal and social development**

67. Children's progress in their personal and social development is very good. Children enjoy coming to school and show positive attitudes to their work. They confidently answer questions and are eager to explore new experiences and challenges. They respond positively to encouragement and to reminders of what is acceptable behaviour and are able to follow school routines and rules. Children are very independent. They choose their own activities and stay involved until tasks are completed. They work very hard to improve their skills and are proud of their achievements. Through religious education and well-planned topic work, children are developing an understanding of other cultures and faiths. Carefully organised activities encourage children to work together, sharing ideas and resources. Relationships are very good and children are confident and friendly towards each other and adults.

71. **Language and literacy**

68. Children make good progress in their early reading and writing skills and many are confident readers before their fifth birthday. The teacher makes it a priority to provide a very wide range of effective experiences to develop and extend children's language and literacy skills. Children listen carefully to their teacher and other adults; daily routines and challenging activities encourage them to develop a rich and precise vocabulary. They take great pleasure and pride in trying out newly acquired learning. For example when learning about the different shades of colour, children confidently explore the words lighter and darker when they explain their work to visitors. Children make an excellent start to their early reading and writing skills. Clearly labelled displays, alphabet and sound friezes and name cards help them to recognise their names, the sounds of letters and simple words and phrases. By the end of the Reception year most children are able to sequence a story, write simple sentences unaided and record their observations in an appropriate way. Children write their own names on their work without prompting, using capital and small letters accurately. Children are eager to read books and often choose them as an activity.

72. **Mathematics**

69. Children make good progress in developing their number and other mathematical skills. Through the appropriate implementation of the National Numeracy Strategy and well-planned topic work, children explore shape, pattern, measurement and number. Routines and planned activities encourage children to compare, match, sort, order, sequence and count. Considerable emphasis is placed on children using appropriate mathematical vocabulary. They know that

'two comes before three and that four comes after three'. By the end of their Reception year, children have a good understanding of time as they observe what each other can do in one minute. They do simple addition and subtraction problems and use number-lines to develop their understanding of order and counting. Different shaped paper for practical activities such as cutting and sticking develops children's awareness of circles, triangles and rectangles. This is reinforced through simple homework tasks in which parents are involved.

73. Knowledge and understanding of the world

70. Children are developing a good understanding of the world. They learn about the passage of time through celebrating birthdays and festivals and through work on number rhymes such as 'Hickory dickory dock'. Each day they talk about the days of the week and the changing weather and seasons. Children observe similarities and differences using binoculars and magnifying glasses to examine autumn leaves and berries. Using a wide range of quality construction toys and hollow bricks the children design imaginative buildings and vehicles. Children use the computer competently to reinforce and develop their understanding of mathematics and language and literacy. Children use their skills of cutting, folding and joining to create their own models and pictures.

74. Creative development

71. Children enjoy a very good range of experiences in art, music, dance, story and imaginative play. This enables them to make good progress in developing their creative skills. Role-play is particularly effective in supporting creative development. At the time of the inspection, children had the choice of planning parties for their friends in the domestic play or climbing into their very own 'tree house'. In the tree house they were able to experience a 'real' adventure with a picnic, binoculars and clipboards at the ready. Children mix their own paints and know that by adding a little white paint they can make their chosen colour lighter.

Physical development

72. Very good provision is made for children's physical development through planned physical education and dance lessons. This promotes good progress. In dance lessons they perform simple dance routines with precision and control and show a good awareness of space and control. They are developing good, safe control when using scissors, cutters, construction toys and malleable materials. Children show very good co-ordination as they move around the classroom and school.

Teaching

73. Teaching in the reception class is mostly very good and sometimes excellent. The teacher has an excellent understanding of how young children learn and of the importance of high quality first-hand experiences and well-planned structured play. This has a considerable effect on rates of progress. She has a strong commitment to the early years and a high expectation of behaviour and attainment. Experiences and activities are imaginative, interesting and challenging and focus very closely on what children are to learn. Activities are very well organised and appropriate to promote language and literacy and mathematical development. The numeracy and literacy strategies are well planned to take account of the needs of the youngest children. For example, group work in the numeracy lesson can take the form of writing number three in the sand or painting numbers in different colours. There is an excellent balance of teacher-focussed activities and those which children are able to choose for

themselves. Independent learning is given a high priority ensuring that the literacy and numeracy lessons are effective in promoting children's development in these areas. This prepares them well for the more formal work to follow in Key Stage 1.

74. Staff provide effective support for all activities. Classroom support assistants, students and volunteers are always well briefed and supported. This has a very positive effect on the quality of the teaching and learning. Questions and comments extend children's skills and knowledge and help the teacher assess children's progress towards the learning objectives. Children are given very good clues and encouragement to help them discover the right answers to a question. Relationships are reassuring and children are given reminders of acceptable behaviour and are encouraged to try new ideas and skills. Lesson plans are excellent; they are very clear and detailed with appropriate learning objectives and activities which are well matched to children's prior attainment. Baseline assessment is used effectively and the teacher plans an appropriate curriculum for the children under five. There is a manageable and useful record system, which indicates rates of progress in children's learning. The very good provision ensures that children make rapid progress towards the desirable outcomes for their learning and are well prepared for the Key Stage 1 curriculum.

