

INSPECTION REPORT

CAROLINE HASLETT COMBINED SCHOOL

Milton Keynes

LEA area: Milton Keynes

Unique reference number: 110394

Headteacher: Mr P Hussey

Reporting inspector: Mr D Page
1028

Dates of inspection: 22 – 25 April 2002

Inspection number: 194711

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First and middle

School category: Community

Age range of pupils: 4 to 12 years

Gender of pupils: Mixed

School address: Faraday Drive
Shenley Lodge
Milton Keynes

Postcode: MK5 7DF

Telephone number: 01908 231 101

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Appropriate authority: The governing body

Name of chair of governors: Mr C Parsons

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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1028	D Page	Registered inspector	Science Design and technology	What sort of school is it? School's results and achievements How well is the school led and managed? What should the school do to improve further?
9505	D Haynes	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20063	G Slamon	Team inspector	Mathematics Information and communication technology Equal opportunities Special educational needs	
5902	M Harrison	Team inspector	English Physical education Religious education	

3634	B Hickling	Team inspector	Art and design Music Areas of learning in the Foundation Stage	
11292	A Goodwin	Team inspector	Geography History English as an additional language	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?
20287	D Harris	Team inspector	Modern foreign languages	
13122	S Matthews	Team inspector		

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is much bigger than other primary schools, (526 pupils compared with the average size nationally of 226 pupils). The school has grown slightly over the last five years. The percentage of pupils known to be eligible for free school meals (10.1 per cent) is below the national average. The percentage of pupils with English as an additional language (9.4 per cent) is high, with only 20 per cent of schools having a higher percentage. The percentage of pupils identified as having special educational needs, including statements, (25.1 per cent) is broadly in line with the average. The percentage of pupils with statements of special educational needs (3.0 per cent) is above the average. The ward in which the school is situated exhibits some social advantage compared to the national averages. A very significant number of pupils join or leave the school at times other than the usual time of the year.

HOW GOOD THE SCHOOL IS

Overall, the level of effectiveness of the school is very good. Standards on entry to the school are around to just below the national average. The standard of pupils' performance in national tests at the end of both Year 2 and 6 is generally above the national average and compares favourably with similar schools. The standard of pupils' work seen during the inspection was generally above the national expectation. The language department provides for ten pupils aged 4 to 12 who have statements of special educational needs for speech and/or language difficulties. The quality of provision for these pupils is very high. Overall, the standard of teaching seen was very good with some excellent teaching. Leadership and management by the headteacher, senior staff and governors are excellent and give rise to a strong commitment to succeed amongst all staff. Given how effective the school is, the context of the school, and the money it receives, the school provides good value for money.

What the school does well

- The school has created a strongly positive ethos which ensures all pupils feel secure and respected.
- Standards in the core subjects are generally above or well above average.
- Teaching is a strength of the school and is characterised by very good planning and very effective relationships between teachers and pupils. Teachers receive effective support from strongly committed teaching assistants. As a consequence, pupils' attitudes to learning are very good.
- Leadership and management by the headteacher, senior staff and governors are excellent and give rise to a strong commitment to succeed amongst all staff.
- The provision for pupils with special educational needs is a strength of the school and ensures that they are effectively included in all aspects of the school.
- The school manages the high levels of pupil mobility very well by ensuring that these pupils are well supported and quickly integrated into the school.

What could be improved

- The provision for information and communication technology needs to be improved and the school has plans to address this issue.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good progress since the last inspection. There have been very good developments in the role of subject coordinators and in the teaching in Years 3 to 6. Standards have been raised in information and communication technology although there is still much work to be done in this area of the curriculum. While there has been good improvement in music there has been little

progress made on French. Good progress has been made in relation to the quality of annual reports to parents.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	C	C	B
mathematics	D	D	C	B
science	D	B	B	C

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

By the end of Year 2, standards of attainment in reading; writing and mathematics are above the national average. In comparison to similar schools, attainment in reading is broadly in line with the average and for writing is above the average and well above for science and very high in mathematics. There is no significant difference in the performance of boys and girls. Over the last four years, the trend in improvement in reading; writing and mathematics have all been better than the national trend, particularly in mathematics.

By the end of Year 6, standards of attainment in English and mathematics are broadly in line with the national average and above the average in science. When compared to similar schools on the basis of prior attainment, standards are below the average in English; in line with the average in mathematics and above the average in science. When compared to similar schools on the basis of free school meals, standards are above the average in English and mathematics and in line with the average in science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils' attitudes, values and personal development are very good and contribute to the positive learning environment that exists within the school. Respect for other's feelings, values and beliefs is a very strong feature of the school, and pupils are supportive of those with special physical and educational needs.
Behaviour, in and out of classrooms	Very good. Behaviour is now very good and an improvement since the last inspection. Pupils demonstrate a natural courteousness to adults without prompting.
Personal development and relationships	Very good. Pupils relate excellently to each other and to all members of the teaching and non-teaching staff and visitors and have a very good understanding of the impact of their actions on others.
Attendance	Satisfactory. Overall attendance is satisfactory at 93.9 per cent and is at the national average. Unauthorised absence at 0.1 per cent is less than a quarter of the national average. There were no exclusions during the reporting period.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 7
Quality of teaching	Good	Very good	Very 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.

Overall the quality of teaching is very good and ensures very good learning for the majority of pupils throughout the school. The majority of lessons during the course of this inspection were good or better with one unsatisfactory lesson. There has been very good improvement in the quality of teaching since the last inspection. The good or better teaching successfully includes all pupils regardless of ethnicity, prior attainment, gender and those with special educational needs. Particular improvements have been made in the management of pupils and the promotion of good behaviour. Pupils in Year 7 are taught by teachers who specialise in different subjects in order to effectively address the demands of the curriculum for pupils of this age.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The learning opportunities in Reception are excellent. Overall, the quality and range of learning opportunities is very good for pupils in Years 1 to 7. Schemes of work develop an understanding of a range of cultures and a global perspective.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are identified early and very well supported in lessons. Curricular planning includes specific targets for individual pupils.
Provision for pupils with English as an additional language	Very good. The school provides very well for pupils learning in English as an additional language with well targeted in class support and sensitive teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Lessons for personal, social and health education enable pupils to explore feelings and relationships. The provision for pupils' moral, social and cultural development is very good. Provision for spiritual development is satisfactory. There are insufficient planned opportunities for reflection on issues which might develop spiritual awareness in lessons.
How well the school cares for its pupils	Good. Class teachers know their pupils very well and respond appropriately when necessary. The procedures for monitoring and supporting academic performance are good overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides excellent leadership and management for the school with very effective support from the senior managers. This promotes high standards and encourages effective teaching and learning.
How well the governors fulfil their responsibilities	Excellent. The governing body provides excellent strategic management. The system of open committees is highly effective in ensuring maximum participation by all governors. The chair of governors is very experienced in the role and has a very clear understanding of how the school functions.
The school's evaluation of its performance	Very good. The headteacher, senior staff and governors monitor and evaluate the work of the school closely and through their analysis ensure that appropriate priorities for development are identified.
The strategic use of resources	Very good. All specific grants are well-targeted and spent very effectively. The governing body helps the school to secure 'Best Value' in the provision of pay-roll services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is helping my child become mature. • I feel comfortable approaching the school. • The school expects my child to work hard. • My child is making good progress. • The teaching is good. • My child likes school. 	<ul style="list-style-type: none"> • My child gets the right amount of homework.

Overall, parents' views of the school are very positive. No issue on the questionnaire sent to parents before the inspection attracted more than twenty per cent of negative responses. The percentage of parents seeking improvement in the amount of homework received by their child was 18 per cent. The inspection team found evidence to support the parents' positive views but no suggestion that homework was being set outside of the national guidelines.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 By the end of Year 2, standards of attainment in reading writing and mathematics are above the national average. In comparison to similar schools, attainment in reading is broadly in line with the average and for writing is above the average and well above for science and very high in mathematics. There is no significant difference in the performance of boys and girls. There is no significant difference in the performance of higher and lower attaining pupils, except in mathematics where lower attaining pupils perform relatively better. Over the last four years, the trend in improvement in reading writing and mathematics have all been better than the national trend, particularly in mathematics.
- 2 By the end of Year 6, standards of attainment in English and mathematics are broadly in line with the national average and above the average in science. When compared to similar schools on the basis of prior attainment, standards are below the average in English; in line with the average in mathematics and above the average in science. When compared to similar schools on the basis of free school meals, standards are above the average in English and mathematics and in line with the average in science. There is no significant difference in the performance of boys and girls. The school has a department which supports the language needs of pupils from the surrounding area. The learning difficulties of many of these pupils result in them attaining low grades in these national tests. There is no significant difference in the performance of higher and lower attaining pupils. Over the last 4 years, the trend in improvement in all core subjects has been broadly in line with the national trend.
- 3 The school exceeded its appropriately challenging statutory target for the percentage of pupils reaching level 4 and above in English by two per cent, (82 per cent compared to the target of 80 per cent), and met the target of 79 per cent in mathematics.
- 4 On entry to the Reception classes children have a wide range of attainment which is below what might be expected for children of this age. Children achieve well in the Reception class and make good progress. Children identified with special educational needs and those with English as an additional language are well-supported to make good progress in all areas of learning.
- 5 Standards of work in English lessons throughout the school are generally above the national expectation in all aspects of the subject and this is an improvement since the last inspection. By the end of Year 2 and Year 6 standards in mathematics lessons are above national expectation. Standards attained by pupils at the end of Year 7 are also above those expected for their age. The satisfactory standards identified at the time of the last inspection have been improved and are now above expectation for pupils at the end of Years 2 and 6. Standards of attainment in science lessons were generally above national expectations in the knowledge areas of the subject such as biology, chemistry and physics. Standards across all years were somewhat lower in the practical aspects of the subject.
- 6 When compared to their prior attainment pupils achieve well at the school. All groups of pupils make at least good progress. Pupils with special educational needs are identified early and, when they receive specific support, they make very good

progress in relation to their individual education plans. The very good support they receive in lessons gives them full and equal access to the curriculum and allows them to make the same progress as their peers. An indication of the success of the special needs provision is that pupils are regularly taken off the register of special educational needs as well as placed on it.

