

INSPECTION REPORT

LYMINGE CE PRIMARY SCHOOL

Lyminge

Folkestone

LEA area: Kent

Unique reference number: 118679

Headteacher: Mr. T. Jones

Reporting inspector: Mike Capper
23239

Dates of inspection: February 26th – March 2nd 2001

Inspection number: 194521

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

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INFORMATION ABOUT THE SCHOOL

| | |
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| Type of school: | Infant and Junior |
| School category: | Voluntary Controlled |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |

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| School address: | Church Road, Lyminge, Folkestone, Kent |
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| Appropriate authority: | The Governing Body |
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|-----------------------------|-----------------|
| Name of chair of governors: | Andrew Ferguson |
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|------------------------------|---------------|
| Date of previous inspection: | February 1997 |
|------------------------------|---------------|

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|------------------|----------------------|---|---|
| 23239 | Mike Capper | Registered inspector | English Information and communication technology Religious Education Foundation Stage | What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further? |
| 9545 | Kevin Greatorex | Lay inspector | | How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development |
| 30717 | Gordon Tompsett | Team Inspector | Mathematics Geography History Physical Education Equal opportunities | How good are curricular opportunities? |
| 23609 | Alison Cartlidge | Team inspector | Mathematics Science Art and design Design and Technology Music Special Educational Needs | How well are pupils taught? |

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The Registrar
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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| PART B: COMMENTARY | |
| HOW HIGH ARE STANDARDS? | 10 |
| The school's results and achievements | |
| Pupils' attitudes, values and personal development | |
| HOW WELL ARE PUPILS TAUGHT? | 12 |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 14 |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 16 |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS | 17 |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 18 |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 19 |
| PART C: SCHOOL DATA AND INDICATORS | 21 |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 25 |
| PART A: SUMMARY OF THE REPORT | |

INFORMATION ABOUT THE SCHOOL

Lyminge Church of England (VC) Primary School is located in the village of Lyminge in Kent. Pupils come from the local and surrounding villages. Children in the reception class are admitted at the start of the autumn and spring terms. There are 196 pupils on roll aged between 4 and 11. They are taught in seven single-age classes. The number of pupils on roll has risen over the last four years. Pupils come from a range of home backgrounds, with the number eligible for free school meals being below the national average. There are 45 pupils on the special educational needs register, with two pupils having statements of special educational need. This is broadly in line with the national average. Test results show that pupils' attainment on entering school is above average. There is a very small number of pupils who do not speak English as their first language. There has been a considerable turnover of staff since the last inspection, with a number of teachers being promoted to posts in other schools in the last two years.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good quality of education for its pupils. The school is well led and managed and the quality of teaching is good. Pupils achieve above average standards in English, mathematics, science and information and communication technology. They are happy and settled at school, showing positive attitudes to their work and consistently behaving well. The school is well placed to improve further in the future and provides good value for money.

What the school does well

- The headteacher and deputy headteacher have established a strong team of staff where there is a shared sense of purpose focusing on ensuring that pupils achieve well
- The quality of teaching is good and has a positive impact on pupils' learning
- Pupils achieve good standards in reading, mathematics, science and information and communication technology
- All members of staff work hard together to make sure that pupils develop good self-esteem and confidence
- Pupils' behaviour is very good and they are always enthusiastic about their work
- Parents are very supportive of the school's work and are very pleased with the quality of education provided for their children.

What could be improved

- The achievement of boys in writing
- Pupils' spelling skills
- The teachers' use of assessment information to help decide what needs to be taught next
- Strategies for monitoring the effectiveness of teaching and the quality of pupils' learning

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in 1997. Standards of attainment are higher in English in both key stages and in mathematics in Key Stage 1. Most of the weaknesses identified at the time of the last inspection have been remedied and the quality of teaching has improved. The school has introduced appropriate procedures for assessing pupils' attainment and progress, although these are not yet used consistently in all subjects. There are now schemes of work in place for all areas of the curriculum and these are used effectively by the teachers when planning work. The outdoor curriculum for children in the reception class is now satisfactory. All co-ordinators have more clearly defined roles. However, with the exception of English and mathematics, they do not yet have sufficient responsibility for monitoring the teaching and learning in their subjects.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| English | C | B | B | D |
| mathematics | A | A | A | B |
| science | B | A | C | E |

Key

well above average A

above average B

average C

below average D

well below average E

Children achieve good standards in the reception class and they are on target to exceed expectations for their age in all areas of learning by the end of the reception year. Standards are very good in personal, social and emotional development.

By the end of Year 2 and Year 6, pupils are achieving well, overall, and their attainment is above national averages in English, mathematics, and science. Inspection findings show that the fall in standards in science, which occurred in National Curriculum tests in 2000 at the end of Year 6, has now been reversed, as problems with the balance of the curriculum and the allocation of time have been resolved. Test results for the last four years show that with the exception of science in 2000, standards at the end of Year 6 have improved year-on-year in all three subjects at a rate faster than that found nationally.

In English, at both key stages, pupils' attainment is higher in reading than in writing, with boys achieving significantly lower standards than girls in writing. Throughout the school, spelling skills are not as good as they should be. However, speaking and listening skills are very good. There is no significant difference in the attainment of boys or girls in mathematics or science in either key stage.

Pupils achieve good standards in information and communication technology by the end of Year 2 and Year 6. Standards are in line with national expectations in art and design, music, physical education, history, design and technology and geography. In religious education, pupils' attainment is in line with the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. However, in geography and religious education, there is a significant variation in attainment from year group to year group, with attainment best in Year 6.

The school makes appropriate use of assessment information to help set targets for test results at the end of Year 6. These are realistically challenging and are based on a good knowledge of the differing capability of various year groups.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils are very interested in their work and concentrate well. |
| Behaviour, in and out of classrooms | Very good. Pupils behave well at all times. They are sensible in class and behave responsibly on the playground. |
| Personal development and relationships | Good. Pupils are happy and play together well. Older pupils, in particular, are given good opportunities to take responsibility. |
| Attendance | Good. Attendance rates are above the national average. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good | Good | Good |

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

The quality of teaching is good overall throughout the school and is never less than satisfactory. Thirty-five per cent of teaching is satisfactory, 46 per cent is good and 19 per cent is very good. In Key Stage 2, most of the good and very good teaching is in Year 4 and Year 6. Teaching is good in all areas of learning in the reception class and in mathematics, science, geography, physical education and information and communication technology in Key Stages 1 and 2. The teaching of literacy skills is satisfactory.

Members of staff in the reception class and at Key Stage 1 are very experienced and have a very good knowledge of the subjects they teach and of the needs of young pupils. In the reception class, members of staff are very good at encouraging children to develop independence.

Throughout the school, teachers have high expectations and provide challenging work in most lessons. Teachers make learning interesting and fun and carefully explain the purpose of work at the start of a lesson. Effective links are made between subjects and this helps to reinforce what pupils have learnt. Teachers manage pupils' behaviour well and help pupils to develop very good social and personal skills.

Pupils with special educational needs learn well at Key Stage 1, where they have a high level of support from the hard working learning support assistants. At Key Stage 2, pupils with special educational needs make good progress when working with adult support in a small group and satisfactory progress overall at other times. Teachers' lesson plans do not always show what lower attaining pupils are expected to learn from a particular activity. In contrast, the needs of higher attaining pupils are met in most lessons.

Teachers make effective use of numeracy skills to support learning in other subjects. Literacy skills are used less effectively and this has a negative impact on the development of pupils' writing skills.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Overall, satisfactory. The curriculum is good for children in the reception class and satisfactory in the rest of the school. Provision in science, religious education and geography varies from class to class being good in some and unsatisfactory in others. |
| Provision for pupils with special educational needs | Satisfactory. Pupils with special educational needs are given good support by learning support assistants. However, at other times their needs are not consistently identified in planning. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Overall good. Assemblies provide pupils with good opportunities to learn about the world and moral issues. Pupils' moral and social development is well supported through a range of activities in and out of class. Cultural development is satisfactory. |
| How well the school cares for its pupils | Overall, satisfactory. Teachers know the personal needs of pupils well and support their personal development effectively. Assessment procedures are not yet used consistently by all members of staff. |

Parents are extremely supportive of the school and the headteacher has successfully developed links with parents since the last inspection. The school has good links with the local community.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good. The headteacher and deputy headteacher work well together and there is a strong commitment to further school improvement. The caring ethos that is evident in all aspects of the school's work stems from the headteacher and has a very good impact on ensuring that pupils feel happy, safe and secure. |
| How well the governors fulfil their responsibilities | Good. The governors monitor standards effectively and have a good understanding of the school's strengths and weaknesses. |
| The school's evaluation of its performance | Overall, satisfactory. Whilst test data is analysed in detail, there is insufficient structure or rigour to the monitoring of teaching and learning |
| The strategic use of resources | Good. Financial planning is very thorough. The school effectively applies the principles of 'best value' to its work, for example by comparing the school's performance with other schools. |

There is a good number of teachers and support staff. Accommodation is good and is well maintained. Resources are good and help to make learning interesting.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • Children like school • Behaviour is good • The school expects children to work hard • Teaching is good • They would feel comfortable about approaching the school with problems | <ul style="list-style-type: none"> • Provision for homework • More opportunities to meet formally with teachers |