78. **ENGLISH, MATHEMATICS AND SCIENCE**

78. **English**

75. National Curriculum test results at the end of Key Stage 2 show an overall trend of improvement since 1996. In 1998, the most recent year in which national comparisons are available, the proportion of pupils gaining the national standard Level 4 was close to although a little below the average for primary schools in England as a whole. The most recent National Curriculum test results available, in 1999, show a fall away from this trend owing to the lower attainment of that particular cohort of pupils. However, inspection findings indicate that the attainment of the oldest pupils at present in the school is similar to 1998 standards whilst remaining below the national average overall. The proportion of pupils gaining high levels over the past three years has been well below the national average. At Key Stage 2 in 1998, the school's performance was close to the average for similar schools.
76. At the end of Key Stage 1, results have been above the national averages in reading and close to the national average in writing from 1996 to 1998. The proportion of pupils achieving high levels in reading has been very high during this time and close to the national average in writing. Inspection findings indicate that standards are similar for the oldest pupils at Key Stage 1 this year although slightly higher in reading. Attainment in reading and writing is above the national average by the end of Key Stage 1. At Key Stage 1 in 1998, the school's performance was well above average overall in relation to similar schools.
77. At Key Stage 1, pupils of all levels of attainment make good progress in developing the early skills in literacy. In this they are building upon the effective foundation for learning provided for them as under-fives. During Key Stage 1, they develop a good vocabulary of common words and learn to blend together different sounds to form simple words. In writing, during Year 1, they develop the ability to print letters clearly and to put words together to form sentences. In Year 2, handwriting becomes more mature and high attaining pupils join their letters. High attainers are also beginning to understand the correct use of speech marks, question marks and exclamation marks. This good progress is due in large part to the good quality of teaching at Key Stage 1 and to the school's successful implementation of the National Literacy Strategy.

78. By the end of Key Stage 1, attainment is above the national average in reading and writing. Average attaining pupils read fluently and with good expression from books of a suitable level of difficulty. They have the confidence to try to say unfamiliar words and know how to 'sound out' such words to help them do so. Many pupils use simple dictionaries accurately. High attaining pupils read very fluently. They talk confidently about their reading interests and know the difference between fiction and non-fiction. Most pupils listen attentively and they answer questions in a way that shows understanding. They converse easily with adults and can talk about their work when in small groups. In writing, by the end of Key Stage 1, average attaining pupils can separate their work into sentences, using full stops and capital letters correctly. High attaining pupils show very good ability in expressing their ideas.
79. At Key Stage 2, pupils of all levels of attainment make satisfactory progress in literacy. Those at present in Years 5 and 6 started the key stage with lower than average attainment and are making satisfactory progress in relation to their prior attainment. Pupils in Years 3 and 4 are also making satisfactory progress, from a higher baseline. These differences in cohorts' prior attainment explain why progress at Key Stage 2 is satisfactory despite the fact that attainment is below national expectations by the end of the key stage.
80. In reading, at Key Stage 2, pupils of all levels of attainment make satisfactory progress in reading books of increasing difficulty. They develop the skill of using a contents and an index although some high attaining pupils in Year 4 are not yet able adequately to find words in a dictionary. For example, a group of high attaining pupils had great difficulty during a literacy lesson in finding the word 'continuously'. Although they could find 'con' words quickly, they could not easily locate 'continuously' using the fourth letter of the word.
81. By the end of Key Stage 2, pupils' attainment in reading is below the national average. Although many read reasonably fluently, they read mainly from books which are less difficult than expected for pupils this age. Skills of locating information in reference books are satisfactory but average attaining pupils find it difficult to summarise information succinctly. High attaining pupils, on the other hand, do this well. For pupils of all levels of attainment, experience of reading books within a range of children's authors is limited. Most of those pupils questioned could name no more than two well-known children's authors and several could name only one, Roahl Dahl.
82. In writing, at Key Stage 2, pupils generally develop satisfactorily their ability to arrange work appropriately in fiction and non-fiction forms. Many learn to write coherent sequences of ideas and improve facility for using interesting words. Good attention to developing the skills of literacy in other subjects helps pupils develop the ability to write for different purposes. However, progress in spelling is unsatisfactory for average attaining pupils, particularly in Years 5 and 6. Quite common words are misspelt, for example 'blew' being spelt as 'blu' and 'possible' as 'possibil'. Progress in developing a good style of handwriting is unsatisfactory throughout Key Stage 2 for pupils of all levels of attainment. Insufficient attention is paid to improving the quality of written work in exercise books.
83. By the end of Key Stage 2, attainment in writing is below the national average. Whilst many pupils produce writing that has good content as, for example, when pupils in Year 6 wrote with sensitivity in diary form about their feelings, the structure of work remains below expectations. Punctuation within sentences is limited and paragraphs are often not used appropriately. Only high attaining pupils write with clarity, confidence and good structure.
84. Attainment in speaking and listening matches national expectations by the end of Key Stage 2. Most pupils converse fluently and can tailor their conversation to suit particular subjects. They listen attentively and their speech flows expressively. Some speak or read aloud confidently in front of the class although opportunities for doing this were limited during the inspection.