Pupils' attitudes, values and personal development

- 7 The pupils' attitudes, values and personal development are very good and contribute to the positive learning environment that exists within the school. This is an improvement since the last inspection. Respect for other's feelings, values and beliefs is a very strong feature of the school, and pupils are supportive of those with special physical and educational needs. Pupils with special educational needs respond very well to the high expectations of teachers and support staff, and are keen to do well. Pupils are keen to enter school and settle quickly into the daily routine without undue intervention from the class teacher. During lessons pupils concentrate well and show enthusiasm in response to the very good quality of teaching that makes the lessons interesting.
- 8 Parents rate highly the values and standards the school offers their children. The school's aims and values are reflected in the individual class rules that are clearly displayed in each classroom. These address the impact of pupils' actions on others and the need to respect an individual's feelings. There were very few occasions when children had to be reminded of the rules. The teachers' expectations of good behaviour and application in lessons are very high and there is a consistent approach across all classes. Pupils have responded well to the school's supervision and behaviour policies. Behaviour is now very good and an improvement since the last inspection. No bullying, including that based on race or gender, was observed in the classrooms or when the children were at play. The school is an orderly community and pupils know the difference between right and wrong. There is no evidence of vandalism or graffiti and learning resources and property are treated with respect. Pupils demonstrate a natural courteousness to adults without prompting and they relate excellently to each other and to all members of the teaching and non-teaching staff and visitors. This was evident in lessons where even the youngest pupils work in collaborative pairs, and during an assembly where singing was openly enjoyed by both staff and pupils.
- 9 The school offers Year 4 and 5 pupils the opportunity of a residential visit to Brighton and Year 6 and 7 pupils an opportunity of a residential visit to France. A good photographic record of both visits was on display. The school offers a good range of opportunities for pupils to take on responsibility for the day to day running of the school. Younger pupils are identified as class helpers and undertake tasks for the teacher in the classroom that includes taking the register to the office after each registration. For the older pupils there is the opportunity to assist in preparing the hall for assemblies, distributing registers to all classes and operating the school bank. Some Year 7 pupils assist in Reception during their lunch break by working with children or preparing resources. There remains scope to improve the opportunity for pupils to take on more responsibility and show initiative.
- 10 Overall attendance is satisfactory at 93.9 per cent and is at the national average. This is significantly less than at the previous inspection where attendance was very good at over 97 per cent. Unauthorised absence at 0.1 per cent is less than a quarter of the national average. There were no exclusions during the reporting period.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 11 Overall the quality of teaching is very good and this ensures very good learning for the majority of pupils throughout the school. There has been very good improvement in the quality of teaching since the last inspection. The majority of lessons during the course of this inspection were good or better with one unsatisfactory lesson. Particular improvements have been made in the management of pupils and the promotion of good behaviour. In the 74 lessons observed 17 were satisfactory or better; 27 were good or better; 23 were very good and 6 were excellent. Pupils in Year 7 are taught by teachers who specialise in different subjects in order to effectively address the demands of the curriculum for pupils of this age.
- 12 The good or better teaching successfully includes all pupils with different learning needs. It provides challenging work for pupils, capturing their imagination and motivating them so that they want to learn. Pupils were observed to be keen to participate in their lessons, enthusiastically answering questions and unafraid to ask when they needed further support. Teachers build on what pupils already know and understand. They use sensitive questions and short, clear explanations to review previous learning and extend pupils' understanding. Teachers consistently make clear what pupils are expected to learn and explicitly share with the class the features they are looking for during the lesson. Teachers implement the challenging interactive activities they plan for, so that pupils have regular opportunities to solve problems, sort, sift and classify information as well as discuss ideas.
- 13 Teachers ensure that lessons are paced appropriately depending on the type of task or activity in which they are engaged. In the majority of lessons the teachers deployed the teaching assistants very effectively in order to teach pupils the skills and techniques they needed to complete tasks, to explain concepts and to improve the pupils' belief in their own ability. Excellent relationships supported by good humour, constant reminders about learning objectives, high expectations and good use of behaviour management strategies ensure that all pupils are well focused, on task and making good progress. This was exemplified in a lesson for Year 1 pupils who were working on their story-writing skills by learning how to develop the setting for a story. The excellent atmosphere created enabled these young children to organise themselves to work co-operatively and compose new writing of high quality.
- 14 The good or better teaching is well-planned with a focus on demonstrating or modelling what teachers expect pupils to do. This was seen in many English lessons throughout the school where teachers use white boards and over-head projectors to model writing or invite pupils to work with peers on shared writing tasks. This was seen in a Year 5/6 lesson where a teacher modelled the structure for planning a story and used a rich variety of subject specific language and technical vocabulary. Appropriate vocabulary was used in many lessons and was seen to extend the pupils' knowledge and understanding of a subject. In many lessons pupils are prepared to answer questions, put forward opinions and engage in debate.
- 15 Plenary sessions are generally used well to monitor progress, reinforce key features or objectives and to clarify misconceptions. Assessment for learning is a planned part of the teaching process and this makes a clear contribution to learning. This was evident in a Year 3/4 numeracy lesson on subtraction where the teacher reinforced the methods used to subtract numbers in columns and on how to use the complementary method leading to clear progress in knowledge and understanding. Teachers regularly set tasks and activities for pupils to work on at home. These are designed to reinforce class work or to extend understanding, with tasks ranging from

reading to investigative projects. Teachers mark pupils' work regularly and often make clear comments on they need to do next. Where this is done well pupils have good knowledge of their own learning. However, there are examples of marking which provide little specific feedback.

- 16 One of the reasons why pupils with different learning needs and different levels of attainment are making good progress is that so many teachers and teaching assistants are good at managing pupils and organising learning consistently well. There were no incidents of particularly challenging behaviour seen during the inspection and those pupils who were less helpful and co-operative were dealt with efficiently and effectively to refocus them, keep them involved in the lesson and ensure they continued to learn.
- 17 The clear structure to lessons ensures that basic skills are taught very effectively across the core subjects. The school has implemented the wide-ranging number of additional initiatives that support and complement the key national strategies for improving literacy and numeracy. These include additional numeracy and literacy lessons for identified groups in Years 3 to 6. Pupils work well in groups without the need for the teacher to constantly monitor their behaviour. They remain on task and involved in the activity. Pupils are increasingly able to evaluate their own learning because they are clear what they are learning and what they need to look for in a good piece of work. The effective use of end of lesson plenary sessions reinforces this particular aspect of learning. In a physical education lesson pupils were asked to evaluate the performance of their partner and suggest ways the gymnastics routine could have been improved.
- 18 The teaching of pupils with special educational needs, and with English as an additional language is very good. The planning, by well-informed staff, contributes positively to pupils' learning. The impact of good teaching is seen in the interest the pupils show in their work. An appropriate range of activities is prepared for them and teachers use a good range of teaching strategies to engage the pupils. High quality assessment strategies are used to ascertain pupils' progress, particularly in English and mathematics. The individual educational plans for pupils with special educational needs have clear, concise targets, which are shared with pupils and reviewed regularly. When they are not met, they are sympathetically amended in order to make them more accessible. Teaching is particularly well focused on specific needs when pupils are supported in lessons or withdrawn for additional help. Communication between teachers and support staff is very good and this enhances pupils' learning.
- 19 There is an excellent working relationship between teachers and teaching assistants. They work very closely together and also with the special educational needs co-ordinator. Teaching assistants are well briefed and form a very strong, well-qualified, knowledgeable, caring and stable team. The headteacher, teachers and colleagues support them very effectively. They discuss their work with teachers regularly. The fact that most pupils and in particular those with special educational needs and those who have English as an additional language make such good progress is testimony to the degree of support and encouragement that they receive both from class teachers and teaching assistants. In addition, teaching assistant time is specifically committed to working with particular pupils when this is required in their individual education plans.
- 20 Support for special educational needs is well-organised. Procedures for identifying pupils with special educational needs are in place and effectively used. The school places a strong emphasis on identification at the earliest possible stage. The new

code of practice is being implemented effectively. The school has well organised and effective systems for supporting pupils with English as an additional language. These pupils are included in all aspects of teaching and learning and receive specialist support bought from the local education authority. This provision is clearly targeted on those who are underachieving. The school's policy is based upon guidance from the local education authority and is regularly updated. Much of the support afforded by teaching assistants is within the classroom. Tasks are appropriately differentiated in English and mathematics to suit the different prior attainment of pupils.

- 21 Throughout the school, the experienced and well-qualified teaching assistants work as valued members of the teaching team and they are well deployed by teachers to help a range of pupils. Very good use is made of them in literacy and numeracy lessons where they support learning, gather assessment information, monitor behaviour and sustain pupils' interest and motivation. They know the pupils well, work in partnership with the class teacher and use their initiative to help pupils learn.
- 22 The quality of teaching at the school has been significantly improved since the last inspection. The benefits of these improvements are evident in the standards of work the school achieves. This is more remarkable when the very high levels of pupil turnover are taken into consideration.

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

- 23 The quality and range of learning opportunities in Reception are excellent. Detailed planning ensures that the curriculum is securely based on the nationally recommended six areas of learning for Reception children. Weekly planning specifies learning objectives to match the needs of Reception children and this enables staff to focus their work on developing specific knowledge and skills and ensuring all pupils enjoy equality of access.
- 24 Overall, the quality and range of learning opportunities is very good for pupils in Years 1 to 6. The school provides for Year 7 pupils who have access to the appropriate statutory curriculum for pupils from ages 11 to 14. The rationale for the curriculum includes a positive commitment to keep it broad, balanced and relevant despite the clear shifts to an emphasis on literacy and numeracy. There are very effective strategies for teaching literacy through the full implementation of the national literacy strategy and opportunities are given for extended writing. Strategies to promote literacy in other subjects are developing well as schemes of work are reviewed to reflect the revised National Curriculum. There is a clear emphasis on the development of key vocabulary and subject specific language across the curriculum, for example in a physical education lesson pupils used terms such as counter-tension and counter-balance. The national numeracy strategy is fully in place in all classes and is having considerable impact on raising standards. There are insufficient opportunities to use information and communication technology in subjects across the curriculum. The school has plans to address this.
- 25 The school has paid particular attention to ensuring that schemes of work develop an understanding of a range of cultures and a global perspective. Staff have used the schemes of work published by the Qualifications and Curriculum Authority to help them plan the curriculum. Planning, particularly for English and mathematics, is very thorough and effective. Lesson plans have specific learning objectives that are almost always shared with the pupils at the beginning of each session. Pupils are

regularly set tasks to work on at home in all classes and this is used well to consolidate learning in the core subjects.