The inspection team agrees with parents' positive comments. Inspection findings are that provision for homework is good, especially in the reception class and Year 6. The school gives parents many opportunities to meet with teachers. However, the inspection team agrees that an additional parent/teacher meeting in the autumn term would be helpful for those parents who cannot easily visit school during the school day.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's attainment on starting school in the reception year is above average. This is confirmed by teacher assessments made in the children's first few weeks at school. Overall, children achieve good standards in their first year in school and they are on target to exceed expectations in all areas of learning by the end of the reception year. Standards are very good in personal, social and emotional development, and good in all other areas of learning, with some children already working at Level 1 of the National Curriculum in English and mathematics.
2. By the end of Year 2, pupils' attainment is above average in reading, writing, mathematics, and science. National Curriculum test results in 2000 broadly confirm inspection findings, with attainment very high in reading and well above average in mathematics and writing when compared with all schools nationally. When compared with similar schools, pupils' attainment was well above average in reading, and above average in writing and mathematics. In 2000, the number of pupils achieving the higher Level 3 was very high in reading, writing and science and well above average in mathematics. Inspection findings show that fewer pupils are on target to achieve Level 3 this year, although most pupils are likely to achieve the expected Level 2. The school acknowledges that the group of pupils taking the test in 2000 included a higher than normal number of very able pupils.
3. Pupils' standards of attainment in Key Stage 1 have improved in English and mathematics, with the literacy and numeracy strategies having a good impact on pupils' learning. The school has maintained the good standards found in science in the last inspection.
4. By the end of Year 6, pupils' attainment is above average in English, mathematics and science. Test results in 2000 at the end of Year 6 show that, when compared with all schools, standards were well above average in mathematics, above average in English and average in science. In English, pupils' attainment was significantly higher in reading than in writing. When compared with similar schools, pupils' attainment was above average in mathematics but below average in English and well below average in science. Nevertheless, test results for the last four years show that with the exception of science in 2000, standards have improved year-on-year in all three subjects at a rate faster than that found nationally. Inspection findings show that the fall in standards in science, which occurred in 2000, has now been reversed, as problems with the balance of the curriculum and the allocation of time have been resolved. Although standards were lower than normal in science in 2000, when test results in Year 6 are compared with their results as pupils in Year 2, they show most pupils made at least satisfactory progress over that period. However, some lower attaining pupils did not make the expected gains between Year 2 and Year 6 in science.
5. Boys achieve significantly lower standards than girls in writing. Throughout the school, boys have less positive attitudes towards writing and they do not learn as well as they should in this aspect of the English curriculum. The school has identified the need to make writing more purposeful for boys so that they become more confident about using their skills. There is no significant difference in the attainment of boys or girls in mathematics or science in either key stage.
6. Standards of literacy are good, overall, in both key stages. Pupils become confident readers, with Year 6 pupils having very well developed research skills. Speaking and listening skills are very good. However, throughout the school, spelling skills are not as good as they should be. Whilst pupils often perform well in spelling tests, they do not successfully use these skills when writing without adult support. They make careless errors in spelling commonly used words and do not always apply their knowledge of spelling rules.

7. In numeracy, pupils achieve good standards in both key stages. In Year 2, pupils have a sound knowledge of place value to 100, with a few more able pupils solving problems up to 1000. In Year 6, pupils have good experience and knowledge of how to apply their mathematical knowledge to real life problems. The majority of the older pupils can calculate sums correctly and place their problems into real life situations. They are confident about using formulae to solve complex calculations.
8. Pupils achieve above average standards in information and communication technology throughout the school. This is an improvement since the last inspection, with resources and teaching significantly better than they were at that time. Pupils develop a wide range of skills and gain a good knowledge of the many applications of information technology. They understand that information and communication technology means more than just working on the computer.
9. By the end of Year 2 and Year 6, pupils continue to achieve standards that are in line with national expectations in art and design, music, physical education, history, design and technology. This is broadly similar to the findings of the last inspection. In geography, although standards are in line with national expectations by the end of Year 6, provision and attainment is variable across the school, with pupils not always learning at the same rate. For example, in Year 5 pupils had only a very limited knowledge of basic geographical vocabulary such as 'urban', 'rural' and 'physical'.
10. In religious education, pupils' attainment is in line with the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. Standards are similar to those found at the time of the last inspection. However, as in geography, attainment is variable from year group to year group. It is best in Years 4, 5 and 6 where a greater amount of time is allowed for the teaching of the subject. In other year groups, there is little written evidence of pupils' written work and their understanding and knowledge of key facts is less secure.
11. Pupils with special educational needs make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. This is not as good as at the time of the last inspection when pupils made good progress throughout the school. Pupils make better progress in Key Stage 1 than in Key Stage 2. This is because in Key Stage 1 pupils are given more frequent support from the well-qualified learning support assistants. At Key Stage 2, there is sometimes insufficient difference between the work provided for pupils with special educational needs and the rest of the class. On these occasions, and when there is no adult available to support individuals, pupils with special educational needs do not learn as quickly as the rest of the class. A large percentage of boys have been identified as having special educational needs. Inspection findings are that this is due to many boys underachieving in writing.
12. The school identifies gifted and talented pupils and works hard to ensure that their needs are met. For example, higher attaining pupils in Year 6 receive additional support in English and mathematics. In other subjects, teachers keep a register of pupils who have particular skills.
13. The school makes appropriate use of assessment data to help set targets for individual pupils and for test results at the end of Year 6. These are realistically challenging and are based on a good knowledge of the differing capability of various year groups.

Pupils' attitudes, values and personal development

14. The school has maintained the high standards of behaviour and attitudes found at the time of the last inspection. Pupils' attitudes to school and their work are very good. They are keen to come to school, excited by the work they are given and eager to succeed. Pupils sustain very high levels of interest and concentration because teachers plan tasks that interest and motivate them. They take great pride and enjoyment in producing good work. Pupils are encouraged to express their ideas and opinions. They respond to the high expectations with confidence, enthusiasm and enjoyment.

15. Children have good personal and social skills when they start school. They settle well into school life in the reception class, becoming happy and confident. Children in this class are enthusiastic about their schoolwork, try hard in activities and learn to co-operate with each other. They are given many opportunities to make choices about what work they are going to do. They do this sensibly, concentrating well on whatever they have chosen and talking confidently about what they have done at the end of the session. Children show respect for property, as well as care and concern for each other. They develop a good understanding of the difference between right and wrong. Children in the reception class have very good relationships with adults in the class.
16. Behaviour is consistently very good throughout the school. This confirms the views of parents. When they come to school, in assemblies, at lunchtimes and at playtimes, virtually all pupils show that very high standards of behaviour are achieved. In lessons, behaviour is almost always very good with no sign of disruption. Pupils move around the school in a quiet and orderly manner and have a very clear understanding of the standards expected of them. During the inspection, there was no evidence of bullying or lack of respect for school property.
17. Relationships in the school are very good. Pupils form extremely constructive relationships with each other and with adults. They work co-operatively, demonstrating that they will listen with interest to each other and will try to understand the other person's point of view. Pupils show great consideration for others particularly when accidents occur. Pupils play together well in the play areas. All pupils consistently demonstrate patience, tolerance and understanding for others.
18. Pupils' personal development is good. The school provides opportunities for pupils to show initiative and take responsibility and they demonstrate that the trust is well placed. Pupils regularly perform jobs within the classroom and around the school. As pupils progress through the school greater degrees of independence are encouraged. Older pupils regularly help the younger ones in a range of different ways in the school and in the playground. They act as house captains and lead their teams in organised events. Year 6 pupils also set out the hall for assemblies. All pupils help to raise funds to support charities and collect tokens to support the school. In Year 6, pupils have taken the initiative in organising events to raise funds for a local animal sanctuary. They have done this very responsibly and with great enthusiasm.
19. As at the time of the last inspection, pupils with special educational needs are well integrated into the school. Pupils who have been identified as having emotional and behavioural difficulties make good progress in improving their social skills and behave sensibly most of the time. There has been one occasion when a pupil was excluded in the past year. An improved level of specialist support in managing and controlling unpredictable pupil behaviour has been successful in reducing the need for this sanction. Pupils with special educational needs develop positive attitudes to learning and relate well to adults. This is seen to good effect when pupils are working on a one-to-one basis with learning support assistants. On these occasions, pupils are happy and work hard, responding well to the expectations of the adult. In class, pupils with special educational needs work sensibly. Their behaviour is normally good and their classmates give them good support.
20. Attendance and punctuality at the school are good. There is very little unauthorised absence. Virtually all pupils are punctual, many arriving early. They come happily to school, eager and ready to learn, enabling the school to make a prompt and efficient start to the school day.
21. The very positive attitudes to learning, very good relationships and very high standards of behaviour are important strengths of the school and have a positive effect on the quality of teaching and learning.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is good overall throughout the school, and is never less than satisfactory. Thirty-five per cent of teaching is satisfactory, 46 per cent is good and 19 per cent is very good.

There is very good teaching in both key stages as well as the reception class. However, in Key Stage 2, most of the good and very good teaching occurs in Year 4 and Year 6. Teaching is good in all areas of learning for children under five and in mathematics, science, geography, physical education and information and communication technology in Key Stages 1 and 2. Teaching is satisfactory in all other subjects. The quality of teaching has improved since the last inspection. There is now no unsatisfactory teaching and more very good teaching. Nearly all the teachers have been appointed since the last inspection. Most parents are pleased with the quality of teaching at the school.

23. Members of staff in the reception class and at Key Stage 1 are very experienced and have a very good knowledge of the subjects they teach and of the needs of young pupils. For example, in the reception class, children are often given the opportunity to explore equipment before the teacher sets a formal task. In physical development, children played with a selection of small-games equipment gaining confidence and an understanding of its properties before being asked to control their actions by bouncing, throwing, rolling or catching. At Key Stage 2, teachers have a good knowledge and understanding of the curriculum and use the correct vocabulary during discussions. However, they do not always ensure that pupils learn to spell these words correctly. Teachers' subject knowledge has improved considerably since the last inspection, when it was a weakness at Key Stage 1. Effective links are made between subjects and this helps to reinforce what pupils have learnt. For example, in Year 1 books studied during literacy sessions supported the science topic on plants and growth.
24. Throughout the school, teachers have high expectations and provide challenging work in most lessons. In a literacy lesson in Year 1, pupils worked independently making their own 'picture/sound dominoes' to support their learning of the sounds pairs of letters make. This required them to use their knowledge of phonics and to think carefully about where to place the pictures and sounds so that they could play the game successfully. Teachers make learning interesting and fun. For example, in a science lesson in Year 4, pupils reinforced their learning about the properties of various materials by asking each other suitable questions to guess the 'mystery' objects.
25. At the start of each lesson, teachers explain the purpose of the work clearly, enabling pupils to concentrate hard and do their best. Very good use is made of educational resources. Learning support assistants are used effectively to support pupils' learning. In a science lesson in Year 2, pupils worked effectively in pairs completing electrical circuits using a range of materials supplied and the learning support assistant gave unobtrusive support to groups of pupils enabling them to take a full and active part in the lesson.
26. No time is wasted in lessons and this helps pupils to learn effectively. For example, during 'milk-time', children in the reception class listen to and comment on a different piece of music each day. As at the time of the last inspection, all teachers have good relationships with the pupils. They manage pupils' behaviour well and help pupils to develop very good social and personal skills. Members of staff handle the few pupils at Key Stage 2 identified as having emotional and behavioural difficulties very sensitively, particularly in Year 6. The inconsistent approach to managing pupils' behaviour seen at the time of the last inspection is no longer evident.
27. In the reception class and in Key Stage 2, teachers are particularly good at encouraging pupils to be independent. In the reception class, children are expected to be responsible for keeping resources tidy and they take turns in being 'helper of the day'. In Year 6, pupils are expected to carry out individual research projects, which they do with great enthusiasm.
28. The very small number of children with English as an additional language make good progress in developing speaking and listening skills. Pupils with special educational needs learn well at Key Stage 1, where they have a high level of support from the well trained, learning support assistants. At Key Stage 2, pupils with special educational needs make good progress when working with adult support in a small group and satisfactory progress overall at other times. Learning support assistants are fully involved in reviewing pupils' progress and are trained to

support pupils with individual and group teaching. However, teachers do not set targets in pupils' individual education plans and these are often too general to help them know how to support these pupils. Teachers' lesson plans often do not include separate plans for these pupils and, on occasions in Key Stage 2, when there is no adult support available, pupils with special educational needs do not learn as quickly as the rest of the class. No children have been identified as having special educational needs in the reception class.