85. Pupils with special educational needs make good progress at both key stages. There is a high proportion of pupils with special educational needs in Years 5 and 6 and these pupils are given teaching support of good quality. This helps them make good progress in lessons. For example, pupils in Year 5 made good progress in developing their skills in recognising simple words when given accurate and enthusiastic guidance by a specialist teacher.
86. Pupils at both key stages show good attitudes to their work. At Key Stage 1, pupils listen very attentively and are eager to tell what they know. For example, pupils in Year 1 were very keen to show they could read with expression during the shared reading segment of the literacy hour. Pupils are well behaved and they work co-operatively during independent group work in literacy lessons. An example of this, also in Year 1, was when pupils using listening centres worked sensibly for the required 20 minutes. At Key Stage 2, most pupils continue to be attentive although a few in Years 5 and 6 find this a little difficult. Most settle well to work in groups and persevere well. This was very noticeable during the literacy hour when Year 4 pupils worked hard at a variety of activities in quite cramped conditions. Occasionally, a few pupils in Years 5 and 6 find it difficult to maintain their concentration when given work to carry out independently. A good feature of pupils' response to learning at both key stages is the way in which many write interesting comments in their home reading records, expressing their enjoyment of stories they have read.
87. The quality of teaching at Key Stage 1 is good overall with half the lessons observed being very good. At Key Stage 2, half the lessons observed were of good quality and the other half were satisfactory. Overall, teaching at Key Stage 2 is satisfactory. At Key Stage 1, teaching has a strong impact upon pupils' progress. Teachers show good understanding of how to teach the early skills of literacy and this helps them focus pupils' attention clearly upon learning such skills. They set out clear objectives for their lessons and provide pupils with a good level of challenge in their work, expressing high expectations of what should be achieved. They use support staff and helpers effectively to develop skills in group work. For example, in Year 1, the teacher made very good use of a former colleague to help develop writing skills with high attainers whilst in another lesson, in Year 2, a parent helper worked very effectively with low attaining pupils to help them develop the skill of sequencing events in a story. Teachers encourage pupils to check and correct their work, with comments such as "Have you checked to see if you've put in full stops?" In the best lessons, very high expectations of effort and behaviour are combined with work which is very well matched to pupils' prior attainment. This results in the creation of a very effective learning environment.
88. At Key Stage 2, teaching enables pupils to make satisfactory progress overall in developing the skills of literacy. This is particularly noticeable in the way in which teachers use work in other subjects to help develop such skills. In Year 6, the literacy lesson was also effectively a history lesson, with pupils developing a sense of empathy with people who experienced World War II whilst also developing their reading and writing skills. Note-taking in religious education, recording of findings in science and descriptive work in geography provide other examples of this skill development. Teachers at Key Stage 2 work very hard to ensure that work matches pupils' learning needs and are largely successful in so doing. The high proportion of pupils with special educational needs in Years 5 and 6 sometimes makes it difficult to achieve the correct level of challenge for all pupils in these classes but teachers are usually successful in so doing. Occasionally, however, older pupils at Key Stage 2 receive work to do independently during the literacy hour which does not challenge them and then they lose concentration. Homework in reading at both key stages is successful in developing pupils' enjoyment of reading. Marking is completed regularly at both key stages, often with supportive comments. However, at Key Stage 2, it does not always focus sufficiently upon bringing pupils to improve the way in which they present their work. Teaching of spelling is not always effective in helping average attaining pupils to improve this aspect of their work.

89. The subject co-ordinator is very new to her post but is beginning to develop a view of subject strengths and weaknesses. The school is implementing the National Literacy Strategy satisfactorily overall and the headteacher has helped teachers to improve their practice by monitoring literacy lessons and then talking to teachers about strengths and areas for improvement. Resources for learning are adequate and the school library is of a reasonable size. However, its deployment as an extra classroom for part of each day limits its use as a means for pupils to develop their research skills. A well-organised and popular drama club takes place regularly at Key Stage 2 after school. This is successful in promoting pupils' enjoyment of English as well as helping to develop their skills of speaking and listening.

90. Since the previous inspection, the quality of teaching has improved significantly at Key Stage 2. Standards in writing remain below national expectations although they are improving.

94. **Mathematics**

91. Since the previous inspection, attainment overall in mathematics has improved considerably. In the previous inspection, attainment at the end of Key Stage 1 matched national expectations. Attainment at the end of Key Stage 2 was below national expectations. Now, attainment is well above the national average by the end of Key Stage 1 and it is in line with the national average by the end of Key Stage 2. This represents good progress since the last inspection.

92. Results of the 1998 National Curriculum tests at the end of Key Stage 2 show that the percentage of pupils achieving the expected Level 4 was close to the national average and average when compared to similar schools. However, the percentage of pupils attaining the higher level is well below the national average and below that found in similar schools. The results of the 1999 National Curriculum tests indicate a significant improvement in the proportion of pupils attaining more highly at Level 5. Inspection evidence indicates that standards are close to that expected nationally. Over 50 per cent of pupils in Year 6 are on course to attain the expected Level 4 with a significant number set to achieve Level 5.

93. The results of the 1998 National Curriculum tests at the end of Key Stage 1 show that the percentage of pupils achieving the expected Level 2 and more highly at Level 3 was very high when compared to the national average and to similar schools. Over the last three years attainment in Key Stage 1 has been well above the national average. The National Curriculum tests for 1999 show standards continue to be high with all pupils achieving the nationally expected Level 2 and almost 50 per cent of pupils achieving Level 3. Inspection findings generally confirm these results. They show that standards in Year 2 continue to be well above the national average.