- 26 The school has an extensive, systematic and highly popular programme of extra-curricular activities. These activities encourage active participation beyond the school day and in the wider community. They also help to develop social and wider learning skills. Staff organise and run a range of clubs after school on Mondays. These include opportunities to use computers, develop skills in art or to read books as well as a wide range of sporting activities. There are visits to places of interest, fieldwork and visits abroad, which enhance the subjects of the curriculum. Links with people and institutions in the wider community are being developed to enhance learning. The school works hard to encourage its pupils to participate in these activities. This ensures that it is strength of the school. Extra-curricular activities are accessible to both genders and to all pupils from the age of seven. Teachers work hard to promote an inclusive ethos and ensure that there is no discrimination on the basis of gender, prior attainment or ethnicity. The school works hard to prepare pupils for life in a culturally and ethnically diverse society and this is reflected in the planned curriculum. Adults work effectively to promote pupils' self-confidence and self-esteem. The school's policy is well reflected in practice.
- 27 There is good provision for personal, social and health education. The 'Health for Life' programme is used effectively to promote understanding and responsibility in maintaining a healthy lifestyle. Lessons for personal, social and health education enable pupils to explore feelings, relationships and other social and moral issues. Healthy eating and care of the body, including drug awareness, are fully covered throughout the school in science and in the wider curriculum. Older pupils receive sex education in line with the school's policy. Good use is made of the locality in the teaching of geography and history. The school is developing its work on citizenship with a specific course in Year 7. Links with business and industry in the wider community are underdeveloped at present. The school has good links with other local schools and this ensures that the Year 7 pupils are well prepared for transition. Year 7 staff have links with partner secondary schools through the Milton Keynes West network. This network supports the professional development of subject specialists and works well in all subjects except French where specialist support is underdeveloped.
- 28 The school makes good provision overall for pupils' spiritual, moral, social and cultural development. Parents are happy with the attitudes and values which the school is promoting and the positive effect which they are having on pupils' personal development.
- 29 Provision made for pupils' spiritual development is satisfactory. There are insufficient planned opportunities for reflection on issues which might develop spiritual awareness in lessons. Acts of collective worship are used to help pupils to realise their own spiritual beliefs within a broadly Christian framework. In religious education there are opportunities to think about the beliefs of people of other faiths.
- 30 The provision for pupils' moral development is very good. The school has worked hard to improve this provision and it promotes a strong moral code. Circle time is used to explore personal responsibility and to promote social skills. A positive behaviour policy, based on 'Golden Rules' is in place and all staff enforce it consistently. There are clear expectations of what is acceptable behaviour and pupils are taught the difference between right and wrong. Pupils are well aware of the school rules which are displayed in all classrooms. Pupils are very clear about what

they should do in cases of bullying or racism. Incidents are recorded and monitored in line with local guidelines. Assemblies have a moral theme.

- 31 The provision for the social development of pupils is very good. It is enhanced by the very good relationships between teachers and pupils. Collective worship aims to promote a sense of community and the development of social skills feature strongly in chosen themes. There are opportunities in class for pupils to work together and learn to co-operate. Residential visits take place each year. Years 4 and 5 recently visited Brighton and these visits have a very positive impact on relationships.
- 32 Overall the provision for cultural development is very good. The curriculum for art, music, history, geography and religious education make a strong contribution to this. Exploring the work of well-known artists and interpreting them creatively adds to cultural development. The school provides some opportunities to develop an appreciation of music, art and literature in class, in assemblies and in some extra-curricular activities. Pupils listen to music from a range of cultures and make music in a variety of styles. Pupils in Years 1 and 2 are able to learn about Africa through art. Work in Year 7 French adds positively to cultural development.
- 33 Overall, provision for equality of opportunity is very good. All pupils are afforded full and equal access to the curriculum. The very high quality support given to pupils with special educational needs allows them full and equal access to all aspects of school life. Provision for formal interviews and regular contacts with parents are good and contribute well to pupils' learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 34 The school cares well for its pupils. The deputy head teacher is responsible for child protection and the deputy's knowledge of the pupils and their backgrounds contributes to a good level of protection. This could be extended to include regular awareness training for all staff ensuring they are fully aware of current policies. Class teachers know their pupils very well and respond appropriately when necessary. Communication at all levels within the school is good and contact is maintained with outside specialists and their services are selectively and effectively used. This includes the school nurse and the educational welfare officer.
- 35 First Aid provision is good and the children know what to do should the need arise and clear guidance is available to staff for pupils with specific medical requirements. The school caretaker and team of cleaners maintain a high level of cleanliness and any aspect of maintenance is attended to promptly. This helps create a safe learning environment and also instils high values in the pupils that are reflected in their respect for property and learning resources. Personal, social and health education is very well addressed in religious education, science, circle time and with specific lessons and experiences. Year 3 pupils attend 'Hazard Alley' each year that addresses the risks and dangers encountered in everyday life experiences. The school caretaker has a high profile in the school and is a member of the Health and Safety committee and takes part in safety tours of the premises.
- 36 The policy and procedures for monitoring absence are satisfactory but have failed to maintain the level of attendance found at the previous inspection. Registers are maintained correctly using a computerised system. A good feature is the return of the registers to the office after each registration any late comer having to report to the office to complete registration. The deputy head teacher monitors attendance and

meetings are held with the education welfare officer to address specific problems. Attempts are made to contact the parents of any pupil who is absent without notice.

- 37 Classroom rules are prominently displayed and all pupils know what is expected of them. Effective procedures are in place to promote good behaviour and there were no incidents of harassment or bullying during the inspection either in class or when the children were at play. When children are at play the area is safe and secure and a very good level of supervision is provided. Play boxes were provided at lunchtimes though there was no evidence of guided or structured play.
- 38 The school has a very clear and comprehensive assessment policy. The procedures for monitoring and supporting academic performance are good overall. The systems in place for English and mathematics are particularly effective and are helping to raise standards. There has been good progress made in this area since the previous inspection. The school's assessment policy is detailed and gives good guidance to staff. Progress has been made in all subjects in the use of assessment to aid planning. Teachers' plans make clear that they will assess progress towards the learning objectives they have set. Teachers evaluate progress in a well focused way related to targets. In many cases good use is made of this information for future planning. At the beginning of lessons teachers use a system which makes clear what they are looking for in pupils' work. This helps them evaluate progress at the end of lessons and when work is marked. This system also helps pupils to assess their own work. However, the quality of marking is not consistent across the school.
- 39 In English and mathematics work is assessed and outcomes recorded to show the knowledge, understanding and skills they have acquired. Each pupil has a progress book in which they record a numeracy and literacy activity each term. Teachers work with individual pupils to set realistic targets. The next stages of learning are identified and group targets are set. Specific assessment activities are integrated into the day to day work of pupils. Whole school planning, team planning and individual teacher plans all support assessment activities. Effective training has been given to staff to ensure the accuracy of teacher assessments. The quality of teachers' assessment is well supported by regular meetings which are held to agree the attainment levels of work in the core subjects, using samples of pupils' work for higher, average and lower attaining groups. The evaluation of English and mathematics lessons is formally recorded each week and used to adjust planning. Pupils' progress in reading is regularly assessed and records are used to identify those who need extra support.
- 40 The assessment of foundation subjects has been improved and assessment procedures consistent with those for the core subjects are beginning to be used to show what groups of pupils know and can do. These are then used effectively to plan future work. At present pupils' attainment is recorded yearly against National Curriculum level descriptors. Teachers mark pupils' work regularly and often make clear comments on what they need to do next. Where this is done well pupils have good knowledge of their own learning. There are however examples of marking which provide little specific feedback and do not go beyond ticks of approval or encouraging comments. The school needs to ensure that its very clear marking policy is implemented more consistently.
- 41 Effective records are kept of each pupil's attainment on entry to reception, enabling the tracking of progress through school. Information from teacher assessments and from tests is used by each class teacher to set yearly targets in English and mathematics for every pupil. These are reviewed through the year and pupils making insufficient progress are identified and supported. The school is using information

technology to manage this and to help in analysis. The school very effectively supports pupils with special educational needs to meet targets set in their individual education plans and statements. Teachers and support staff are fully aware of the differing needs of these pupils. There are very good assessment procedures for placing pupils on the register of special educational needs, keeping parents informed, and reviewing progress regularly. The school meets the requirements as outlined in pupils' statements of educational needs.