29. Gifted and talented pupils have been identified in each class for each subject and their needs are usually met well. Teacher's lesson planning is at its best in the reception class where it is very good. In this class, the teacher has a very thorough knowledge of the individual needs of the children and uses this information to plan very effectively for their varying needs. In other classes, planning is only satisfactory because it does not consistently identify expectations for pupils of differing prior attainment. As at the time of the last inspection, the quality of teacher's marking varies from very good to unsatisfactory. It is at its best in Year 6 where the teacher shows pupils clearly how well they have learnt. It is unsatisfactory when it does not support the teacher or pupil in identifying what has gone well or what could be improved.
30. Teachers make effective use of numeracy skills learnt in mathematics lessons to support learning in other subjects. For example, in a science lesson in Year 3, pupils' measured the distance between the object and light source and the size of the shadow it cast. Literacy skills are used less effectively. Whilst pupils are given good opportunities to develop their reading when carrying out research and improve their speaking and listening skills during discussions and collaborative work, opportunities are missed to extend writing skills. For example, in science and religious education pupils often use illustrations instead of writing to record their ideas. Information and communication technology is used effectively to support learning in many lessons. In a literacy lesson, in Year 5, higher attaining pupils used the internet to find various types of poetry.
31. The provision of homework was unsatisfactory at the time of the last inspection and 22 per cent of parents in the pre-inspection questionnaire expressed concerns. Inspection findings are that homework makes a good contribution to pupils' learning and is particularly effective in the reception class and Year 6.

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

32. The overall quality and range of learning opportunities is satisfactory. The curriculum is good for children in the reception class and satisfactory for other pupils. Good use is made of nationally recommended schemes of work that have been combined with school written schemes to ensure that all areas of the curriculum are now covered. This is an improvement since the last inspection, when the lack of schemes of work was identified as a key area for improvement. All subjects meet statutory requirements and there are effective strategies for the teaching of literacy and numeracy. They are having a positive effect on teaching and learning in mathematics and literacy.
33. With the exception of science, geography and religious education, the breadth and balance of the curriculum is satisfactory. Long and medium term plans are made for all subjects and give a clear indication of what is being taught. However, in geography and religious education the quality of provision varies significantly from year group to year group and this leads to a variable development of skills across the school. In science, in some year groups, teachers provide insufficient opportunities for pupils to carry out their own investigations.
34. The skills taught in numeracy are used effectively in other areas of the curriculum with many well-planned cross-curricular links. Literacy skills are less effectively promoted. Although teachers give pupils many opportunities to use their reading skills, they do not always encourage pupils to write for different purposes. In subjects such as religious education, drawing is too often used as a means of recording work. This has a negative impact on the development of boys' skills in writing because they often choose to draw rather than write when recording their work.

35. As at the time of the last inspection, the Code of Practice for pupils with special educational needs is met. Care is taken to ensure that pupils are given access to a full curriculum. The quality of pupils' individual education plans is satisfactory overall. These plans state clearly the nature of the pupils' difficulties, priorities for development and the level and type of support provided. However, some of the individual targets for pupils lack focus. Class teachers are not always involved in setting these targets and, as a result, lesson planning does not always consider individual needs adequately. Teachers keep records of pupils who are particularly gifted or talented in various subjects and the needs of these pupils are met well in most lessons.
36. Provision for personal, social, and health education has improved since the last inspection and is now good. It is taught through specific lessons and across the wider curriculum. The impact of this policy is seen in the very good levels of behaviour seen throughout the school. The school has a satisfactorily planned programme for sex education and drugs awareness and pupils are encouraged to think about personal and social issues. For example, pupils in Year 6 discussed whether they thought capital punishment should be used as a punishment.
37. There is a satisfactory range of extra-curricular activities available for pupils. These include many sports, musical and dramatic activities, individual music lessons, recorder, band and choir. They have a positive effect on the pupils' learning. They are well supported by both boys and girls and most parents are very pleased with extracurricular provision.
38. The contribution of the community to pupils' learning and the relationship with partner schools is good. The school has very good relationships with many local groups including the local church. These links greatly enhance the pupils' experience in subjects such as religious education. Visits from the local community provide other valuable links. There are links and good liaison between other local primary schools with teachers exchanging skills and good practice. Pupils have an opportunity for a residential visit to take part in outdoor and adventurous activities. There are well-planned curriculum visits in different subject areas as well as regular visits to a school in France; all of these greatly enhance the pupils' experiences and learning.
39. The school provides equality and opportunity for all pupils through a clear equal opportunities policy, which ensures that boys and girls of all abilities have equal entitlement and access to the curriculum and resources.
40. As at the time of the last inspection, there is good provision for pupils' spiritual development. All pupils attend a daily act of worship and assemblies provide good opportunities for learning about the world and moral issues. They include appropriate opportunities for prayer or spiritual reflection.
41. The provision for pupils' moral development continues to be very good. The adults in the school set a very good example to the pupils and there are clear codes of behaviour. Pupils are taught to know right from wrong through their day-to-day interaction with staff and through lessons and assemblies, which indicate examples of good moral practices. A strong moral dimension is seen in most lessons with teachers constantly emphasising good behaviour so that pupils understand what is acceptable conduct. Adults in the school also set a very good example by their courtesy, care and respect for pupils. Pupils respond well to this and, in turn, relate well to others and respect their views.
42. There is very good provision for pupils' social development. This is similar to the findings of the last inspection. Teachers plan opportunities in many lessons for developing pupils' social skills. Pupils are encouraged to work together, take turns and share resources. There is a range of visits during the year that provide very good opportunities for pupils to extend and develop their social relationships with each other and with their teachers and other adults. The sense of harmony within the school community is very strong.
43. The provision for pupil's cultural development is satisfactory and there have been some

significant improvements since the last inspection. The pupils now have more opportunities to study the richness of both their own and other cultures. Pupils study a number of religions and faiths in religious education lessons, although provision for this is variable across the school. History and geography provide links with the pupils' own culture as well as other ancient cultures and their traditions. The school has good European links and regular visits to France help pupils to appreciate how lifestyles can differ.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school continues to provide good quality support and guidance and effectively promotes pupils' welfare, health and safety in a warm, caring and stable environment. Members of staff know the pupils very well and have a very clear understanding of their strengths and weaknesses. The caring ethos that is evident in all aspects of the school's work stems from the headteacher and has a very good impact on ensuring that pupils feel happy, safe and secure. Teachers and learning support assistants show great concern for the well being of all pupils and a wide range of measures exists to promote their development. Teachers are sensitive to the needs of the children and consistently monitor very well their ability to cope on a day to day basis.
45. All staff at the school work hard to promote high standards of good behaviour. The whole school community understands the rules. They are consistently applied by all staff, many of whom were seen to pre-empt incidents of possible misbehaviour with firm, calm intervention, maintaining good control. The school is completely effective in promoting an environment where bullying and oppressive behaviour are not accepted.
46. The school has effective systems in place to monitor and promote attendance. Registers are marked speedily, correctly and efficiently at the start of the school day and after lunch. All absences are properly noted and contact made with parents to explain an absence. Information on attendance is provided in the prospectus and in the governors' annual report to parents but is presented as actual figures rather than percentages.
47. Since the last inspection, the school has introduced appropriate procedures for assessing pupils' attainment and progress, although these are not yet used consistently in all subjects. Detailed information is collected on the attainment and progress of pupils in English, and mathematics. It is collated by the teachers and subject co-ordinators who keep large assessment files to record and track the standards of pupils' attainment at particular stages in their school careers. An analysis is made of National Curriculum test results at the end of Year 2 and Year 6, as well as the non-statutory tests for pupils in Years 3, 4 and 5 to highlight the strengths and weaknesses of pupils. Pupils are set realistic targets for their improvement and progress in subjects such as English. Teachers assess pupils on a daily basis in English and mathematics and plan their lessons accordingly. However these assessments are not used sufficiently to inform planning of lessons to provide challenge for pupils of all abilities on a day-to-day basis, especially in English. In mathematics, very high and low attainers in mathematics are identified and challenged through extra provision. In the rest of the curriculum, with the exception of history, the teachers are not using assessment to set the expected standards of achievement. There are some daily evaluations of progress made in other subjects, but these are not precise enough to be of any value.
48. Pupils with special educational needs are given the same assessment tasks as other pupils. Their specific needs are reviewed every term in a meeting with the special needs co-ordinator, an advisory teacher and the learning support assistants. These reviews vary in effectiveness depending on how specific the pupils' targets for the term have been. Where targets are easily measurable, progress can be assessed effectively. However, when targets are too general such as 'develop cursive script' they are continued into the next term without apparent improvement.
49. Child protection is handled very effectively. The headteacher continues to be the designated person. All members of staff are aware of the need for vigilance and the steps to take if they have a concern.