94. Pupils with special educational needs make good progress and attain satisfactory standards in relationship to their prior attainment. All pupils have equality of opportunity in mathematics.

95. The fact that the school has been part of the national pilot scheme for the National Numeracy Strategy and this has had a positive impact both on the quality of teaching and on standards at both key stages. Teachers have implemented the strategy with enthusiasm, and pupils' confidence and accuracy in mathematical understanding have been enhanced. Opportunities to use number and mathematical vocabulary are provided in other subjects such as history, science and design and technology. For example pupils were encouraged to make very accurate measurements when designing and making models of Roman villas.

96. Most children attain the Desirable Learning Outcomes for five year olds before they reach their fifth birthday and so enter Year 1 very well prepared for studying from the Programme of Study of the National Curriculum. The good progress made in the Reception class is maintained in

Key Stage 1 by pupils of all levels of attainment, including those with special educational needs. This is due to the good quality of teaching, good planning and assessment procedures and good relationships, all of which encourage and support pupils of all abilities. There are good opportunities for pupils to develop mental strategies through whole-class activities, games, structured role-play and group work. All pupils have very good mental recall skills. Younger pupils in Year 1 are very confident with numbers to 20 and are able to do simple money problems involving coins of different values. In Year 2 high attaining pupils work confidently with numbers up to 500 and have a good understanding of place value. They understand 'greater than' and 'less than' and accurately calculate and record, for example, what is 100 more than 564.

97. At Key Stage 2, pupils of all levels of attainment, including those with special educational needs, make good progress and standards are steadily improving. The good progress and the high standards achieved now in Key Stage 1 are being maintained. For example in a Year 4 lesson, three-quarters of the pupils were working very competently at National Curriculum Level 3 and a further quarter were working close to Level 4. Pupils have very good mental recall of multiplication tables. Year 3 pupils use these to work out the product of two numbers and they explain how they arrived at their answers.
98. Attainment in Year 6 is now in line with the national average. This represents good progress over the last three years both for the cohort and the school. In Year 6 pupils are able to apply their knowledge and understanding of number to solving problems. High attaining pupils use mental arithmetic skills to divide and multiply fractions and can convert fractions to decimals. During the inspection, emphasis was being placed on number. However a scrutiny of the schemes of work, teachers' planning, and last year's work indicate that pupils are developing appropriate understanding of the other areas of the Programmes of Study.
99. Behaviour in lessons is good at both key stages. Relationships are also good. This has a positive effect on pupils' attitudes to mathematics and to the progress they make. Pupils respond well to the National Numeracy Strategy. They answer questions eagerly and are enthusiastic about the subject. They enjoy the challenge of mental and oral activities and work hard to improve their skills. Pupils persevere well, working independently with the minimum of support. Pupils are very clear about what they are expected to learn. At the end of the week they can discuss with the teacher the progress they believe they have made in, for example, learning their multiplication tables. When required to do so, pupils work well in pairs or groups, exchanging ideas and giving each other help and support. Pupils take pride in their work and their standard of presentations is almost always good.
100. The quality of teaching at both key stages is good overall with some very good teaching being seen at both key stages. Teaching is particularly good in Key Stage 1 and at the lower end of Key Stage 2. All teachers are implementing the National Numeracy Strategy with enthusiasm and confidence. Lessons are well planned to ensure that work is appropriate and challenging for all pupils. Clear explanations are given to ensure that pupils understand what they are intended to learn. Questions and comments are used effectively to check and extend pupils' knowledge and understanding. There is a good balance between whole-class, group and individual teaching strategies.
101. Teachers and support staff give good support to pupils with special educational needs. Recent initiatives to target pupils' mathematical development are having a positive effect both on the progress of individuals and groups. Homework is given regularly to support work done in the classroom. Work is always marked and often contains useful comments on how pupils can improve their work.
102. The curriculum meets statutory requirements. There is a clear policy statement which has been

updated to take into account the National Numeracy Strategy. The co-ordinator has been in place only a short time. She is enthusiastic and knowledgeable about strengths of the subject within the school. Although her role does not include formal monitoring of the teaching she has worked in each class and knows the needs of the pupils well. She is committed to raising standards further through setting targets for groups of pupils and individuals.

106.