- 42 Effective strategies have been developed to monitor performance in English, mathematics and science. National tests are completed in accordance with statutory requirements. Use is also made of the optional Years 3, 4 and 5 tests for English and mathematics. Information collected from these and from teacher assessments is analysed. This enables the identification of areas of weakness which can then be addressed when curriculum plans are reviewed. Test results are also analysed to look for any differences in the results of boys and girls and of pupils from different cultural backgrounds. All these measures lead to very good use of assessment information when planning the curricular provision and is helping the school to achieve inclusive educational practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 43 Overall, the school's partnership with parents is good. Parents' and carers' views of the school as expressed in the parents' questionnaire and at the parents' meeting are very positive. Parents who attended the parent's meeting thought that the school had improved since the last inspection and were particularly pleased that their children felt positive about school and that the school provided a sensitive, caring and supportive environment. Areas of concern to parents centred on the amount and frequency of homework, especially for older pupils, and the amount of extra curricular activities available. A home-school agreement is in place and the school works hard to try and involve parents more fully in school life but with limited success. There was a less than 20 per cent return rate for the parents' questionnaire and very few parents assist in school during the teaching day. Literacy and numeracy evenings have been poorly attended but a more informal 'Walkabout Day', where parents were invited to spend time with their children in the classroom was well supported.
- 44 The quality of information provided for parents is very good. Regular year group newsletters are published and a school newsletter celebrates past events and informs of future ones. The school prospectus and the annual governors' report are clear and comprehensive and both meet statutory requirements. The annual report to parents is type-written, personal to the pupil and contains details of achievement in all curriculum subjects. This is an improvement since the last inspection. There is provision for both pupil and parent comment on the report but identifying areas for improvement is limited to English and mathematics and there is no clear reference to areas of personal development. Parents of pupils with special educational needs are made to feel welcome by the school, and are fully involved in the reviews of their children's progress. The school has recently canvassed parents' views with its own parental questionnaire and as a result has published a leaflet for parents on its approach to homework. However the school's approach to homework is still a concern for some parents of older pupils.
- 45 The school benefits from an active Friends Association that together with the school organises fund raising and social activities which includes both parents and children. These raise valuable funds for the school and promote community awareness. The

school supports local and international charities and makes good use of information to heighten the children's awareness of those less fortunate than themselves.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 46 The headteacher provides excellent leadership and management for the school with very effective support from the senior managers. As a consequence there is a clear direction for future development which is widely known and supported by those involved in the school. This in turn leads to a very pronounced shared commitment to succeed amongst the staff and governors alike. The headteacher, senior managers and governors manage change exceptionally well. The strength of this collective leadership has clearly contributed in no small measure to the significant progress the school has made since the last inspection report. The headteacher and senior staff adopt a very high profile around the school providing very good role models for staff and pupils. This promotes high standards and encourages effective teaching and learning.
- 47 The senior management team of the school is made up of the headteacher, deputy headteacher and an assistant headteacher. This group meets regularly with clear agendas. They focus appropriately on the day to day management to ensure that the school runs smoothly. They also focus on managing change through medium and long-term strategic planning. Other members of staff are involved in these meetings when appropriate which ensures a wide involvement and sense of shared purpose. The headteacher provides a clear sense of direction for the work of this group.
- 48 The school's work is monitored and evaluated systematically. The headteacher, senior staff and governors monitor and evaluate the work of the school closely and through their analysis ensure that appropriate priorities for development are identified. The school's development plan is a well-structured and detailed document which is an effective management tool. The plan is supported by an equally clear maintenance plan, management plan and premises plan. The activities that are planned are appropriately costed and consequently linked to the budget plan. Success criteria are defined well and are appropriately measurable and well-related to the actions.
- 49 The school's self-review processes are clearly integrated with its provision for Performance Management. Senior staff observe teaching and learning monitoring lesson plans as well as curriculum plans and assessment. The staff are organised into teams that are led and supported well by team leaders. These teams are able to draw upon the expertise of subject coordinators. The school has worked with some success to develop the role of coordinators and this programme of work is continuing. A significant number of coordinators are now able to monitor and evaluate their subjects following a period of professional development. This responsibility will be delegated to other subject leaders as they acquire the skills and confidence. This is part of a clear plan to increase delegation. At present coordinators do not manage their own budgets and this limits their ability to cost their individual action plans which in turn limits the effectiveness of these plans.
- 50 The governing body provides excellent strategic management for the school. The system of open committees is highly effective in ensuring maximum participation by all governors. The chair of governors is very experienced in the role and has a very clear understanding of how the school functions. He has had a very clear view on the way the governing body needs to develop and works hard with his colleagues to achieve consensus in effectively implementing the action plans. His perceptive and

incisive analysis of the needs of the school ensures that governors remain well informed of the school's performance and are very effective at focusing on issues that will make a difference. They are very good at supporting and challenging the school to move forward. A very good example of effective governing body involvement is the way they helped the school to secure 'best value' in providing pay-roll services after the local education authority withdrew this facility. Due to the importance of this service governors carried out a careful cost-benefit analysis to ensure a reliable provider with a good track record at reasonable cost. This decision was an important one to the school and has proved very successful.

- 51 The governing body has a strong perception of the place of the school within its local community. The governors know how well the school is doing and where it needs to improve. They review performance data and other aspects of school performance through the reports provided to them by the headteacher and his colleagues as well as by their analysis of the results of national tests. This is very effective in influencing their future decisions. Key members of staff report to the governors and provide a very good channel of detailed information.
- 52 The governing body fulfils its responsibilities for pupils on the special educational needs register very well and the school uses money allocated for this purpose very well. The specific budget for spending on learning resources for these pupils is used both to support pupils with statements of special educational need and also provide more general learning support. The school also uses its Ethnic Minority Achievement Grant effectively to support pupils with English as an additional language. These resources have contributed very effectively to promoting an ethos which is educationally inclusive.
- 53 The special educational needs co-ordinator provides very effective leadership of this area of the school's work. This ensures clear and effective liaison between classroom teachers learning support assistants and outside agencies. The special educational needs governor who is also a member of staff is new to the governing body. They have appropriate plans in place for example for ways of keeping the governing body informed. There is a high number of well-trained teaching assistants who provide outstanding support for pupils with special educational needs. Their work is highly valued by the school and they are respected members of the school team.
- 54 The day-to-day financial management of the school is very good. The headteacher with the support of the governing body works hard to manage the school budget prudently. They have translated a deficit budget into a surplus through careful planning which has been particularly difficult given the high turnover of pupils in the school. The cost per pupil is close to the national average. There are good checks in place to make sure the daily management of the budget follows statutory procedures well. The budget deficit in recent years has limited the investment in information and communication technology and this has had a negative impact on standards. The school has clear plans to use its current surplus to address this issue. The school is continually improving the use of information and communication technology to help increase administrative efficiency and this is very good. It is working with a partner Beacon School to develop its system for tracking pupil progress using new software.
- 55 All specific grants are well targeted and spent very effectively. For example extra staffing has been provided for additional support in literacy and numeracy. Staffing levels at the school are appropriate and very good use has been made of the

deployment of teaching assistants. The school purchases its services from a range of providers and apply the principles of 'best value' very well.

- 56 The school makes good use of its resources to help pupils learn. The accommodation remains barely satisfactory but there are plans to improve this with a building programme. This development will significantly improve the site but will not resolve all the issues should pupil numbers remain at present levels. The school has good outdoor accommodation to teach physical education and it makes good use of the local community centre to complement their teaching of swimming. Improvements are needed to make best use of the playground space and provide spaces for pupils' relaxation and recreation. Pupils' use of computers in support of learning in both foundation and core subjects within individual classrooms is under-developed. Resources for special educational needs are very good and are well used to support pupils' learning. Specific grants and other funds allocated to special educational needs are being used efficiently for the desired purpose.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57 In order to improve the quality of provision and the standards attained by pupils, the governors, headteacher and staff should address the following:

- i) improve the provision for information and communication technology by:
 - (1) increasing the quantity of hardware resources;
 - (2) planning for more regular opportunities to practise and apply information and communication technology in other subjects;
 - (3) improving the consistency with which teachers use information and communication technology by providing training for members of staff.

(Paragraph numbers: 24; 54; 92; 93; 103, and 151.)

Minor issue

In addition to the above key issue, the school has a less significant weakness which governors should consider including in their action plan:

- i) improving the consistency with which marking provides pupils with guidance to improve their work by:
 - a. monitoring the school's marking policy;
 - b. disseminating the very good practice already within the school;
 - c. providing training for staff in giving good written feedback.

(Paragraph numbers: 15; 38; 40; 91; 106; 125, and 163.)

THE LANGUAGE DEPARTMENT

- 58 The language department provides for ten pupils aged 4 to 12 who have statements of special educational needs for speech and/or language difficulties. The quality of provision for these pupils is very high and successfully meets the school's aims for these pupils which are to: integrate each pupil into the mainstream structure of the school; develop independent learning, and offer supported access to a broad and balanced curriculum.
- 59 Pupils are provided with a secure, caring environment in which to learn and to develop their confidence in speaking and listening. The teacher and the two teaching assistants work very well together and have a secure understanding of how these pupils learn. Areas of the curriculum are planned for each week in discussion with class teachers so that pupils on returning to class can play a full part in lessons. A very good example of this was seen where two Year 4 pupils were discussing the meanings of words such as 'religion', 'persuade' and 'opinion' in preparation for their class religious education lesson. The very strong relationships which the teacher had formed with her pupils gave them the confidence to speak and to offer full sentences for example, "I persuaded someone to give me a play station", and, "It is my opinion that it is going to rain". Guidance praise and encouragement are strong features of the teaching and the staff have high expectations of the pupils resulting in pupils having high expectations of themselves.
- 60 The provision for these pupils is very well managed by the teacher in charge, who is also the special educational needs co-ordinator. Progress is assessed and recorded through frequent observations and is discussed with class teachers and parents. Targets are set and pupils' progress towards these is well-monitored in the department. They are well understood by parents and class teachers. There is an example of very good liaison with outside agencies to support the school. The special speech and language therapist spends two and half days in the unit each week and is an active and supportive member of the team. She provides teachers and teaching assistants with good advice which enhances their work. The educational psychologist also provides very good support and helps parents understand how they can best help their children in order to avoid putting unnecessary pressure on them. Parents are kept very well informed by the school and are fully involved in evaluating and target-setting of individual education plans and in the annual reviews.
- 61 The school's strong commitment to educational inclusion ensures that pupils in the language department are fully included in all aspects of school life including trips visits and extra-curricular activities. There is a strong emphasis on pupils' personal, social and emotional development and this is evident in all aspects of the work of the department. Pupils are encouraged to meet with their friends before and after school in the room used by the department. Information and communication technology is well used to support pupils' learning in small groups and there is a good range of resources to support teaching.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	23	27	17	1	0	0
Percentage	8	31	36	23	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	-	516
Number of full-time pupils known to be eligible for free school meals	-	51

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	-	15
Number of pupils on the school's special educational needs register	-	114