50. Health and safety is well promoted in the school. Potential hazards are identified and remedial action taken where necessary. All members of staff are safety conscious and watch for the security of the children. Hazardous materials are kept securely away from pupils. Overall, staff work extremely hard to successfully create a caring environment where the interests of pupils are promoted very effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school has worked hard to develop links with parents since the last inspection and there have been significant improvements. Links are now good and parents are extremely supportive of the school. They confirm that it has many strengths. Virtually all parents responding to the questionnaire believe that their children like school and that their behaviour is good. They also believe that their children are expected to work hard and the school is helping their children to become mature and responsible. They feel that the school is well led and managed and would feel comfortable about approaching the school at any time. However, a very few parents responding to the questionnaire showed concerns about the amount of work that their children are expected to do at home. Inspection evidence confirms that the amount of work that children are expected to complete at home is appropriate for their ages and homework provision is good, particularly in the reception class and Year 6.
52. Parents and other adults are encouraged to become involved in the life of the school and they respond enthusiastically by participating in a wide range of activities. Many help regularly within the classroom and around the school as well as on trips and other activities. Helpers are deployed effectively, they are given clear directions and their help is well structured. In addition, parents are very supportive of the work that their children are expected to do at home. There is an active Parents and Friends Association which organises a comprehensive range of social and fund raising activities in support of the school. The school values highly the contributions made by parents that materially enhance the children's learning and personal development.
53. There is good liaison between the school and home when children start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. These activities help them to settle into school quickly.
54. The quality of information provided by the school to parents has improved since the last inspection and is now good. Parents are properly informed about the school and their children's activities and progress through a range of letters, newsletters, reports and meetings. The annual governors' report to parents is clear, very detailed and thorough. The prospectus meets statutory requirements and is informative.
55. A few parents would like more information on their children's progress. Inspection findings are that parents are well informed about the areas of study for their children and ample opportunities are provided for consultation should parents have any concerns. Reports to parents provide good information about progress and what the children know and can do but could give more information about targets and areas for development. The 'drop-in zones' are a good innovation, which are appreciated by parents and help them to keep informed about their children's work. However, the inspection team agrees that the provision of a formal opportunity for parents to discuss the progress of their children at a meeting in the autumn term would be helpful for those parents who can't easily visit school during the school day.
56. Parents of pupils with special educational needs are kept well informed about their children's progress. The Code of Practice requirement for parental involvement in formal reviews at Stage 3 and above is met.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The school continues to be well led by the headteacher, deputy headteacher and governing body. Parents are very happy with the quality of leadership, and feel that the school has

provides a good quality of education for their children. Inspection findings support that view.

58. There is a very clear, shared vision for the future of the school that is based on a good understanding of how the school could improve. The headteacher has established a caring ethos, which is evident in all aspects of the school's work. The frequent changes in teaching staff have been managed very effectively and the headteacher has ensured that these changes have not had any significant impact on the learning of pupils. Indeed, the teamwork and shared sense of purpose is a strength of the school's work, with all members of staff having their pupils' well being and education at the forefront of their planning. This means that the school is well placed to improve further in the future.
59. Strategies for monitoring the work of the school have been developed since the last inspection but remain an area of weakness in the overall management of the school. Detailed records of pupils' individual test scores are kept, and these are used effectively to set targets for improving pupils' attainment. The deputy headteacher makes a very good contribution to this aspect of the school's work. She has established very thorough procedures for analysing test data. This includes looking at gender issues and has been useful in identifying where pupils have particular weaknesses. However, the monitoring of teaching is unsatisfactory. Most monitoring of teaching and learning by the headteacher is informal and lacks rigour. The role of subject managers has improved since the last inspection, but in some subjects they have too little opportunity to monitor learning. Whilst there has been some good quality monitoring of teaching and learning in English and mathematics, this has not been the case in other subjects. The lack of monitoring has meant that weaknesses in provision have not been identified. For example, a lack of monitoring in geography and religious education means that the variable quality of provision from year group to year group has not been remedied. There has been a lack of monitoring in science and the school has not analysed in sufficient detail why test results fell last year at the end of Key Stage 2.
60. The management of special educational needs continues to be satisfactory overall and the head teacher and governors ensure that statutory requirements are met. Special educational needs has not been a focus for school development in recent years and the role of co-ordinator is being covered temporarily by the head teacher. There is insufficient monitoring of teachers' planning and of lessons to ensure that the needs of pupils with special educational needs are always being met in class.
61. The headteacher and governors have developed the school's long-term planning. The school development plan is satisfactory and sets a clear agenda for school improvement. The priorities identified in the development plan are appropriate, but the lack of rigour to the monitoring of teaching and the curriculum means that they do not always reflect the most pressing issues facing the school.
62. Governors are very supportive of the school's work and share the headteacher's commitment to developing the school. There are several committees that meet regularly and perform useful roles. The governing body fulfils its statutory duties. The chair of governors has a good understanding of the school's strengths and weaknesses, based on regular visits to school as well as detailed discussions with the headteacher. Governors are given detailed feedback on test results and they use this data effectively to gain an understanding of the school's strengths and weaknesses. Individual governors also have responsibility for individual curriculum areas. The governing body has identified this aspect of their monitoring as an area for further development.
63. The day-to-day management of finances by the headteacher and school secretary is very good. Financial planning, by the governing body in particular, is very thorough, with spending clearly targeted on raising standards. The school development plan includes appropriate detail of how improvements are to be funded. Targets for improvement are carefully costed and the outcomes of expenditure evaluated well to see what impact spending has had on standards. The school has very ambitious plans for developing the building that include adding a purpose built early years' unit as well as a computer room. In order to fund this, the school has prudently managed

to build up a larger than average underspend over the last few years. Most of this money has been set aside for the new building, although governors have also taken into account the likely impact of a fall in pupil numbers when devising their five year budget plan.

64. The school uses specific grants well so that they have a good impact on learning. For example, the element of the budget allocated to special needs is used appropriately to provide additional staffing. The school effectively applies the principles of 'best value' to its work, for example by comparing the school's performance with other schools. Parents make a significant contribution to the financial security of the school. The money they raise is spent well to improve resources or accommodation. Parental contributions recently paid for new books and equipment.
65. The school is staffed with a good number of teachers and support staff. Learning support assistants and nursery nurses make a good contribution to pupils' learning, particularly when working with pupils with special educational needs or in the reception class.
66. Accommodation is good. The development of an attractive outdoor area has helped to improve the curriculum for younger pupils. The building is well maintained and kept very clean by the caretaker. Attractive displays help to make the school welcoming for pupils. There is a well-resourced library, but its use is limited by the fact that it is located in a thoroughfare and is also used for small group work.
67. Resources are good. There have been good improvements in resources for information and communication technology since the last inspection. This subject is now well resourced. There are no shortfalls in resources that have a negative impact on learning. In subjects such as English the good quality resources make a positive contribution to the standards achieved by pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

* This indicates that the school has already identified these areas in the school development plan.

- Improve boys' attainment in writing and develop all pupils' spelling skills by
 - Making sure that pupils are given opportunities to use literacy skills in different subjects;
 - Ensuring that writing is made purposeful for boys and that they are given opportunities to succeed and develop their self-esteem; *
 - Reviewing strategies for the teaching of spelling throughout the school;
 - Encouraging pupils to proof read their work so that spelling errors are avoided;
 - Ensure the correct spelling of technical vocabulary is taught when introduced in subjects such as science.

(Paragraphs 5, 6, 30, 34, 92, 93, 124)

- Develop the use of assessment so that it consistently helps teachers identify what needs to be taught next by
 - Ensuring that new assessment procedures are used for all subjects; *
 - Ensuring that evaluations at the end of lessons identify those who need more support as well as those who have achieved well;
 - Improving the consistency of teachers' marking of pupils' work;
 - Using the information collected from assessments to identify in lesson planning the expectations for pupils of differing prior attainment. *

(Paragraphs 29, 47, 96, 100, 126, 140, 155)

- Improve the monitoring of teaching and learning by
 - Developing and implementing a more rigorous structure and approach to the monitoring

of teaching and learning by the headteacher and subject co-ordinators; *
Ensuring that co-ordinators review teachers' planning and pupils' work on a regular basis;

(Paragraphs 59, 126, 128, 133, 136, 141, 161, 170)

In addition, the following areas for improvement should be considered for inclusion in the action plan.

- Involve teachers more in writing individual education plans for pupils with special educational needs and ensuring that they set realistic and measurable targets. (Paragraphs 28, 35, 98)
- Ensure that provision in science, geography and religious education is the same across the school. (Paragraphs 33, 121, 125, 138)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 52 |
| Number of discussions with staff, governors, other adults and pupils | 32 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 19 | 46 | 35 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | YR– Y6 |
|--|--------------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 193 |
| Number of full-time pupils eligible for free school meals | 14 |
| Special educational needs | YR – Y6 |
| Number of pupils with statements of special educational needs | 2 |
| Number of pupils on the school's special educational needs register | 45 |
| English as an additional language | No of pupils |
| Number of pupils with English as an additional language | 0 |
| Pupil mobility in the last school year | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 15 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.9 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2000 | 12 | 14 | 26 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 10 | 11 |
| | Girls | 12 | 13 | 13 |
| | Total | 22 | 23 | 24 |
| Percentage of pupils at NC level 2 or above | School | 85 (87) | 88 (84) | 92 (100) |
| | National | 84 (82) | 85 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 11 | 12 |
| | Girls | 11] | 8 | 14 |
| | Total | 23 | 19 | 26 |
| Percentage of pupils at NC level 2 or above | School | 85 (81) | 73 (97) | 100 (84) |
| | National | 84 (82) | 88 (86) | 88(87) |

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

Attainment at the end of Key Stage 2

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2000 | 11 | 16 | 27 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 8 | 9 | 9 |
| | Girls | 15 | 13 | 13 |
| | Total | 23 | 22 | 22 |
| Percentage of pupils at NC level 4 or above | School | 85 (80) | 81 (75) | 81 (95) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 8 | 9 | 9 |
| | Girls | 14 | 13 | 15 |
| | Total | 22 | 22 | 24 |
| Percentage of pupils at NC level 4 or above | School | 81 (70) | 81 (70) | 89 (80) |
| | National | 70 (68) | 72 (69) | 80 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 171 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 1 | 0 |
| Other minority ethnic groups | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 8.2 |
| Number of pupils per qualified teacher | 23.5 |
| Average class size | 27.5 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 196 |

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | £ |
|--|--------|
| Total income | 348008 |
| Total expenditure | 338990 |
| Expenditure per pupil | 1775 |
| Balance brought forward from previous year | 14674 |
| Balance carried forward to next year | 30089 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 193 |
| Number of questionnaires returned | 93 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 65 | 31 | 3 | 1 | 0 |
| My child is making good progress in school. | 44 | 42 | 8 | 1 | 5 |
| Behaviour in the school is good. | 45 | 54 | 1 | 0 | 0 |
| My child gets the right amount of work to do at home. | 32 | 41 | 13 | 9 | 5 |
| The teaching is good. | 43 | 45 | 2 | 1 | 9 |
| I am kept well informed about how my child is getting on. | 25 | 52 | 18 | 4 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 55 | 42 | 3 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 45 | 46 | 6 | 0 | 3 |
| The school works closely with parents. | 23 | 58 | 11 | 1 | 7 |
| The school is well led and managed. | 35 | 58 | 4 | 0 | 3 |
| The school is helping my child become mature and responsible. | 49 | 41 | 5 | 0 | 5 |
| The school provides an interesting range of activities outside lessons. | 46 | 40 | 5 | 6 | 3 |