Science

103. Evidence from scrutiny of work and lessons seen during the inspection indicates that by the end of Key Stage 1 standards of attainment are above the national average. However, attainment is below the national average by the end of Key Stage 2. This is consistent with the 1998 National Curriculum test results for Key Stage 2 which show the percentage of pupils reaching Level 4 or above was well below the national average. At Key Stage 1, teachers' assessments indicated that the percentage of pupils achieving Level 2 or above was very high in comparison with the national average. Although there are no national comparisons available at present, the teacher assessments in 1999 show that a significant number of pupils achieved Level 2 or above in Key Stage 1. At Key Stage 2 the percentage of pupils achieving Level 4 or above was slightly higher than in 1998 but with nearly half of those pupils achieving Level 5 or above. There was also a significant number of pupils in that cohort of pupils that had special educational needs. This represents a steady improvement in attainment at the end of Key Stage 2 since the previous inspection in 1996 when attainment was well below expectations at the end of the key stage. In 1996, standards in Key Stage 1 exceeded national expectations and this has been maintained.
104. By the end of Key Stage 1, pupils are confident in making their own suggestions about scientific matters. They name the external parts of the body and understand that babies grow into children and then into adults. Pupils appreciate that plants need light and water to grow and can name the leaf, flower, stem and root of flowering plants. They recognise that living things can be grouped according to observable similarities and differences. For example, they can sort mini-beasts into groups by using judgements based on their number of legs or on whether or not they have wings. Pupils understand that materials can change, such as ice melting into water and that darkness is the absence of light. Pupils record their findings in drawings and in written format, using simple charts and tables.
105. By the end of Key Stage 2, pupils appreciate the feeding relationships that exist between plants and animals in a habitat. They are starting to use terms such as food chains, predator and prey. High attaining pupils consider the implications of pollution on feeding relationships and present their observations carefully. Pupils describe the differences between solids, liquids and gases and use terms such as condensation. When working with simple mixtures they understand that some materials dissolve in water and that an excessive amount of a material such as salt can lead to saturation. Pupils build simple circuits and are able to predict whether they will work or not. They appreciate the need for safety when working with electricity and that the relationship between the sun, earth and moon relates to day and night and the seasons. Pupils predict what might happen during investigations and have some understanding of what constitutes a fair test although not to the level expected for pupils of this age. Some also lack confidence in their scientific knowledge and understanding.
106. At Key Stage 1, all pupils including those with special educational needs make good progress. The good progress that pupils make in the Reception class in their knowledge and understanding of the world is continued into Year 1 where pupils study the sources of light, explore and recognise the similarities and differences in the texture of materials and describe how some materials change. Year 2 pupils confidently explain what they have discovered and have a good scientific knowledge. Pupils are actively involved in their learning and are encouraged to make suggestions. Although progress is satisfactory in Key Stage 2 for pupils of

all levels of attainment, activities tend to be more teacher directed and not all pupils are always involved. This restricts progress in a few lessons. Year 3 pupils understand that bodies have skeletons and muscles to support their bodies and help them move. This work on the human body is extended appropriately in Year 4 where pupils study how the blood circulates in the body through arteries and veins and where they indicate that the heart acts as a pump. They understand the functions of teeth and the importance of dental care when they take part in a community health programme. Year 5 pupils appreciate the need for fair testing and make predictions as they test what materials are best for separating water from undissolved solids. In both key stages appropriate emphasis is placed on experimental science.

107. Pupils' response to the subject is generally good at both key stages. Most pupils show interest and are curious to learn. They are keen to discuss their work and to show what they understand. This was evident when Year 2 pupils presented their work on mini-beasts. Similarly, there was considerable excitement as Year 3 pupils used a syringe, plastic tubing and water to replicate the pumping action of the heart. Pupils are well behaved and motivated to learn, with the majority of pupils making the maximum effort during individual and group work. Most pupils settle to written tasks quickly, work purposefully during investigations and co-operate well when sharing equipment. However, in Key Stage 2, not all pupils are confident in answering questions and during class discussions some pupils are not sufficiently involved.
108. The quality of teaching was good in both lessons observed at Key Stage 1. At Key Stage 2, two lessons observed were good and the other two were satisfactory. Teaching at Key Stage 2 is satisfactory. Good science teaching at both key stages is characterised by good whole class introductions, where references are made to previous learning and where pupils are challenged by good questioning. These sessions have appropriate pace and no time is wasted with activities that are non-scientific. Lessons are well prepared and learning objectives are made very clear. In some lessons there is a tendency to provide information, rather than encourage pupils to think things out for themselves. This can limit the effectiveness of some experimental work. Classroom support staff are effective in science and make a significant contribution to the quality of pupils' education.
109. The recently appointed science co-ordinator is an enthusiastic teacher who is determined to develop the subject, which is currently a priority in the school. The school intends to adopt the national guidelines for science. The school long-term plan for science ensures appropriate coverage of the National Curriculum attainment targets and Programmes of Study. The school is keen to emphasise the importance of investigative science. Pupils are assessed every half-term on the science topic they have covered. This information is used to track pupils' progress and to plan future topic work. Resources for science are satisfactory and are stored centrally. A planned audit of resources is to be undertaken by the co-ordinator in the near future.

113. OTHER SUBJECTS OR COURSES

113.

Information technology

110. Pupils' attainment is below national expectations by the end of both key stages. The previous inspection reported weaknesses in standards and provision which have yet to be addressed successfully. However, the recent appointment of an experienced co-ordinator has resulted in clear plans for improvement.
111. By the end of Key Stage 1, pupils can control the computer mouse. They can click and drag to move items on-screen. They respond to visual and written prompts to change the screen. However, few pupils show any further understanding. They find it difficult to explain how to retrieve and store work and do not organise information to present findings. Most use simple programs successfully to support their work in literacy and numeracy. Most can operate

listening centres to aid their work in literacy.