English as an additional language	No of pupils
Number of pupils with English as an additional language	26

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	86
Pupils who left the school other than at the usual time of leaving	77

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	29	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	26	29
	Girls	25	26	27
	Total	49	52	56
Percentage of pupils at NC level 2 or above	School	88 (84)	93 (80)	100 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	29	28
	Girls	26	27	27
	Total	50	56	55
Percentage of pupils at NC level 2 or above	School	89 (86)	100 (94)	98 (95)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	31	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	28
	Girls	31	27	33
	Total	54	52	61
Percentage of pupils at NC level 4 or above	School	82 (79)	79 (66)	92 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	15	21
	Girls	31	19	22
	Total	54	34	43
Percentage of pupils at NC level 4 or above	School	82 (78)	85 (76)	93 (90)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	13
Black – other	0
Indian	9
Pakistani	5
Bangladeshi	2
Chinese	9
White	397
Any other minority ethnic group	34

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	19.4
Number of pupils per qualified teacher	26.6
Average class size	30.4

Education support staff: YR – Y7

Total number of education support staff	17.0
Total aggregate hours worked per week	404

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	11.0
Number of teachers appointed to the school during the last two years	17.9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	200/01
	£
Total income	954,817
Total expenditure	939,985
Expenditure per pupil	1,788
Balance brought forward from previous year	28,398
Balance carried forward to next year	43,230

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	516
Number of questionnaires returned	100

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	35	6	0	1
My child is making good progress in school.	58	38	3	1	0
Behaviour in the school is good.	40	48	6	0	6
My child gets the right amount of work to do at home.	34	45	18	0	3
The teaching is good.	57	37	0	0	6
I am kept well informed about how my child is getting on.	62	29	7	0	2
I would feel comfortable about approaching the school with questions or a problem.	66	30	3	0	1
The school expects my child to work hard and achieve his or her best.	65	31	2	0	2
The school works closely with parents.	42	48	9	0	1
The school is well led and managed.	63	29	4	0	4
The school is helping my child become mature and responsible.	60	37	1	0	2
The school provides an interesting range of activities outside lessons.	35	44	10	0	11

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

- 62 The provision for children in Reception is good. Children have access to a rich curriculum which gives them a good start to their formal education. On entry to the Reception classes children have a wide range of attainment which is below what might be expected for children of this age. By the end of the Foundation Stage when the children leave the Reception class most children will achieve the early learning goals in the six areas of learning. The early learning goals represent the nationally expected levels of attainment pupils of this age. Children achieve well in the Reception class and make good progress. Children identified with special educational needs and those with English as an additional language are well supported to make good progress in all areas of learning.
- 63 Children begin to attend the Reception class in the September of the year in which they become five. The school has strong links with local playgroups where children are brought into school once a week to share in the classroom activities. This supports children in settling quickly into the Reception classes. Parents receive very good information before their children start at school and a half termly letter keeps parents informed about the curriculum. Parents are welcomed to observe the work in Reception or to join in as parent helpers. Relationships with parents are very good.
- 64 Teaching is good or better in all areas of learning in 85 per cent of lessons. Particular strengths are in the wide variety of activities provided and the good resources available. A further strength of the teaching is the way all staff work together well as a team to plan teach and evaluate the children's learning. The staff all know the children well and relationships are very good. This leads to confident children who will initiate and develop their own learning. At times the organisation of the areas leads to too many children at one activity and consequently learning is affected. Expectations of children in terms of tidying-up where they are working needs to be emphasised to establish good working practices.
- 65 Curriculum planning is very detailed and is securely based on the six areas of learning recommended nationally for Reception children. Very good planning leads to a good balance of activities some of which children choose for themselves and others that are directed by adults. The involvement of staff in the school's Early Learning project has led to a good system of review and evaluation of practice in the Reception class.
- 66 Assessments are made when children enter the Reception class. Staff are skilled at observing children and using the information they gather to plan work to interest and motivate children with different levels of attainment. Current assessment procedures need to be improved by bringing together the detailed observation into a record of progress for each child against all six areas of the early learning goals.
- 67 The Foundation Stage is well led and managed. Since the last inspection admission arrangements have changed so that children begin school in the Autumn Term. This change has been carefully planned and the curriculum adjusted to ensure the needs of all the children are effectively met. Resources are of good quality and are used to provide a very good range of learning activities and this contributes to the progress made by the time the children leave the Reception class.

Personal, social and emotional development

68 The majority of children enter the Reception class with below average skills in personal and social development. The children make good progress in this area because of the extensive opportunities given to the children to initiate and develop their own learning. A group of children in the workshop area created models selecting pins, glue, card, and paper. They demonstrated very good levels of confidence in talking about what they had made and how they had made it. The children are confident to try out new activities. They form good relationships with each other and staff. Most classroom routines are well established and generally behaviour is good. Concentration levels are very high when children are engaged in activities chosen by themselves and a number of children show very good levels of perseverance. For example, one boy spent a whole activity session completing a hundred piece jigsaw puzzle.

69 The quality of teaching is good with all staff sensitive to the needs of the children and encouraging the children to do things for themselves. The majority of children respond well, however, in some whole class or group training lessons where children were not actively involved a minority of children lost concentration and learning reduced. Children are provided with activities that encourage co-operative and negotiating skills, for example, outside a 'car wash' had been made available involving children in taking turns to wash the bicycles. Children are taught to take turns and listen to each other's contributions. Teachers give children time to express their ideas and opinions and most children understand the difference between right and wrong.

Communication, language and literacy

70 Children begin school with below average ability in this area of learning. They make good progress in speaking and listening and writing and satisfactory progress in reading. The majority of children will achieve the early learning goals by the time they are ready to start in Year 1. Speaking skills are well developed. Children are confident to talk about their work and have many opportunities to develop and express their ideas. They take turns in conversations and listen to adults and each other. Children interact and negotiate with each other and listen and respond with enjoyment to songs and stories. Children use language well to play imaginatively and take on roles confidently. For example in the baby clinic they had the opportunity to talk to a 'mum' about her 'real' baby.

71 Children have a good knowledge of initial letter sounds, many can link sounds to letters and will use this knowledge to write simple words. Children handle books well and many recognise some familiar words. The higher attainers can read simple sentences independently and can express ideas about characters and events in stories. Few children read with confidence and fluency and need encouragement to apply their phonic knowledge to unknown words. On entry to the Reception class attainment in writing is below average and good progress is made in this area. The children are developing a very good understanding of the purpose of writing. They are encouraged to write for themselves with writing opportunities provided regularly both as a teacher-directed activity and for children to work independently. The higher attaining children apply their knowledge of letter sounds and make good attempts at writing. All the children are confident to produce letters, cards, stories and labels. Most children can write their own name and many form their letters correctly and confidently.

72 The quality of teaching is good overall, enabling children to make good progress particularly in speaking and writing. Staff skilfully encourage children to talk about their activities. Questioning skills are good encouraging children to think and then

express their thoughts and ideas. For example children were given tools to handle and experiment with and then they were encouraged to talk about how different tools are used and record their experience in a big book. This led to good progress as the children were clear about the purpose and wanted to read the book they had made. Children are encouraged to handle and look at a wide range of books. Older pupils support Reception children with their reading and regular group reading lessons take place. The learning for some children in group reading is limited by their ability to maintain attention. More opportunities for children to read with adults in smaller groups would improve learning. Letter sounds are taught well and consistently reinforced. Higher attaining children are building up a good sight vocabulary and can sound out simple words with encouragement.

Mathematical development

73 As a result of good teaching all children in Reception are making good progress towards the early learning goals in mathematical development and the majority will reach them by the end of the year. Higher and middle attaining children can recite and name numbers up to 20 and can count in tens to 100 both forwards and backwards. The lower attaining children enjoy number jigsaws and are beginning to recognise numbers up to 10. Many of the children can add and take away numbers in practical situations. They can order numbers by size with confidence and understanding. Many children are confident in naming two-dimensional and three-dimensional shapes and can draw and describe these shapes using mathematical language.

74 The teaching of mathematics is good overall and children achieve well. A good range of structured and unstructured learning activities is provided to extend their understanding of different mathematical concepts. Some children particularly enjoy working with big numbers and took great pleasure in naming big numbers correctly. Teachers are making good use of the national numeracy strategy. Planning is detailed with a clear focus on practical activities. Information and communication technology is used well to support learning in mathematics. Teachers keep detailed checklists of progress in mathematics. They use the information to match the teaching to the different needs of all boys and girls including those with special educational needs and of all levels of attainment as well as those with English as an additional language.

Knowledge and understanding of the world

75 Children make good progress in this area and most will achieve the early learning goals by the end of Reception. Many will exceed the goals in information and communication technology and in designing and making. Children can select and use materials well. They are able to make a variety of constructions using simple tools and techniques to join together their models. They enjoy using the computer and have good skills in using the mouse and they know how to print their work. The three computers in the classroom are in constant use during activity sessions.

76 Provision for the development of children's knowledge and understanding of the world is good. Both the indoor and outdoor areas are used giving children good access to all aspects. Children are provided with opportunity to investigate and sort materials and objects. The current topic about tools was enriched by a talk from the caretaker who gave children some of his work tools to explore. The story about Mrs Plug the Plumber was a stimulus for work in literacy and both these activities effectively gave children a wider knowledge of the world around them. Support staff interacted well with the children as they investigated and sorted objects that were magnetic and they

encouraged the children to talk about the objects and to pick them up and try them out.

Physical development

77 Overall, provision for this area is very good. The children are on course to achieve the standards expected by the end of their Reception year. The outside area is large and provides both hard play surface and grass. The teachers plan a range of activities and throughout the year children have very good access to the outdoors. Children were observed outside building with large construction materials, using wheeled toys and digging with spades and forks in the grassed area. Children were clearly making progress developing and extending their physical skills and enjoying their play. Physical education lessons are planned weekly in the school hall to compensate for the lack of a climbing frame outside.

78 Close attention is given to developing manipulative skills. Children have wide access to pencils, crayons, scissors and use these materials with confidence and control.