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. There have been good improvements in the provision for children in the foundation stage since the last inspection. The curriculum has been developed and the good teaching seen during the inspection is having a very positive impact on children's learning. As a result, children continue to achieve high standards of attainment in all areas of learning.
69. Children's attainment on starting school in the reception year is above average. This is confirmed by teacher assessments made in the children's first few weeks at school. Overall, children achieve good standards in their first year in school, and they are on target to exceed expectations for their age in all areas of learning. Standards are very good in personal, social and emotional development and good in communication, language and literacy, mathematics and physical and creative development, with some children already working at Level 1 of the National Curriculum in English and mathematics.
70. The curriculum for children in the reception class is good. It is very carefully planned and takes full account of the needs of all pupils. Planning is based on the nationally recommended 'Early Learning Goals' and, where appropriate, the expectations of the National Curriculum. A very good balance is achieved between activities that are closely directed by the teacher and activities where children have greater freedom to work at their own pace. Particularly noteworthy are the afternoon sessions where children are able to choose what they are going to do from a selection of activities. These sessions are very well planned, and help children to develop a range of skills. Appropriate use is made of the outdoor area, and children are given numerous opportunities to show independence in their learning.
71. The small number of pupils who do not have English as a first language make good progress, benefiting strongly from the many opportunities that are given to learn through play. There are no children in the reception class who have been identified as having special educational needs.
72. Assessment of children's attainment and progress is very good. Assessments are made when children start school, and this information is used very effectively to identify what individual children need to learn next. The teacher keeps very detailed records of children's progress, and uses this information successfully in order to ensure that activities build on children's previous learning. Careful observations are made of children when they are at work and this information is recorded to show what skills have been used in a particular activity. The nursery nurse/learning support assistant gives very good support in the ongoing assessment of children's learning.
73. There is good liaison between the school and home when children start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. These activities help them to settle into school quickly.

Personal, social and emotional development

74. Children make very good progress in this area of learning because of the very good quality teaching. Several times a week, all children have the opportunity to plan their own work, carry out their ideas and discuss with the teacher and the rest of the class what they have done. They do this confidently, either by talking with the teacher or nursery nurse or by drawing or writing in their 'planning' book. Once they have made a choice, children show good perseverance, sticking at a task until it is finished. The level of independence shown by the children and their learning in this area of the curriculum is a particular strength of work in the reception class. Members of staff are calm, caring and patient, and have a good knowledge of both the social and educational needs of individual children. Children's behaviour is well managed, with very good use made of praise to develop self-esteem. The use of '*twinkles*' as an

award system is understood well by the children and is used consistently by the teacher and other adult helpers. Throughout all areas of the curriculum, the teacher and learning support assistants ensure that children are encouraged to become independent, to relate well to each other and to behave sensibly. As a result, children become confident and secure individuals. They are very happy at school and get on well together.

Communication, language and literacy

- 75. There is a very strong emphasis on developing children's language skills in all activities, which helps children to make good progress in this area of learning. Speaking and listening skills are well taught. Children are given many opportunities to take part in discussions and talk about what they are doing, so they become confident in talking to large or small groups as well as to individuals. They explain what they are going to do when they have a choice of activities, and talk happily to visitors about the work they are doing.
- 76. Reading skills are taught effectively, with elements of the literacy hour used appropriately to ensure that there is sufficient challenge for higher attaining children. The teacher and the nursery nurse/learning support assistant have high expectations of what children should achieve. The organisation of the class into two groups for language work is successful in helping to ensure that all children are fully involved in activities. Stories are read well, and children enjoy listening to them. They respond appropriately, joining in with the teacher when they recognise a text. Many children are beginning to read simple texts and can talk accurately about the events in the story.
- 77. Children develop a positive attitude towards writing and are given many opportunities to improve their skills. As a result, children become confident writers. They are very enthusiastic and are always willing to record their ideas on paper, often using recognisable words or letters. Supplies of paper, pens and pencils are always available, and children readily use them. Children are successfully encouraged to write for a range of purposes, for example when working in the 'space-ship' one of the children began to write a list of all the children who were going on the journey.
- 78. Homework is well planned and makes a good contribution to children's learning, especially in the development of reading skills.

Mathematical development

- 79. Children make good progress in developing mathematical skills. Most children recognise numbers to ten, with a large number of higher attaining children recognising higher numbers. When working orally, higher attaining children can work out 'one more than' a given number. Children enjoy playing simple number games on the computer, and confidently use appropriate mathematical language, such as 'bigger than' and 'smaller than'.
- 80. The good teaching of the subject ensures that all children are well motivated and interested. Careful planning means that the needs of all children are met. Activities are exciting and stimulating, and encourage children to think of themselves as mathematicians. Mathematical concepts are often taught in a practical way that involves the children and promotes good learning. For example, children learnt how to 'moon-walk' by counting footsteps across the 'moon'. Children loved this activity. They were excited but behaved well. They counted carefully and good learning was evident in all children whatever their prior attainment.

Knowledge and understanding of the world

- 81. Pupils make good progress in this area of learning, developing a wide range of skills and knowledge. Children know the names of different body parts and understand what plants and animals need to help them grow. They understand that things change over time and can talk about recent past events in their own lives. Work on festivals such as the Chinese New Year and Christmas helps children to understand that not everyone is the same or believes in the

same things.

- 82. Children show good skills when using the computer. They read simple text on the computer and confidently use the keyboard and 'mouse' to write out words or draw pictures.
- 83. The quality of teaching in this area of learning is very good. Activities are carefully planned and are imaginative, motivating and enjoyable. The practical focus in work means that learning is made purposeful and fun. Children are encouraged to choose for themselves which activity they are going to work on and explain why they have made this choice. They respond well to this expectation, concentrating well on whichever activity they have chosen.

Physical development

- 84. Children make good progress in developing physical skills. Opportunities for children to work outside have improved since the last inspection. With the financial support of parents, the outdoor play area has been developed and now provides an attractive working area for children.
- 85. Children's learning in this area of learning is also enhanced by regularly timetabled physical education lessons. In these lessons, the quality of teaching is good. Careful lesson planning helps to ensure that all children are fully involved in activities. Children listen carefully to instructions from the teacher and move around activities sensibly. They successfully catch and bounce large balls and roll hoops. The teacher allows sufficient time in each lesson for the teaching of specific skills but also gives children time to 'experiment' with equipment in their own way and to develop their own ideas. At these times, the teacher gives good support to individual children. This helps to ensure that the needs of children with differing prior attainment are fully met.

Creative development

- 86. The quality of teaching in this area of learning is good and children make good progress. An imaginative range of resources is used to stimulate interest and promote good learning. Children draw and paint confidently, with increasing control of a range of tools, for example when using different materials to make pictures of themselves. Teachers successfully encourage pupils to work independently. For example, children decide for themselves which materials they want to use when making 'shooting stars'. Children enjoy singing, and join in with enthusiasm when making music in the classroom or in assembly.

ENGLISH

- 87. Pupils' standards of attainment at the end of Year 2 and Year 6 have improved since the last inspection when they were found to be broadly average.
- 88. By the end of Year 2, pupils are achieving well for their age and their attainment is above the national average in reading and in writing. Standards are slightly lower than in the previous year when the year group included a large number of higher attaining pupils. In 2000, National Curriculum test results were very high in reading and well above average in writing when compared with all schools. When compared with similar schools, pupils' attainment was well above average in reading and above average in writing. In 2000, the number of pupils achieving the higher Level 3 was very high in reading and writing. Inspection findings indicate that fewer pupils are likely to achieve the higher Level 3 in the current Year 2 than in the previous year, although all are on target to achieve Level 2.
- 89. By the end of Year 6, pupils' attainment is above average, overall, with attainment in reading significantly better than in writing. There is a very wide range of ability within the current Year 6. Many pupils are on target to achieve the higher: Level 5 in reading and writing, but there are also a significant number of pupils who are not on target to achieve the expected Level 4.
- 90. National Curriculum test results in 2000 for pupils at the end of Year 6 confirm inspection

findings with attainment above average when compared with all schools and similar schools. Test results also show that pupils generally attain higher standards in reading than in writing. In 2000, 89% of pupils achieved Level 4 or above in reading in National Curriculum tests, whilst only 52% of pupils achieved Level 4 or above in writing.

91. There is a significant difference between the attainment of boys and girls in writing at both key stages. Girls achieve significantly higher standards than boys do. For example, in the 2000 National Curriculum tests at the end of Year 2, 50% of girls but only 8% of boys achieved the higher Level 3. In Year 6, most of the pupils who are on target to achieve level 5 in end of year tests are girls whilst the majority of lower attaining pupils are boys. Inspection findings show that, throughout the school, boys have less positive attitudes towards writing than girls and they do not learn as well as they should in this aspect of the English curriculum.
92. The school has identified the need to improve standards in writing and is rightly focusing on changing boys' attitude to the subject. At present, pupils are not given enough opportunity to write for a range of purposes in either key stage. Too often, work is recorded through drawings rather than writing, and in subjects such as science, religious education and geography opportunities to extend pupils' literacy skills are missed. The school is aware of the need to make writing more purposeful for boys so that they become more confident about using their skills. Although pupils have a good vocabulary when speaking, this is less apparent in their writing. Their lack of confidence in spelling means that they are not adventurous in deciding which words to use in their writing. Pupils' presentation is generally satisfactory, although less able pupils in Key Stage 1 find it hard to write neatly without drawing lines in their books. The school's literacy action plan identifies raising standards in writing as the key area for development over the next year and the school has already begun to allocate more time for pupils to write outside the literacy hour. However, this has not been in place long enough to have had any significant impact on standards.
93. Pupils' spelling skills are weaker than they should be. This applies to both boys and girls. Whilst pupils often perform well in spelling tests, they do not successfully use these skills when writing without adult help. They make careless errors in spelling commonly used words, and do not consistently apply their knowledge of spelling rules. Pupils are not in the habit of checking their work after they have finished to correct errors. As a result, pupils develop bad spelling habits and repeat errors.
94. Pupils achieve very good standards in speaking and listening in both key stages. Many younger pupils are articulate, and speaking and listening skills are effectively promoted in class and in other activities. Pupils are given good opportunities to perform in front of an audience. Pupils in Key Stage 2 have good opportunities to speak in both formal and informal situations. They take these opportunities well speaking very confidently for a range of purposes. For example, pupils in Year 6 carefully argued the case for and against capital punishment in a discussion during a literacy lesson. During this discussion, pupils listened carefully to the views of others and then argued their own case based on a good understanding of the issues.
95. Throughout the school, pupils develop good reading skills. In both key stages, pupils are given good opportunities during group reading sessions to share books and read to each other and to an adult. They do this confidently, using an appropriate range of strategies to read unknown words. For example, they look at the pictures and try to guess the word from the context of the sentence. Pupils enjoy talking about the books they are reading. Higher attaining pupils explain clearly why they enjoy particular types of books. In Key Stage 2, pupils explain clear preferences for authors or types of books. Older pupils use their research skills well in history and geography lessons and to carry out their own research projects.
96. Teaching is satisfactory overall in both key stages, with examples of very good teaching in Years 1 and good teaching in Years 4 and 6. At the time of the last inspection, teaching was 'mostly good'. Where teaching is satisfactory, there are some weaknesses in provision. Teachers do not always allow enough time at the end of the lesson to assess what pupils have learnt and to consolidate or extend their learning in the lesson. Teachers plan work carefully but

do not always identify in their planning how the needs of pupils of differing prior attainment are to be met. When this is the case, pupils' rate of learning is significantly different, with some pupils, particularly less able pupils, not learning as well as others.