112. By the end of Key Stage 2, pupils are reasonably confident in word processing. They can save work, retrieve it and print it. However, pupils have very little knowledge of control technology and those in Year 6 are unable to recall when last they used a programmable device. Pupils show some ability to organise data, as when a group constructed bar charts as part of their work on probability in numeracy. However, their ability to interpret the data presented was below the level expected for pupils this age. Few pupils understand that they can, for example, use information technology to generate and interpret data about aspects of the environment such as air temperatures.
113. Progress is unsatisfactory at both key stages for pupils of all levels of attainment including those with special educational needs. At Key Stage 1, early progress in Year 1 is satisfactory with pupils developing control over the computer mouse and learning how to move and change pictures on the screen. They also learn to use listening centres. However, this early progress is not sustained throughout Key Stage 1 or through Key Stage 2, largely because teachers do not build upon it systematically by teaching the skills of information technology. Some progress is evident early in Key Stage 2 as pupils learn to delete text and print their work but even here pupils do not have the confidence to handle problems which a sound skills base would give them. For example, pupils in Year 3 were unable to make any suggestions as to what they might do when an on-screen message told them that their work could not be printed. At upper Key Stage 2, pupils do not develop the depth of understanding or range of skills which would enable them to reach the standards expected nationally of pupils their age.
114. Pupils at both key stages show good attitudes to their work. They are eager to use computers and listening centres and ask questions, trying to improve their work. They behave sensibly. Pupils work well independently or in pairs as required but do not have the confidence to respond effectively to problems which arise.
115. Very little direct teaching of information technology was observed during the inspection. This is one of the most significant factors relating to unsatisfactory attainment and progress. The subject is not given the time needed in order to help pupils develop their skills and understanding. This is due more to a lack of teachers' confidence in subject skills than in weaknesses in planning. Teachers generally give pupils satisfactory opportunities to develop the skills of literacy and numeracy by using computers but do not develop the skills of information technology discretely. Parent helpers and support staff are used to supervise pupils working on computers but these helpers are not always given clearly stated learning outcomes for their work. As a result, pupils often do not make satisfactory progress in these sessions. Sometimes, at Key Stage 2, teachers sometimes have insufficient expectation of what pupils can achieve and even some of the programs used to support numeracy fail to challenge pupils sufficiently.
116. The curriculum is planned to meet National Curriculum requirements but the full Programme of Study is not yet being taught systematically, with deficiencies in the provision of control technology. This results in pupils failing to make progress in this aspect. The policy for information technology is soon to be updated. No formal procedures are in place for assessment. This results in teachers not having a clear picture of pupils' strengths and weaknesses in attainment and hinders their planning to improve progress.
117. The newly-appointed co-ordinator has completed an audit of the subject's strengths and weaknesses. As a result, she has made a clear analysis of subject needs and has formed a detailed and workable action plan for improvement. She has linked priorities to training and has allocated funding accordingly from national initiatives. She encourages parents and support staff to work with individuals and with small groups of pupils. Overall, the co-ordinator's work

is having a positive impact in raising the subject's profile in the school.

118. The establishment of a computer suite at Key Stage 2 will enable large groups of pupils to work together to develop skills. Overall, the school has sufficient modern computers and software to teach most of the National Curriculum Programme of Study although equipment for control technology remains insufficient. However, whilst standards and provision remain unsatisfactory, there are definite pointers towards improvement in the good work being done by the subject co-ordinator and in the willingness of all staff to develop their skills and understanding of the subject.

Art and design and technology

119. Pupils of all attainments, including those with special educational needs, make good progress in art and in design and technology throughout both key stages. Judgements are based on lesson observations, scrutiny of pupils' work, teachers' planning and discussions with pupils and teachers. The two subjects are reported together because of the school's practice in planning and teaching them together. The previous inspection found weaknesses in design and technology at Key Stage 2 but these have been rectified.
120. In Year 2, pupils design and make a puppet character. A range of materials are used and pupils practise different joining techniques in preparation for this topic. They are given opportunities to evaluate their designs and suggest improvements. In Year 3 there are links with history. For example, pupils have designed their own Roman villas in sketch pads and listed the materials they need for their project. Materials have been cut and shaped carefully and their designs and actual models bear a very close resemblance to the original villas. Year 4 pupils use sketch pads to develop their ideas on sketching a life model in Tudor dress. In Year 6, pupils show a reasonable control over pencils and paints as they develop pictures of menorahs, focusing on colour to give the impression of light. Some of their designs are very accurate and there is close attention to detail. All pupils take part in basic food preparation and cooking.
121. Throughout the school, pupils have looked closely at the work of well-known artists and use a range of techniques and materials to produce work in their style. For example, the Year 1 pupils have painted and printed faces and foods in the style of Archimoldo and Year 5 pupils have studied the paintings of the pre-Raphaelites.
122. The pupils' attitudes to the subjects are good. They enjoy the activities and work hard to achieve good results. They evaluate their work and are very enthusiastic. Pupils collaborate well and appreciate each other's work. They talk confidently about what they are doing. Resources and equipment are used appropriately. Behaviour is consistently good.
123. The quality of teaching was very good in the one lesson observed at Key Stage 1. At Key Stage 2, teaching was mostly satisfactory with one lesson of good quality. Teachers' subject knowledge is sound and resources are used well. Adult help is organised appropriately and there is a sense of purpose in all lessons. In the best lesson, work was very well prepared and tasks very well-organised. Consequently, pupils made good progress.
124. The co-ordinator has the enthusiasm and skills to develop and monitor both subjects. Her subject knowledge of art is very good and she has led school in-service training. In response to national changes in the curriculum, the school has amalgamated art and design and technology in a way that has maintained good breadth and balance and provides all pupils with meaningful experiences. Long-term planning indicates good development of skills in both subjects. Resources for both subjects are adequate. The curriculum is enhanced by an extra-curricular art club that is open to all pupils. A "gallery" of pupils' art work is a noticeable and attractive

feature in the school entrance hall.