Creative development

79 Children make very good progress in this area and most will achieve the standards expected nationally. The children are able to explore their feelings through a wide range of materials, through music and imaginative play. Children paint confidently and have opportunities to experiment with different types of paint. The children play imaginatively in the role play area and in the outdoor area. They play well together and these areas make a strong contribution to personal, social and emotional development.

80 The teaching of creative development is good. Support staff are available in the workshop area to stimulate and develop work with the children. Staff are sensitive in their interventions with children. The wide range of stimulating activities to which children have wide access support learning in this area. However, occasionally the areas are overcrowded and this limits learning opportunities. Opportunities are taken for singing in the classroom and children sing enthusiastically in the early years assembly.

ENGLISH

Overall, the quality of provision in English is good.

Strengths

- the quality of the teaching which is good throughout the school and very good or excellent in some classes;
- the school's determination to maintain and improve standards as the literacy strategy has been implemented;
- the deployment of teaching assistants which ensures good progress is made by all pupils regardless of ethnicity, gender, special need or prior attainment;
- the very good relationships which create an atmosphere conducive to learning.

Areas for improvement

- the use of information and communication technology to support and extend learning;
- the consistency of marking to give pupils a greater understanding of their levels of achievement and precisely what they need to do to improve;
- opportunities for pupils to explore the ways in which non-fiction books are classified and develop a greater awareness of their uses.

- 81 By the end of Year 2 standards of attainment are above the national average in both reading and writing. This represents a greater improvement over the past four years than the national trend. When compared to similar schools in 2001 pupils' standards matched the average in reading and were above in writing. There is no significant difference in the attainment of boys and girls nor in the level of performance of lower attaining pupils. The proportion of pupils whose test results show them to be capable of work two years in advance of what is expected of them in reading and writing is above the national average. In addition, teacher assessments show that the proportion of pupils reaching the expected level in speaking and listening is also above the national average.
- 82 By the end of Year 6 standards of attainment are in line with the national average and have been over the last four years. When compared to similar schools in 2001 pupils' standards were above the average. The percentage of pupils reaching the expected standards exceeds the national average and has improved on the school's performance in 2000 and exceeded the school's statutory targets. The trend over the past four years has matched that found nationally. There is no significant difference in the attainment of boys and girls.
- 83 Standards of work in English lessons throughout the school are generally above the national expectation in all aspects of the subject and this is an improvement since the last inspection. When they enter Year 1 pupils level of skills and knowledge in English is broadly typical of that expected for their age. They make good progress and by the end of Year 2 many pupils are able to read with some expression and can predict the likely outcomes of a story. Higher attaining pupils can give reasons for their views and are able to talk about the books they have read and what they enjoyed about them. Reading is important and enjoyable to many pupils and nearly all pupils are able to read simple passages usually with accuracy.
- 84 Increasingly as they get older, pupils in Years 3 to 6 demonstrate the use of context and picture cues to work out the meaning of unknown words. They are well taught in the use of strategies to decipher words that are unfamiliar to them. However, too few pupils in any class are able to give an account of choosing and using reference and other non-fiction books. They are not fully aware of the range of information available

through such books nor how to find and research information about hobbies and topics. They are below the standard reached by their peers in other schools in this regard.

- 85 Higher attaining pupils in Year 6 read with enthusiasm and clear enjoyment and make good progress. This group includes many pupils who are learning in English as an additional language. They are well above national expectation. Other pupils in Year 6 attaining around the national expectation, show understanding of the main points in a story and their reading is generally accurate correcting themselves when they misread a word. A few pupils not yet at this high level of reading competence are starting to be able to express opinions about the text but have difficulty correcting themselves. Pupils in Year 7 demonstrate a very good level of reading skill. Many are able to see elements of a story from the standpoint of different characters and can refer to dialogue description and humour in their favourite books and understand the role of the narrator.
- 86 In Year 1 nearly all pupils are able to contribute to joint story writing such as 'The Jolly Postman' and describe their experiences and new knowledge in writing and pictures such as the work they did in one lesson about wool. By the end of Year 2 higher attaining pupils show that they can convey their ideas very well through writing stories poetry and instructions to a high standard. Other pupils also show an ability to recount stories they have heard. Most are technically proficient in writing and can correctly form letters and use full stops and capital letters appropriately.
- 87 In Years 3 to 6 pupils of all prior attainment progress well and writing becomes more lively and thoughtful. Handwriting becomes more legible and choices of words and phrases more adventurous. In work seen from Year 3 pupils' understanding of persuasive literacy devices benefited from the use of different fonts and colours in word-processed advertisements which they had created. In Year 4 some of the highest attaining pupils produced excellent Haiku poems and their other written work was well organised into paragraphs. By Year 5 much of the pupil's writing is of a high standard showing development of ideas through their stories and confident use of bullet points in instructions and good summaries. Pupils produced good accounts of 'Romeo and Juliet' and letters from wartime evacuees.
- 88 By the end of Year 6 many pupils are working at a level two years in advance of that expected nationally. Their written work is characterised by thought-provoking phrases which have high impact and they have developed an ability to sustain a line of argument in constructing reports and articles. Other pupils demonstrate a sound level of writing in a variety of styles. Pupils of both genders; those with special educational needs, as well as those working in English as an additional language are well supported and progress well. In Year 7 many pupils have extended their abilities to write reports and stories to a very high standard. By the time pupils leave the school their writing is above that expected nationally being skilled in writing in a variety of styles and for different purposes and different audiences. Generally they use well-chosen vocabulary and a range of sentence lengths to create a desired effect and their use of punctuation and grammar is good.
- 89 Pupils' skills in speaking and listening throughout the school are generally above expectation and many pupils have standards well above expectation. By the end of Year 2 pupils are able to discuss matters of immediate interest with some level of detail. In Years 3 to 6 pupils confidence grows through the encouragement of their teachers. The way many lessons are structured helps pupils to practise and master conversations in pairs and in groups. In one Year 3 /4 lesson for pupils with special

educational needs pupils were introduced to words such as 'religion', 'opinion' and 'persuade'. Pupils made very good progress in adapting their speech to the needs of the listener. By the end of Year 6 most pupils talk and listen with assurance and are above national expectation. Pupils generally show an understanding of the main points of a discussion. In one lesson about the way in which different authors open their stories pupils responded to each other's points of view using effective dialogue. In Year 7 pupils confidently talk to visitors about differences in the plots of the books they have recently read. After one homework exercise that required pupils to listen to 'The Archers' and take note of stage directions they were able to describe key elements of what they had heard.

- 90 Teaching is good and often very good or excellent. In all lessons pupils are given clear learning objectives and these are displayed prominently. In this way pupils know why they are carrying out the set tasks and what the teacher will be looking for during the lesson and in marking the work. Teachers' planning is very effective throughout the school demonstrating a high level of knowledge and understanding of both the subject matter and the needs of their pupils. It is comprehensive, detailed and well referenced to the National Literacy Strategy. The management of pupils is very good and this represents an improvement since the last inspection. Pupils work in pairs, groups, as a whole class and individually as appropriate to the needs of the work. The majority of teachers are infectiously enthusiastic and this ensures the pupils are well behaved and join in with the activities. Teachers have formed very good relationships with pupils and this contributes to learning as pupils strive to please the teacher. This is achieved through praise given to pupils during lessons which effectively helps to raise their self-esteem. This encourages all pupils, regardless of prior attainment, gender, ethnicity or special educational need, to participate in whole-class discussion. However, written feedback which gives pupils a record of what they are doing well and what they have to do to improve is variable in quality. The best marking is very good and this needs to be disseminated across the school.
- 91 A variety of devices are used effectively to engage the pupils' interest. For example: in one Year 7 lesson extracts from a musical version of 'The War of the Worlds' was used to stimulate discussion about writing of dialogue for a play; a science activity connecting batteries to light bulbs was used as the focus of a lesson about writing instructions in several Year 1/2 classes; and in Year 6 the clever use of extracts from several of the pupils' favourite writers were used to exemplify different ways to start a story. Lessons are structured well using guidance from the National Literacy Strategy and work is well matched to all pupils' prior attainment and learning needs. Teachers give pupils good opportunities to review their learning at the end of each lesson. In one Year 2 lesson, this was very effective in allowing pupils to reinforce what they had learned and deepened their understanding. Homework is planned and effectively extends and reinforces the work of the lessons. Some teachers have created a rich environment to encourage reading and a love of books. The use of computers to extend and consolidate learning is however under-exploited and there are many missed opportunities to use information and communication technology. Teaching assistants are deployed well. They make a significant contribution to raising standards in English. Teaching assistants are central to the school's support for pupils with special educational needs and as a consequence of their highly focussed work these pupils make very good progress. Pupils, regardless of gender, ethnicity or special educational needs are helped to make very good progress in lessons.
- 92 The National Literacy Strategy is securely in place and has been well incorporated into the way the school works. The teaching of literacy is very good. Material on topics as diverse as 'bridges', 'minibeasts', and 'Britain in the 1930's' has been

prepared for use in lessons to ensure that literacy is taught across the curriculum. More use needs to be made of information and communication technology and non-fiction and reference books to develop and extend learning.

- 93 Each pupil has a progress book which details the way in which their learning is progressing and carefully constructed individual education plans are used to ensure that pupils with special educational needs are appropriately challenged and are supported to succeed. Pupils who are supported in the language department are effectively included in those lessons which they join. Pupils with English as an additional language and those from ethnic minority backgrounds are fully included in lessons working in groups and teams with other children.
- 94 Management of the subject is good. The subject coordinators work well with each other and with those responsible for taking the lead in English in each of the school's teams. This arrangement is effective and has ensured good planning leading to strong teaching which in turn has led to improved standards of attainment. Teaching in English is monitored regularly through classroom observation which is supported by the monitoring of pupils' work and teachers' planning.
- 95 The school library has recently been enhanced by moving to an attractive room and contains sufficient fiction and non-fiction titles. The room is used for a number of purposes and as a consequence the books are not attractively displayed. They are arranged using standard library techniques although not many of the pupils were aware of these and rely on teachers to find the books they need. The school encourages pupils to take books home and this is working well.