97. Throughout the school, teachers are enthusiastic when talking about the subject, which helps to motivate and inspire pupils. Teachers give clear instructions and explanations so pupils understand what is expected of them. In the very good and good lessons, the teachers have high expectations and consistently plan activities that will develop literacy skills. The needs of all pupils are fully met through careful planning and the effective use of resources and questioning to involve and motivate pupils.
98. A good feature of teaching throughout the school is the support given by learning support assistants, who are extremely valuable members of the teaching team. They are well trained and well informed. They often work with pupils who have special educational needs and, when this is the case, the pupils often make good progress in both key stages. Individual education plans are written for all pupils on the special educational needs register. However, these vary in quality and do not always identify clearly enough realistic targets for individuals. This means that in some lessons in Key Stage 2, where there is less additional adult support available, the work they are given is not always matched closely enough to their individual needs.
99. The needs of gifted and more able pupils are met in lessons and in Year 6 extra support is given to higher attaining pupils outside lesson time. This is effective in helping pupils to fulfil their potential and achieve high standards.
100. The quality of marking is variable. It is most effective when identifying clearly what pupils have done well or how they could improve. However, on occasions marking lacks detail and does not support pupils in their learning. Target setting is being used effectively to develop writing skills. Every class has group or individual class targets which pupils have been involved in setting. This is effective in involving pupils in their own learning and in helping them to understand what they need to do to improve.
101. Homework is used to good effect across the school. Pupils take reading books home and are regularly given other activities to do at home. Particularly noteworthy is the thoroughness of homework provision in Year 6, where pupils are given many opportunities to develop research skills in different curriculum areas.
102. Procedures for assessing pupils' attainment and progress have improved since the last inspection and are now are good. The school makes good use of a range of assessments to monitor pupils' learning from year to year and to set targets for the end of each year. A new format for half-termly assessments is relatively new. It provides useful information, but this is not always used appropriately to identify what needs to be taught next.
103. The recently appointed co-ordinator has quickly developed an understanding of the school's strengths and weaknesses and is providing good leadership in the development of the subject. The work of teachers has been monitored and areas for individual improvement identified. Appropriate priorities for development have been identified, such as improving the range of reading books suitable for lower attaining boys. Teachers plan work carefully using the literacy framework, which helps to ensure that the curriculum is broad and balanced.
104. Resources are good and the range of reading books has been significantly improved over the last two years. There is a well-resourced library and books are prominently displayed in all classrooms. However, the library is situated in a thoroughfare and is also used as a teaching area. This limits its usefulness as a resource for individual research.

MATHEMATICS

105. By the end of Year 2 and Year 6, pupils' attainment is above the national average. This represents an improvement since the last inspection when standards at the end of Year 2 were

only average. The 2000 National Curriculum test results at the end of Year 2 and Year 6 show that pupils' attainment is above the national average, with the number of pupils achieving the higher Levels 3 and 5 being well above average. Test results show that over the last four years there has been a consistent year-on-year improvement in standards.

106. There is no significant difference in the attainment of boys and girls. Pupils with special educational needs are supported well and, overall, they make satisfactory progress. Progress is best in Years 1 and 2 where there is a greater level of support provided by learning support assistants. This support has a good effect on pupils' learning.
107. By the end of Year 2, pupils have a sound knowledge of place value to 100, with a few pupils able to solve problems up to 1000. They know some of the properties of 2-D and 3-D shapes and can accurately measure length, time and weight using standard units of measurement. The pupils have a good understanding of how to collect data and record it on graphs. Many pupils can add and subtract simple sums involving money. They are currently learning number patterns when adding and subtracting 2 digit numbers and are beginning to successfully identify such patterns in different number sequences.
108. By the end of Year 6, pupils can work out calculations in their heads quickly. They understand fractions and their links with decimals and percentages and are developing their measuring skills. They successfully use and interpret a range of diagrams and charts. They are aware of place value to one million, square numbers, metric and imperial equivalents and can use the correct standard notation in working out problems using the '4 rules' of addition, subtraction, multiplication and division. In Year 6, pupils have a good understanding and knowledge of how to apply their mathematical knowledge to real life problems. Currently pupils in Year 6 are looking at ways of calculating the area and perimeter of compound and unusual shapes. The majority of the pupils can calculate the sums correctly and place their problems into real life situations. They are confident about using formulae to achieve their answers.
109. The quality of teaching and learning throughout the school is good overall, with teaching in Years 2, 4 and 6 being very good. No unsatisfactory lessons were observed with 50% of teaching being very good. Where teaching is very good, the mental mathematics sessions are particularly lively. Activities are fun and have a good pace and learning is made purposeful. This means that all pupils are successfully encouraged to participate fully. In these lessons, the teachers' enthusiasm for the subject helps pupils to enjoy their work and the direct teaching of new skills is very effective. Work is planned to meet the needs of pupils of differing prior attainment so that all pupils are suitably challenged.
110. Pupils are given good opportunities to work co-operatively and they do this well. In the best lessons, the teachers have a clear idea of what they want the pupils to learn and set realistic, achievable and challenging targets. Throughout the school, teachers have good subject knowledge. They make good use of questioning and effectively encourage the pupils to use the correct mathematical language.
111. The school is successful in supporting gifted and more able pupils. They are suitably challenged in lessons and, in Year 6, extra support is given to higher attaining pupils outside lesson time. This is effective in helping pupils to fulfil their potential and achieve high standards in both lessons and end of key stage tests.
112. The school's strategy for teaching numeracy skills is well developed. All members of staff have received effective training and the strategy is having a positive impact on standards, particularly in Key Stage 1, where they have risen since the last inspection. Numeracy lessons are well structured and give the opportunity for mental mathematics, the improvement of skills, as well as the opportunity to reflect on what has been learned. Homework is set and this supports the learning satisfactorily. Information and communication technology is used well to support the pupils' learning. This is an improvement on the previous inspection.
113. Teachers' planning is good and the teachers have adopted an extensive and efficient system of

tracking and targeting pupils' progress. The teachers have a good knowledge of the levels of the National Curriculum and regularly assess the pupils. These assessments are generally accurate. This is an improvement on the last inspection where this was found to be a weakness in provision.

- 114. The subject is well led by an efficient and knowledgeable co-ordinator. There has been good monitoring of the teaching by the co-ordinator. This has had a positive impact on standards, which are continuing to rise. The curriculum is broad and balanced, with good emphasis now being placed on the pupils' understanding and ability to use and apply their mathematical skills to different sort of calculations.
- 115. The quality of resources is good. They are used effectively to support learning and to make tasks interesting. This has a good impact on teaching and pupils' learning.

SCIENCE

- 116. Pupils' attainment is above the national average by the end of Year 2 and Year 6. National Curriculum tests and teacher assessments over the last few years show that, with the exception of Year 6 in 2000, results are rising and that in most years, attainment is above average at both key stages. There is little difference between the attainment of girls and boys. Attainment is similar to that found at the time of the last inspection when it was also above average.
- 117. Teacher assessments at the end of Year 2 in 2000 show that standards of attainment in that year were very and in the top 5% nationally. The school acknowledges that this year group has an exceptionally large number of higher attaining pupils. There are fewer higher attaining pupils in the present Year 2 than in 2000. Pupils in Year 2 are very enthusiastic about making scientific discoveries and are confident when carrying out simple investigations. Higher attaining pupils are starting to understand how science is used in everyday lives. For example, they know that plastic is used to cover wires because it is a poor conductor of electricity. Year 1 pupils have a very good knowledge of the needs of living things and how they grow. Pupils with special educational needs and lower attaining pupils are given effective support in most lessons and make good progress in developing knowledge and understanding.
- 118. National Curriculum test results in Year 6 in 2000 were in line with national averages, but well below average when compared with similar schools. This was because an above average number of pupils failed to achieve the expected Level 4. However, the number of pupils in that year who achieved the higher Level 5 was also above average. Test data shows that lower attaining pupils made insufficient progress from Key Stage 1. This is no longer the case and in the present Year 6, more pupils are likely to achieve the national expectations than in 2000. Lower attaining pupils and those with special educational needs make better progress when supported by an adult and they are now making satisfactory progress overall.
- 119. National Curriculum test results for pupils in Year 6 fell in 2000 because of problems with curriculum planning and a lower than normal allocation of time to the subject. These problems have now been largely resolved although the time allocated to the subject remains below average.
- 120. Throughout the school, higher attaining pupils have a very good knowledge of the topics covered. Most pupils in Year 6 have a clear understanding of the importance of fair testing and devise and carry out their own investigations but few are accustomed to explaining 'why' certain events have occurred.
- 121. Whilst most pupils made good progress in the lessons seen, particularly in increasing their knowledge, they only make satisfactory progress over time. This is because the time allocated to the teaching of science is below average and problems in the past with curriculum planning have resulted in gaps in pupils' knowledge and understanding. For example, pupils in Year 6 have not studied 'electricity' recently and have only a limited knowledge about electrical circuits.