Geography and history

125. Insufficient teaching of history and geography was seen during the inspection to form a judgement about progress at either key stage. However, scrutiny of policies, schemes planning, displays and interviews with staff indicates that the subjects receive appropriate coverage. Staff have planned the schemes of work in history and geography separate units of work to provide pupils with a balanced and broad curriculum. They have adapted recent national guidelines to meet the needs of their school and the local education authority has identified the curriculum as an example of good practice. Weaknesses in teaching at Key Stage 2 identified in the previous inspection have now been rectified.
126. The curriculum for both subjects is imaginative and well planned. It enables teachers to develop pupils' interest in people and events of the past, in the geography of this and other countries and to develop their skills and knowledge. For example, pupils at Key Stage 1 study the seaside as their history and geography topic. Pupils examine resource materials such as photographs, postcards and posters to determine how children in the past spent their holidays. They have conducted a survey of which countries staff, pupils and 'Barnaby Bear' go to on their holidays and have located holiday destinations on a world map.
127. Role-play is used very effectively in Key Stage 2 to bring alive the hopes, fears and feelings of people in a bygone age. In the two lessons observed, both at Key Stage 2, teaching was very good in one and satisfactory in the other. In the very good lesson, pupils convincingly acted out the characters of Boudicca and her daughters in conflict with the Roman army. They were encouraged to link cause and effect and pupils showed a mature understanding of the choices left to the Queen after her defeat. Their response overall was very good. As part of the topic covering the Tudor period, pupils listened to Elizabethan music while they sketched one of their teachers dressed in a Tudor court costume. Pupils' response in discussions and the quality of their work indicates good attitudes at both key stages.
128. Cross-curricular links are very good. For example, in a Year 6 literacy lesson, the teacher encouraged pupils to develop their understanding of what it was like to live during the Second World War. In a music lesson later that week, she developed this understanding further by listening to and talking about popular songs from this time. The co-ordinator for geography has been chosen by the local authority to help develop good practice in its area.

Music

129. Owing to inspection priorities, only three music lessons could be observed during the inspection. By the end of both key stages, pupils of all levels of attainment, including those with special educational needs, make satisfactory progress in the elements observed.
130. At Key Stage 1, pupils in Year 1 learn to select appropriate instruments associated with a particular sound, for example, selecting shakers to express the sound of the Three Little Pigs' straw house falling down. They develop the ability to play untuned instruments in order to create particular sound effects. In Year 2, pupils have improved this skill so that they use instruments to interpret the mood of a particular piece of music. They do so with increasing sensitivity. By the end of Key Stage 1, pupils respond properly to a conductor, starting and stopping as required. They sing together tunefully and with enthusiasm. They can use untuned and tuned percussion to create their own musical effects.
131. At Key Stage 2, pupils want to listen to music and to enjoy it. They sing together tunefully and,

in hymn practices, often with great enthusiasm. One session finished with a rousing rendition of "I Have Seen the Golden Sunshine" which added to the pupils' spiritual and social development. In Year 6, pupils develop the ability to understand what feelings are associated with certain songs and the reasons why they have been popular. During the lesson observed, pupils improved their understanding of the feelings behind the lyrics of two songs which were popular during World War II. Last year pupils in Year 4 produced a tape of creative music to form part of a creative arts project on the 'Seven Ages of Man'. The work recorded produced a series of interesting vocal and instrumental effects.

132. Pupils at both key stages show good attitudes to learning overall. They enjoy singing and playing instruments. They are eager to talk about music. At Key Stage 1, pupils in Year 2 co-operated effectively in small, supervised groups to develop a 'sound picture'.
133. Teaching was never less than satisfactory in the three lessons observed and usually it was good. Teachers plan carefully to give pupils good opportunities to create musical effects, especially at Key Stage 1. They provide a satisfactory range of instruments to enable pupils to compose and perform. At Key Stage 2, in the lesson observed, the teacher created strong links between history and music whilst providing good opportunities for pupils to empathise with the songs they heard. The previous inspection noted weaknesses in teaching at Key Stage 2 but these have been rectified.
134. Owing to the inspection timetable, it was not possible to observe groups of pupils from Key Stage 2 working on instrumental tuition with visiting specialist staff. However, passing observations indicate that these pupils are very well motivated and produce increasingly tuneful sounds during their lessons. Pupils learn the clarinet, violin, guitar and keyboard. The school generally has sufficient instruments to support learning although the range and number of instruments representing non-Western traditions is insufficient.