MATHEMATICS

Overall, the quality of provision in mathematics is very good.

Strengths

- the pupils' standards of attainment which are generally above national expectation;
- the teaching of mathematics throughout the school which is generally very good with some excellent teaching;
- the outstanding relationships that exist between all members of the school community which gives pupils confidence;
- the provision for pupils of various groups, such as those with special educational needs, is very good.

Areas for improvement

- more opportunities need to be planned for the use of information and communication technology to support learning in mathematics;
- greater consistency in the quality of marking needs to be sought in order that pupils are clear regarding how to improve their work.

- 96 By the end of Year 2 standards are above national expectation. Pupils enter Year 1 with levels of attainment in mathematical development which are around the national expectation. Pupils develop a good understanding of the number system and of place value. Most pupils currently in Year 2 understand the place value of digits and are able to sequence numbers to 100. Higher attaining pupils understand place value to 1000 and know that $720 = 700 + 20$. Sixty seven per cent of pupils currently in Year 2 and 53 per cent of pupils in Year 6 entered the school other than at the normal time. In addition there is a high number of pupils with English as an additional language and an above average number of pupils with statements of special educational needs. The standards being attained by pupils therefore represent good achievement. Boys

and girls of all prior attainment, special need or ethnicity are received into a caring secure environment where all are equally valued and are fully included in all aspects of school life. This encourages them to work hard to achieve well. There is no difference in the attainment of boys and girls.

- 97 By the end of Year 6 standards are above national expectation. Standards attained by pupils at the end of Year 7 are also above those expected for their age. By the end of Year 6 most pupils make good use of their understanding of place value to multiply and divide whole numbers and decimals. They are challenged to devise efficient strategies to work out problems such as 'a school has 485 pupils in 15 classes, what is the average class size?' They calculate fractional and percentages of quantities and they understand that $0.41 = 41/100 = 41$ per cent. They also gain a good understanding of negative numbers through interesting tasks such as measuring temperature and comparing climates of different countries at specific times of the year. The school is very well placed to meet its challenging targets for 2002 and 2003.
- 98 The satisfactory standards identified at the time of the last inspection have been improved and are now above expectation for pupils at the end of Years 2 and 6. The very good quality leadership of the subject has resulted in significant improvement in teaching and learning since the last inspection.
- 99 Teaching of mathematics throughout the school is generally very good with some excellent teaching and as a result pupils make very good progress. This is particularly so in number work and its application which are central to the National Numeracy Strategy. Teachers ensure that all pupils are fully involved in the mental sessions, and members of the support staff are used very well to ensure that pupils with special educational needs are fully included in these whole class sessions. The outstanding relationships that exist between all members of the school community gives pupils the confidence to offer answers knowing that they will be appreciated. This fully includes both boys and girls with special educational needs, pupils of all levels of prior attainment and those with English as an additional language.
- 100 Teachers use a good range of resources such as counting sticks and individual cards to allow all pupils to answer and then check each answer quickly. A strong feature in all lessons is the use of carefully targeted questions to challenge all pupils. An excellent example of this was seen in a Year 2 lesson where pupils with special educational needs were fully involved in the whole class session even though they were working with a teaching assistant. These pupils were challenged to explain strategies for working out problems such as adding nine plus two plus five while higher attaining pupils were expected to work out methods for adding 15, 23 and 19. As a consequence, pupils of all prior attainment made outstanding progress in devising strategies and in articulating their thinking. Pupils with English as an additional language are included well in lessons and make progress comparable to that of other pupils of similar ability.
- 101 Throughout the school there is a consistent approach to teaching pupils the correct mathematical vocabulary so that by the end of Year 6 pupils show they understand situations by describing them mathematically with use of symbols words and diagrams. In an excellent Year 5 lesson the teacher used very effective strategies to challenge pupils to develop and use the correct terminology such as more than, less than, sum, total and difference. In this respect the subject makes an effective contribution to pupils' literacy skills. Reading skills are taught well in the school and this allows pupils to read and understand complex problems.

- 102 All aspects of mathematics are given due consideration. Pupils gain a good understanding of shape and measure and of data handling. Recent improvements in information and communication technology have provided pupils with opportunities to develop their data handling skills in meaningful ways across the curriculum. The planned development of the information and communication technology curriculum is needed and will provide greater opportunities for teachers to use this important tool to support pupils' work in mathematics.
- 103 Pupils continue to make very good progress in the learning in Year 7 because of high quality teaching they receive. They are prepared well in all aspects of the subject for the next stage of their education. Most pupils have a good understanding of the importance of formulae and use these efficiently to find areas of different shapes. They learn to construct shapes, such as equilateral triangles using a pair of compasses and interpret co-ordinates in all four quadrants. As a result of the high quality teaching in one lesson most pupils were able to use efficient methods to find the percentages of sums of money such as £320. Higher attaining pupils learned to reduce £660 by 11 per cent and went on to apply their knowledge to more complex problems. Pupils with special educational needs were very well supported by a knowledgeable support assistant and they could find simple percentages of numbers. Pupils responded very well to the teacher's very high expectations and readily volunteered to discuss their work.
- 104 Teachers throughout the school have good knowledge of the subject, plan their lessons very well and share learning objectives with their pupils so that they have a good knowledge of their own learning. Assessment information is used well to plan tasks for individual groups of pupils. Other common features of all lessons are teachers' high expectations, the use of support staff and the very good management of behaviour through positive relationships. As a result pupils' attitudes to work and their behaviour are very good and strongly support their learning in an environment in which all are free to learn. Pupils work very well together at a good pace and no time is wasted in idle chatter. As a consequence, teachers and assistants concentrate effectively on individuals or groups of pupils.
- 105 A special feature of the most successful lessons is the way in which they are structured so that no time is wasted in pupils' learning, and the pace of teaching is brisk and purposeful. In a very small minority of lessons which were otherwise satisfactory, higher attaining pupils sat listening to explanations with the rest of the class when they would have benefited by being challenged to discover the nature of the tasks for themselves. Teachers regularly mark pupils' work and most teachers are successful in showing pupils how they can improve either through positive feedback in lessons or by written comments in their exercise books. An over-dependence on worksheets in Years 1 and 2 means that teachers' marking is less effective in showing pupils how they can improve or in allowing pupils to see the progress they are making. Effective use is made of homework to consolidate what pupils have learned in lessons and to develop independent learning skills.
- 106 Leadership of the subject is very good and is conscientiously carried out by the very well informed deputy headteacher and subject co-ordinator. The quality of teaching and learning are closely monitored to ensure consistency throughout the school. National tests are analysed in detail to identify any weaknesses in provision or to identify any groups of pupils who might be underachieving. There are good procedures in place for monitoring pupils' progress and for setting realistic but challenging targets for individual pupils. There is a good range of resources to

support teaching and learning and these are managed well. Teaching assistants are dedicated to the pupils in their care and are well trained and efficiently prepared. As a result they make a strong contribution to pupils' learning.

- 107 The overall provision for pupils with special educational needs in mathematics is very good. The support that these pupils receive from the head teacher, the special educational needs co-ordinator and the learning support staff is of a very high quality. As a result of this provision and class teachers' understanding of their needs pupils with special educational needs have full and equal access to the curriculum and make progress similar to that of other pupils.
- 108 Teachers challenge all pupils to answer questions with boys and girls working well together at all levels of attainment. These frequent opportunities for pupils to work together provides well for their social development. The subject also makes a contribution to pupils' spiritual development as they reflect on the wonders of mathematics.
- 109 The National Numeracy Strategy is now securely embedded and many features such as the mental sessions and the discussions of strategies are having a significant impact on pupils' learning. There is a strong emphasis throughout the school on mental computation. All pupils benefit from regular practice at the start of lessons and their understanding of mental strategies is good. Pupils in all classes develop good instant recall of number facts. Teachers ensure that other subjects such as design and technology, science and geography make a good contribution to pupils' numeracy skills.

SCIENCE

Overall, the quality of provision in science is very good.

Strengths

- standards are generally above the national average and the trend in improvement has been broadly in line with the national trend;
- overall, the quality of teaching in science is very good and never less than good with the best lessons being excellent;
- pupils' attitudes and behaviour are generally very good and they are clearly excited at the prospect of the practical work;
- well-targeted support ensures that all groups of pupils make very good progress.

Areas for improvement

- more opportunities for pupils to develop their skills in the practical aspects of the subject;
- greater consistency in the quality of marking.

- 110 By the end of Year 2 in 2001, standards of attainment in science as judged by teacher assessments were above the national average and showed an improvement on the previous year.
- 111 By the end of Year 6, standards of attainment are above the average in science. When compared to similar schools on the basis of prior attainment, standards are above the average. When compared to similar schools on the basis of free school meals, standards are in line with the average. There is no significant difference in the performance of boys and girls. There is no significant difference in the performance of higher and lower attaining pupils. Over the last 4 years, the trend in improvement in science has been broadly in line with the national trend.
- 112 Standards of attainment in the lessons seen were generally above national expectation in all the knowledge areas of the subject such as biology, chemistry and physics. Standards across all years were somewhat lower in the practical aspects of the subject. Opportunities for pupils to develop these skills are under-emphasised.
- 113 In a Year 2 lesson on electricity higher attaining pupils were able to compare the manner in which devices work in electrical circuits while other pupils were working towards being able to do this. In a Year 3/4 lesson many pupils were able to apply their knowledge of plants to describe the movement of water through them with higher attaining pupils beginning to be able to offer simple explanations. In both these lessons pupils were attaining levels around the national expectation.
- 114 In a Year 6 lesson where pupils were revising work on electrical circuits they were able to build circuits using a battery and a number of components and could use these circuits to make predictions about the conductivity of various materials, and demonstrated very good levels of understanding. In this lesson pupils were attaining levels above and well above the national expectation.
- 115 In a Year 6 lesson most pupils were very confident to use specific scientific vocabulary such as 'evaporation', 'filtration' and 'dissolve' to describe the changes they saw and they could describe simple methods for separating mixtures. These pupils were operating well above national expectation. However, with regard to the practical aspect of the lesson, many pupils were able to make careful observations and explain them using appropriate scientific language. Their performance in this aspect was around to just below national expectation.