122. The quality of teaching is never less than satisfactory and is good in two out of three lessons. Teachers have a good knowledge of the subject and are careful to promote scientific terms when teaching pupils facts. Educational resources are thoroughly prepared in advance so that no time is wasted in lessons. Teachers are careful to remind pupils about health and safety issues such as not eating unknown plants. Interesting displays are used effectively, particularly in Year 1 to develop pupils' interest.
123. Pupils always respond well in lessons but are particularly responsive in lessons where they are given the opportunity to make their own discoveries by carrying out investigations and handling materials for themselves. For example, in a lesson in Year 4, pupils working in groups had worthwhile discussions about the properties of various materials when deciding how to classify them and the teacher extended their learning by asking demanding questions such as '*why do we know it is a liquid?*' In all lessons pupils are curious and keen to ask questions.
124. The needs of lower attaining pupils and those with special educational needs are met well when supported by learning support assistants. For example, in Year 2 pupils were supported effectively as they tested the conductivity of various materials. However, lower attaining pupils make less progress when they are not supported in lessons by a learning support assistant. This is because not all teachers mark work effectively and use their knowledge of pupils' prior attainment when planning work. As a result, these pupils sometimes struggle and fail to complete written tasks. Throughout the school, many pupils make careless spelling mistakes in their writing, particularly of specific scientific vocabulary such as 'veins'.
125. In some year groups, teachers provide insufficient opportunities for pupils to carry out their own investigations. This was particularly evident in topics studied in Years 3 and 5. At the time of the last inspection the practical aspect of the subject was covered particularly well.
126. Planning of the curriculum has improved since the last inspection and there is now a satisfactory scheme of work. However, the delivery of the curriculum is not monitored effectively to ensure that work is not repeated needlessly. For example, pupils in Years 4 and 5 complete similar work on the skeleton and movement. At the time of the last inspection there were no day-to-day assessments of pupils' attainment and progress. Procedures for assessing pupils' progress have improved with regular opportunities planned. However, some teachers do not use this information to help plan what pupils need to learn next. As at the time of the last inspection there are good resources for science and these are used effectively by teachers in most lessons.
127. The school has started to monitor test results and has used the information gained to help improve the curriculum. For example, 2000 test results revealed a weakness in pupils' knowledge about 'physical forces' and extra revision has now been built into the curriculum pupils in Year 6.
128. There is a new subject co-ordinator who is keen to develop the role fully and has several ideas for improving provision in the subject. However, science is not due to be developed until 2002 and there have been no opportunities recently for teaching and learning to be monitored for effectiveness. This means that strengths are not shared successfully and weaker aspects of the teachers' work are not being improved. For example, literacy skills are not encouraged successfully in some classes with many pupils recording by drawing and not presenting their work carefully in a scientific way. In addition, time is sometimes wasted when pupils draw lines for their writing. Numeracy makes a good contribution to pupils' learning in science. For example, in Year 3 pupils measure the distance of an object from a light source to the nearest centimetre and compare this measurement with the size of shadow it casts. In Year 6, pupils make good use of graphs to present their findings.
129. Information and communication technology is used effectively to support learning in the subject. For example, pupils in Year 4 learnt more about various materials by carrying out research using the internet.

ART AND DESIGN

130. During the inspection, no lessons in art and design were on the timetable. Judgements on pupils' attainment and progress have been made by scrutinising samples of work. There is insufficient evidence to make a judgement on the quality of teaching.
131. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6 and pupils make satisfactory progress. These findings are similar to the last inspection. Pupils in Year 1 make detailed portraits showing facial features. In Year 2, pupils make careful drawings and paintings of characters from stories. Pupils in Year 3 use modelling materials effectively to make lively representations of various creatures. In Year 4, pupils study the work of Van Gogh and capture his style effectively by using line and colour boldly when using pastels. Pupils in Year 5 demonstrate good drawing skills when using charcoal and pastels to draw plants and stones and make colourful coil pots from modelling material. Throughout the school, pupils have good opportunities to work using a wide range of media and skills. For example, in Year 6, pupils make interesting montages by cutting geometric shapes out of photographs taken using the digital camera. The school identifies pupils who are specifically gifted or talented in art and their needs are met effectively.
132. The school has improved the curriculum since the last inspection and there is a suitable scheme of work to help teachers with their planning. New assessment procedures have not been in place long enough to be effective. Visitors make a good contribution to the subject. For example, puppeteers worked with pupils to design and make their own puppet theatre and puppets. The school has also been successful in promoting its artwork in the local community with photographs of this work being used to publicise local events.
133. The art co-ordinator is enthusiastic and has good ideas for developing the subject further. There are limited opportunities for the co-ordinator to monitor teaching and learning although the quality of pupils' finished artwork is monitored appropriately.

DESIGN AND TECHNOLOGY

134. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6 and pupils make satisfactory progress overall. As at the time of the last inspection, they make good progress in evaluating the suitability of various materials and products. Pupils in Year 5, make sensible comments about the effectiveness of commercial food packaging such as the use of bold lettering and colours to make the product stand out on the shop shelf and the provision of useful information to give the customer nutritional details. In Year 6, pupils use skills learnt in science to support their investigations such as carrying out a fair test when evaluating the durability of various materials. Throughout the school, pupils use an appropriate range of skills to cut and join materials. For example, pupils in Year 2 use sticky tape and staples when making simple masks out of card and paper and pupils in Year 5 made a particularly interesting collection of percussion instruments by joining together reclaimed materials. Year 6 pupils cut lengths of wood accurately and join them to make attractive picture frames. At Key Stage 2, pupils show on their designs the materials they intend using and in the best designs include planned dimensions for models.
135. The quality of teaching is satisfactory overall with an example of good teaching. In the good lesson in Year 6, the teacher prepared thoroughly for the lesson and pupils had a clear understanding of the purpose of the task and its application in everyday life. Pupils co-operated well when negotiating a list of materials ranked in the order of the most suitable for making slippers. All teachers explain work clearly and prepare resources thoroughly. They have a good knowledge of the subject and use the correct vocabulary when describing processes. In the satisfactory lessons, teaching was less effective when the pace of some activities was slow and pupils started to lose interest. For example, in one lesson too much time was spent asking pupils to suggest different types of biscuit. Pupils with special educational needs learn well when working with a learning support assistant who ensures that they understand what is

expected. At other times, their learning is satisfactory.

136. There is a satisfactory curriculum and since the last inspection the school has introduced a suitable scheme of work to support teachers' lesson planning. There is a new system for assessing pupils' progress but this is not being used effectively by all teachers. Co-ordination of the subject is satisfactory overall. Although there is limited monitoring of teaching and learning, the co-ordinator has a good knowledge of how the curriculum is planned throughout the school. There are good resources for the subject. Pupils take part in local competitions by designing and making Christmas cards and design their own costumes for school productions.

GEOGRAPHY

137. The standards of attainment achieved by the pupils at the end of Year 2 and Year 6 are in line with national expectations. This is similar to the findings of the last inspection. However, pupils' knowledge varies significantly from year to year. Pupils in Years 1 and 2 are confident about using maps and have a satisfactory knowledge of their local area. In contrast, in Year 5, pupils have a very weak knowledge of geographical vocabulary such as 'urban', 'rural', 'physical' and 'environmental'. Their skills at reading maps are limited and they are able to gain only very basic information by looking at an Ordnance Survey map. Pupils in Year 6 have a sound knowledge of the world, the continents and the different climate zones. They are able to discuss environmental issues and can comment on ways to improve their local area. They are confident about using atlases and globes to locate places or find information.
138. The quality of teaching in lessons seen was good, overall. However, a scrutiny of pupils' previous work indicates that the quality of provision and teaching for pupils in different year groups is variable. Some pupils have done very little geographical study and this has had a negative impact on their learning. There is little evidence in their previous work of pupils being given different work according to their prior attainment. However, in the best lesson in Year 4, this was not the case. In this lesson, the management of pupils and time was good, the work challenging and the pace of the session was brisk; consequently the pupils achieved good learning. They were attentive and the lesson objectives of deciding the factors that influence the site of a settlement were fully met. In contrast, in a satisfactory lesson in Year 5, the rhythm and flow of the lesson was disturbed by the lack of basic geographical knowledge that the pupils displayed.
139. Teachers' planning indicates that good use is made of local resources and visits. There are also good, well-planned opportunities for links between geography and numeracy through work on co-ordinates and the use of information and communication technology to record findings. This finished work is displayed prominently around the school and helps to raise the profile of the subject.
140. Current procedures for assessment have only been in place since last summer and are not yet being followed consistently by all staff. Although teachers frequently write evaluations of work at the end of lessons, this often lacks sufficient detail to help identify what different groups of pupils need to learn next. The school's new half-termly assessment sheet is rarely used in geography. As a result, teachers are not always aware of what pupils have already learnt. This slows the progress in lessons such as that seen in Year 5, where the teacher was continually backtracking in an attempt to fill in gaps in the pupils' knowledge.
141. Management of the subject is unsatisfactory. Although the co-ordinator is keen, enthusiastic and knowledgeable, there has not yet been any monitoring of teaching or learning. As a result, the gaps in provision that are evident in pupils' work have not been identified or resolved.
142. Geography lessons make a good contribution to the pupil's cultural development by extending their knowledge of the world and its peoples.
143. The quality of resources is good. The level of resources has recently been improved with the purchase of globes, aerial photographs and maps. This has had a good impact on pupils'

learning.

HISTORY

144. Because of the nature of the timetable only two lessons of history were seen during the inspection week. Inspection judgements are based on an analysis of pupils' work in books, displays, interviews with teachers and pupils and observation of the two available lessons.
145. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. This is similar to the findings of the last inspection. Both boys and girls, including those with special educational needs make satisfactory gains in their learning. In Year 2, pupils are developing an appropriate understanding of time lines and what they tell us about sequences of events. In Year 6, pupils develop their knowledge and understanding of the lives of people in the past; for example, by looking at clothes worn in the past, from visits to places of local historical importance, looking at houses, transport, schools and household objects from long ago. They successfully use photographs to compare lifestyles. Older pupils have a satisfactory knowledge of key dates, periods and events in British history. They are developing a good understanding of Second World War and are developing their research skills. Pupils are good at using photographs from the past to find out about life at that time. They know that there are different sources of information and that some are not reliable.
146. The quality of teaching is satisfactory, overall, with some good teaching in Key Stage 1. Teachers motivate the pupils well and this helps them to work purposefully. Pupils complete a good quantity of work and show much interest in their history. This was well illustrated in both of the lessons seen where the teachers focused the pupils well on the task of looking at sources of evidence. The teachers successfully developed the pupils' sense of time and they learnt to position well known events in an historical time-scale. Role-play is used effectively to make learning interesting. It helps to bring past events alive and makes real life situations out of the past.
147. The curriculum is broad and balanced and the subject makes a good contribution to the pupils' cultural knowledge of Britain and other parts of the world. Curriculum coverage is carefully planned with teachers using a nationally recommended scheme of work to ensure that work builds on what has been previously taught.
148. The subject is well led by a very keen co-ordinator and he has made a good start to developing a system for assessing the pupils' understanding of historical skills. However, the school's new half-termly assessment sheet is not yet used consistently by all teachers and evaluations written at the end of lessons often lack detail.
149. Resources are good. Regular visits to places of historical interest make learning interesting and enrich the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

150. Pupils' attainment is above national expectations by the end of Year 2 and Year 6. Standards in Key Stage 2 have improved since the time of the last inspection when they were found to be satisfactory. Since then, the school has improved resources and has introduced a suitable scheme of work to support pupils' learning. Teachers are more confident about teaching the subject and this is having a good impact on standards.
151. Throughout the school, pupils develop good word-processing skills. By the end of Year 2, pupils can type simple texts using a computer and play a range of language and mathematical games using the keyboard and mouse. By the end of Year 6, pupils have further improved their word-processing skills. They change font-type and the colour and size of their text. They are beginning to develop an understanding of spreadsheets and data handling, although this aspect of their learning is less well developed. They produce graphs and understanding of how computers can be used to present information in different ways. For example, pupils in Year 6

use 'power point' to prepare presentations on different subjects.