Physical education

135. Pupils of all levels of attainment make satisfactory progress at both key stages. Physical education is given a high priority in the school and the provision made for extra-curricular sports is strong. Effective provision is made in Years 2, 3 and 5 for pupils to learn to swim.
136. At Key Stage 1, pupils of all levels of attainment, including those with special educational needs, make satisfactory progress. They improve their ability to move around the hall safely and at different levels, while changing direction. They improve their ability to form twisting and turning shapes. They develop swaying movements and show increasing control over their bodies. By the end of Key Stage 1, pupils can work in pairs to devise and improve a simple sequence of movements. They improve their technique during lessons by listening carefully to their teachers and by responding well to instructions and guidance.
137. At Key Stage 2, pupils continue to make satisfactory progress in improving their physical agility. They learn to work successfully in small groups, for example to improve throwing skills in netball. Pupils in Year 6 improve their ability to interpret music by forming and holding various shapes and balances. They also develop their ability to respond to music through choreographed movement. By the end of Key Stage 2, pupils have developed a satisfactory level of skills in a variety of games including netball and football. Some high attaining pupils also interpret music well through movement. The vast majority of pupils can swim at least 25 metres by the time they leave the school.
138. Pupils' attitudes to learning are mostly good and are never less than satisfactory. They take part eagerly, especially at Key Stage 1, but also listen attentively to instructions. Usually they

follow these instructions well although a few pupils at upper Key Stage 2 find this difficult. Behaviour in lessons is usually good. Some very good co-operative work was seen at both key stages. In Year 1, pupils worked very well together to develop a sequence of movements about a farmer cutting trees while in Year 5 a small group of girls and boys organised themselves in a very orderly fashion to take turns at shooting practice for netball.

139. At Key Stage 1, teaching was very good in one lesson observed and good in the other. Teachers plan carefully to identify particular skills for development. They instruct pupils clearly, enabling them to develop skills properly and safely. They provide pupils with a good range of imaginative opportunities to encourage learning and which also focus effectively on developing skills. In the best lesson, the teacher's own confidence in her subject knowledge and her very good relationships with the pupils enabled her to help them develop their skills of control, balance and interpretation well. At Key Stage 2, teaching is satisfactory. Despite the fact that classes are large and contain a wide spread of attainment, teachers give pupils a full and varied range of opportunities to develop their skills. This works successfully in most instances and pupils develop their games and dance skills satisfactorily. Teachers show a satisfactory understanding of the techniques they are teaching and their management of pupils' behaviour is usually effective.
140. The school makes very good provision for extra-curricular sport, under the leadership of an enthusiastic co-ordinator. There are teams for football, rugby, cricket and netball. Wherever possible, teams are of mixed gender. The school takes part in local cross-country events. Last year, a lacrosse coach worked with pupils in Year 5. All teachers have undergone in-service training on developing games skills. Three boys attend the local Football Association School of Excellence. Parents are involved wherever possible, one helping to coach the football team. The first netball match of the new season was well attended by parents and resulted in a convincing win for the school team! The enthusiasm and good humour of the girls and of the teachers and parents who were watching the match, provided a good example of the school's success in promoting the correct attitudes and values associated with sport. This was reinforced the next day in assembly, where an appropriate emphasis was placed on team work and on being able to win or lose with good grace. The good work in physical education identified in the previous inspection is being maintained.

144. **PART C: INSPECTION DATA**

144. **SUMMARY OF INSPECTION EVIDENCE**

144.

141. The inspection was conducted by a team of four inspectors, one of whom was a lay inspector. They spent a total of 14 inspection days at the school, observing 45 lessons or parts of lessons. Over 34 hours were spent on this. Additionally, inspectors scrutinised a representative sample of pupils' work, held discussions with pupils and heard a sample of pupils reading. Particular attention was paid to inspecting standards in literacy and numeracy and to evaluating the progress the school has made since its last inspection. All teachers were observed teaching.

142. Pupils were observed at breaks, lunchtimes and during assemblies. Registration procedures were observed in many classes. Discussions were held with the headteacher, teachers, other school staff and governors about their responsibilities. Prior to the inspection a range of documentation was forwarded by the school for scrutiny and analysis by the inspection team. The views of parents who attended a meeting arranged for all parents before the inspection were taken into account. The responses to a pre-inspection questionnaire circulated to all parents were analysed.

146. **DATA AND INDICATORS**

146. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	219	3	60	56

146. **Teachers and classes**

146. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	10.37
Number of pupils per qualified teacher:	21

146. **Education support staff (YR - Y6)**

Total number of education support staff:	5
Total aggregate hours worked each week:	70

Average class size:

Average class size:	31
---------------------	----

146. **Financial data**

Financial year:	1998/99
	£
Total income	355,294
Total expenditure	343,086
Expenditure per pupil	1,532
Balance brought forward from previous year	25,943
Balance carried forward to next year	38,151

146. **PARENTAL SURVEY**

Number of questionnaires sent out: 160
 Number of questionnaires returned: 57

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	30	67	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	46	51	2	2	0
The school handles complaints from parents well	20	60	16	2	2
The school gives me a clear understanding of what is taught	28	63	7	2	0
The school keeps me well informed about my child(ren)'s progress	40	53	4	4	0
The school enables my child(ren) to achieve a good standard of work	35	61	4	0	0
The school encourages children to get involved in more than just their daily lessons	30	51	19	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	28	58	5	9	0
The school's values and attitudes have a positive effect on my child(ren)	30	60	7	4	0
The school achieves high standards of good behaviour	20	47	24	5	4
My child(ren) like(s) school	49	46	2	4	0