152. Pupils have a good knowledge of the many applications of information technology and understand that it involves more than just working on the computer. Even the youngest pupils confidently use tape recorders, and understand how information and communication technology can be used in everyday life. Pupils are beginning to use the internet to find information. For example, pupils in Years 3 used the internet to find out about haiku poetry.
153. The quality of teaching is good throughout the school. A significant strength of the school's work is the very effective way that teachers ensure that the use of information and communication technology is built into all curriculum areas. Teachers take care to ensure that all pupils, including those with special educational needs have equal access to the curriculum and the use of computers and other resources is carefully planned into everyday work. Pupils were observed developing their skills in a range of subjects, such as literacy, numeracy, history and geography. Computers are also used effectively to support the development of literacy skills for lower attaining pupils or those with special educational needs.
154. Throughout the school, teachers successfully teach specific skills to groups of pupils and then give them good opportunities to practise these skills in small groups. For example, in Year 1, pupils made good progress in learning word-processing skills because of the imaginative way in which skills were taught. A mobile phone was used to show how 'text messaging' could be used to communicate with other parts of the world. Pupils were fascinated by this and, as a result, were very well motivated when they went on to practise similar skills on the computer.
155. Assessment procedures are unsatisfactory. The school has introduced an appropriate format for assessing learning at the end of each of half term. However, this is not yet being used consistently by teachers to assess pupils' progress in information and communication technology.
156. Management of the subject is good. The recently appointed co-ordinator provides good support to her colleagues and has helped to raise the profile of the subject throughout the school. This is having a good impact on pupils' standards of attainment. There is a good awareness of the need to improve assessment procedures.
157. Resources have been improved since the last inspection and are now good. The purchase of new hardware and software has considerably improved the profile of the subject throughout the school, and pupils are benefiting from these new resources.

MUSIC

158. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6 and pupils make satisfactory progress. This is similar to the findings of the last inspection. Pupils in Year 6 make interesting 'space' compositions using a range of percussion instruments and their voices. However, they make limited use of variation in rhythm and dynamics. Pupils sing in two parts successfully although they do not always sing enthusiastically. Pupils in Year 3 know the names of a range of musical instruments and are confident about evaluating pre-recorded music. Year 1 pupils copy rhythms played by the teacher successfully and in Year 2, pupils conduct each other effectively when performing their own simple compositions.
159. As at the time of the last inspection, the quality of teaching is satisfactory. Teachers explain tasks clearly and manage pupils' behaviour effectively. Insufficient variety in one lesson led to some pupils losing interest. Most pupils are good at listening to pre-recorded music and are confident when discussing its qualities. In one lesson, a well-chosen selection of music demonstrated effectively how the mood of music could be changed to suit the lyrics.
160. The curriculum for music has improved since the last inspection and there is now a suitable scheme of work. A well written policy outlines provision in the subject clearly. Procedures for assessing pupils' attainment and progress have recently been developed but are not being used

effectively to plan lessons.

161. The role of the co-ordinator remains underdeveloped since the time of the last inspection and music has not been an area of focus since then. However, the new co-ordinator has good plans for developing the subject. As at the time of the last inspection, there are good resources for music. Individual music tuition for strings, flute and trombone and newly introduced music clubs for recorder, choir and band are well attended and make a valuable contribution to the learning of pupils who take part.

PHYSICAL EDUCATION

162. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. The school has maintained the standards found at the time of the last inspection.
163. In gymnastics, movement and games lessons, all pupils make good progress in the development of their skills. They are taught to improve their skills, and they work collaboratively throughout the school. In dance, pupils in Years 1 and 2 are successfully learning to interpret the mood and rhythm of a piece of music and to perform moves, which they then link into a dance sequence. They move around the hall with increasing control and are able to successfully join individual movements into a short sequence that relates to the music. In Year 6, the pupils practise their gymnastics skills and using the apparatus in the school hall. They develop an interesting range of sequences using balances on both the floor and apparatus. Pupils are aware of the needs for safety in these circumstances and are learning to improve their performance by evaluation and discussion.
164. The quality of teaching is good and was very good in one lesson. This represents an improvement since the last inspection when teaching was satisfactory overall, with some unsatisfactory teaching. Teachers encourage the pupils to take part in lessons with enthusiasm. They make good use of resources and successfully challenge pupils to think about their performance and how to improve. In a very good dance lesson in Year 2, the teacher used musical instruments to good effect to create an atmospheric atmosphere where pupils worked together to develop their sense of rhythm. They reviewed their performances and talked about how the music made them feel. All pupils, including those with special educational needs, enjoy physical education. Their response is good and no bad behaviour was seen. The lessons are carefully planned and gradually develop the skills or sequences that have been identified as the focus of the lesson. Older pupils respond well when targets are set in lessons. For example, in Year 6, pupils were told that they had to develop three different balances in 5 minutes. Pupils worked purposefully at this task, exploring and developing new ideas and improving their skills.
165. Teachers have a very good subject knowledge, give clear instructions which emphasise how improvements can be made and give encouraging and appropriate praise. Where taped radio programmes are used, teachers take care to make sure pupils understand what is expected and they frequently stop the tape to give pupils opportunities to improve skills. In all lessons, pupils are encouraged to warm up, and are aware of the importance of exercise and safety. They are also taught to cool down correctly at the end of a period of exercise. However, not all the teachers provide good role models by changing into suitable clothing for lessons even though they expect all pupils to change.
166. The curriculum is broad and balanced and is effectively managed by the subject co-ordinator. Good use is made of a nationally recommended scheme of work to support teachers in their planning. Swimming is part of the curriculum for pupils in Years 3 and 4; they make good progress and report that they enjoy the sessions. Over 90% of the pupils achieve the national target of being able to swim 25 metres by the time they leave the school. Pupils are given the opportunity to undertake a weeklong residential course of outdoor and adventurous activities with a visit to a residential centre in Year 6. This makes a good contribution to pupils' learning in this area of the curriculum. The school identifies pupils who are specifically gifted or talented in

physical education and their needs are met effectively. When appropriate, pupils are directed to local sports clubs where specialised coaching is available.

167. The school has a good range of resources and equipment that is well used. A satisfactory range of extra-curricular activities supplements pupils' learning in class. There is a range of after school sports activities as well as competitive matches. The school has been successful in winning many trophies.

RELIGIOUS EDUCATION

168. Pupils' attainment is in line with the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. Progress is best in Years 4, 5 and 6 where a greater amount of time is allowed for the teaching of the subject. In other year groups there is little written evidence of pupils' work and coverage of the curriculum is less secure. Standards are similar to those found at the time of the last inspection. Pupils develop a sound understanding of Christianity. Pupils in Years 1 and 2 can retell favourite stories from the Bible such as 'The Good Shepherd'. In Year 2, pupils' gain a limited understanding of the Hindu faith and learn about different celebrations. In Year 3, pupils' learn about the Sikh faith, but again this work is superficial and there is little evidence of work being recorded to support learning. In contrast in Year 5, pupils gain a good understanding of Judaism. They learn about different Jewish festivals and begin to understand what it means to be a Jew. In Year 4 and Year 6, Christianity is studied in detail and pupils gain a good knowledge of how Christians worship. Older pupils show a good level of respect for beliefs other than their own. They confidently contrast their own beliefs with those of other religions; for example explaining how prayer differs.
169. The quality of teaching is satisfactory, overall, in both key stages with examples of good teaching in Year 4 and Year 6. Teachers work hard to make the subject interesting and resources are used to good effect to involve the pupils in their learning. This helps to motivate all pupils, including those with special educational needs, and means that learning is purposeful. For example, in Year 4, the teacher used a range of resources effectively to teach pupils about the Paul's letters to the Ephesians. The use of a helmet, sword and shield helped pupils to understand what is meant by '*the helmet of salvation*' and '*the sword of the spirit of God*'. In this lesson, the teacher's good subject knowledge meant that the theme was introduced in an exciting and stimulating way so that all pupils were involved and learnt well. In all lessons observed, discussion was used effectively to involve the pupils and they often made good contributions. Teachers are successful in involving pupils in the activities they have planned and pupils are expected to think for themselves. For example, in Year 2, pupils talked about why '*silence*' can sometimes be a good thing.
170. A weakness of teaching throughout the school is the limited opportunity pupils are given to use their literacy skills in religious education lessons. A scrutiny of pupils' previous work shows that in many classes there is little recorded work. Where pupils' have written about a religious topic, work is often copied from the blackboard rather than written independently. Pupils often choose to draw pictures rather than write about what they have learnt. This makes a negative contribution to the development of pupils' literacy skills, with boys in particular often choosing to draw rather than write.
171. The curriculum is broad, but in some year groups lacks balance. There is little evidence of Sikhism being studied in any detail in Year 3 and learning on Hinduism in Year 2 is limited. The co-ordinator has not yet had an opportunity to monitor teaching or learning. This means that weaknesses in provision across the school have not been identified or remedied. Teachers are not yet using the school's new half-termly assessment procedures to monitor pupils' progress in religious education.
172. The school is well resourced for the teaching of religious education. Visits to the local church contribute well to learning and the local vicar regularly leads assemblies. All these activities help pupils to develop a positive attitude to learning about Christianity and other faiths.