- 116 Since the last inspection report the school has improved the standard of attainment in science and teaching has improved from good to very good.
- 117 Overall, the quality of teaching in science is very good and never less than good with the best lessons being excellent. Introductions are very well-focused and ensure that all pupils are very clear about what they need to do, why they are doing it and what they will have learned by the end of the lesson. Previous learning is reviewed effectively giving pupils an opportunity to demonstrate what they know and deepen their understanding. The teachers are good at managing pupils and the lessons are well-structured and as a consequence no time is lost. Teachers use a range of amusing and effective strategies to settle pupils at the beginning of lessons or at points during the lesson when they want to bring the whole class back together again to review their learning.
- 118 Consistently high expectations of behaviour are effectively reinforced and as a consequence the majority of pupils are well engaged in the lesson's activities. In some lessons teachers use their voice well to engage the interest of pupils. Very good relationships are forged through a warm, relaxed but purposeful atmosphere created by the teacher. Equipment is well organised and prepared in advance of the lesson which helps ensure that practical work runs smoothly.
- 119 Teachers circulate frequently and ask probing questions which ensure pupils are kept on task and make very good progress. Questioning is generally very skilful and samples the whole class despite the fact that some pupils do not put up their hands. The treatment of their answers is so sensitively handled that those pupils reticent to offer an answer initially start to join in later in the lesson. In some lessons wrong answers could be used more constructively to build on pupils' current understanding, although such answers are always treated sensitively.
- 120 Planning is very thorough and effectively addresses the National Curriculum programme of study. In the planning for one Year 2 lesson on electricity there were specific targets for individual pupils with special educational needs and for the gifted and talented. In this way the needs of these pupils were very effectively met. Pupils from minority ethnic backgrounds are very well integrated into lessons. Pupils with special educational needs are given effective additional support to ensure that they make very good progress. Good use is made of writing frameworks to model the teachers' expectations of pupils' written work such as in one Year 3/4 lesson on plant transport. As a consequence all pupils of both genders; regardless of ethnicity, special educational need, or whether they are learning in English as an additional language, make very good progress.
- 121 There is very effective deployment of the teaching assistants which ensures that their work is well targeted to provide additional support for those with special educational needs and those working in English as an additional language. As a consequence these pupils make very good progress. There is particularly good support for the use of scientific language which pupils use more confidently as a result.
- 122 In one excellent Year 6 lesson on evaporation the teacher generated a palpable level of anticipation amongst the pupils by clearly demonstrating her own enthusiasm for the subject. The extremely lively teaching ensured that all pupils maintained their concentration very well throughout the lesson and made extremely good progress.

- 123 Pupils' attitudes and behaviour are generally very good. Pupils are clearly excited at the prospect of the practical work. They work well independently as a consequence of the teachers' clear instructions. Pupils treat equipment with respect, working very well in pairs relating well and helping and supporting each other. They listen well, persevering well at their tasks.
- 124 The curriculum is enriched by visits to local places of interest and by inviting theatre players into school to perform science related plays. The assessment of pupils' progress is good and the school has a clear view of how well each pupil is doing. In the best cases the marking of pupils' work is detailed and provides clear guidance on how well pupils have done and how they can improve still further. However, the quality of marking is inconsistent and often consists merely of ticks and encouraging comments. Work could be marked less frequently but in more detail in order to ensure that pupils know how to make their work better.
- 125 The subject is well-managed by the co-ordinator who is effectively supported by the previous co-ordinator for the subject with whom she works closely. They analyse the pupils' performance in national tests very carefully and modify teachers' planning to address aspects of the subject in which pupils have performed less well. As a consequence standards have risen and are well placed to continue to improve.

ART AND DESIGN

Overall, the quality of provision in art and design is good.

Strengths

- the quality of teaching is good and pupils make good progress as a consequence;
- the art curriculum is broad and balanced;
- the subject co-ordinator has a good overview of the subject;
- pupils are well-motivated and concentrate well in lessons.

Areas for improvement

- to develop a formal assessment system for tracking the progress of pupils;
- ensuring all lessons are long enough for pupils to work in depth and demonstrate their creativity;
- more opportunities could be provided to encourage pupils to evaluate their own and each others' work.

- 126 By the end of Year 2 standards are in line with national expectation. Pupils at the end of Year 2 are able to produce careful observational pictures using paint, pencil, chalk and charcoal, and are developing their ability to use colour and tone.
- 127 By the end of Years 6 and 7 standards are in line with national expectation. Pupils at the end of Year 6 and in Year 7 are able to talk confidently about their work and make improvements to their own satisfaction. They produce work in a range of styles and traditions and some good work interpreting the styles of famous artists was in evidence.
- 128 Since the last inspection teaching has improved and progress in all lessons is now good. Teaching in art is good and pupils make good progress. Lessons are very well-planned and resourced with an emphasis on teaching the skills and techniques. Teachers use good quality resources and materials to stimulate the pupils' interest. In one lesson in Years 1/2 the pupils were asked to draw musical instruments and

were given magnifying glasses to encourage closer observation. As a result good learning occurred and the pupils were well motivated and interested. In one lesson in Years 3/4 the teacher used appropriate questioning and demonstration and as a consequence pupils made good progress in the skills of using water colours. The pupils concentrated well and persevered with the task producing good quality outcomes. Teaching assistants work well with the teachers and as a consequence pupils with special educational needs produce good work during their art lessons.

- 129 The art curriculum is broad and balanced. The work is planned in a two year cycle so that all pupils receive experience working in a good range of media including two-dimensional and three-dimensional work. Art is well represented on the timetable but some lessons are too short for pupils to work in depth and demonstrate their creativity.
- 130 Leadership of the subject is good. The subject leader has a very good understanding of the work across the whole school with a clear view of how to improve provision. This includes developing a formal assessment scheme to look at individual pupil progress. More opportunities could be developed to encourage pupils to evaluate their own and each others' work. The use of art to develop an understanding of other cultures is good. The art display in teaching areas and around the school is of high quality and makes a significant contribution to the stimulating learning environment. The subject is enhanced by an extra-curricular art club, and the involvement in a local exhibition contributing to social and cultural education.

DESIGN AND TECHNOLOGY

Overall, the quality of provision in design and technology is good.

Strengths

- the quality of teaching is generally good;
- pupils are well-engaged by the practical work;
- all groups of pupils particularly those with special educational needs and those learning in English as an additional language are well-supported.

Areas for improvement

- raise standards of attainment in the subject;
- the range of tools and materials made available to pupils could be extended in order to allow the higher attaining pupils to be able to exercise more choice.

- 131 From the scrutiny of pupils' work standards by the end of Year 2 are around to just below national expectation. In one piece of work on making moving models from paper the lowest attainers were able to explain what they had done with help. Average attainers were able to cut out their paper with greater accuracy and write a sequenced list of the steps they carried out, while the highest attainers wrote more lucidly about their work.
- 132 From the scrutiny of pupils' work standards by the end of Year 6 are around to just below national expectation. In one activity to make biscuits higher attaining pupils were able to evaluate a number of biscuits using a broad range of categories and plan their recipes as a consequence of their conclusions. Lower attaining pupils were able to evaluate using less detail. Pupils with special educational needs and those learning in English as an additional language are well-supported by the use of structured frameworks to support their recording.

- 133 In Year 7 higher attaining pupils are able to make drawings of their intended work in both plan view and elevation. They can evaluate this work and revise their drawings as a result. They are working at a level around the national expectation.
- 134 In one Year 5/6 lesson pupils were generally able to think ahead and evaluate their work with the teacher's help to make improvements. Higher attainers were able to distinguish what worked well although generally pupils were only beginning to be able to do this. Most pupils were attaining levels at or just below national expectation.
- 135 Despite the fact that teaching has improved slightly standards of attainment have fallen slightly since the last inspection.
- 136 In one Year 5/6 lesson on how to transfer rotational motion from one part of a model to another. Planning was detailed and contained ideas on how to match the work to the needs of different groups of pupils within the lesson. In this way the needs of all pupils of both genders, all ethnicities and regardless of their special need or if they were learning in English as an additional language were able to make good progress. The range of tools and materials available to pupils could be extended in order to allow the higher attaining pupils to be able to exercise more choice.
- 137 Pupils are very well engaged by the practical activities and persevere well. They are generally absorbed by their work and concentrate very well regardless of their prior attainment or how challenging they find the task. In summary sessions they settle quickly and keep remarkably still even when the lesson is at the end of the school day. Pupils listen attentively to the teacher and are keen to contribute to the discussion.
- 138 The subject is well led by the co-ordinator who has a clear development plan which is effectively linked to the whole school plan. She has carried out an audit of resources and spending is well aware of the needs of the curriculum. Planning for the lessons is well-thought through and thorough.

GEOGRAPHY

Overall, the quality of provision in geography is satisfactory.

Strengths

- the provision for younger pupils aged five to seven, particularly in their study of the local area;
- the quality of curriculum planning;
- the access pupils have to fieldwork.

Areas for improvement

- the integration of key skills and thinking skills into class work;
- the use of information and communication technology.

- 139 Only one lesson was seen as no geography was taught outside Year 7 during the inspection week. Standards were judged by a thorough scrutiny of a sample of pupils' work and school documents and by discussions with pupils in Years 2 and 6.
- 140 By the end of Year 2 standards are in line with those expected nationally and pupils have achieved well in Years 1 and 2. They understand the use of maps. They have used maps of their own locality and can talk about what they might see in the neighbourhood in terms of houses, shops and playgrounds. They are able to record findings on land-use maps. They know what a key is and why it is helpful when using a map. They use a map to identify the countries of the British Isles. They know about village life in Kenya and realise that Kenya is an African country. Most can explain geographical terms and readily use the language of direction and location.
- 141 By the end of Year 6 standards of attainment are close to what might be expected. Pupils have a superficial knowledge of elements of geography and their knowledge lacks appropriate depth. Their locational knowledge is satisfactory. Their knowledge and understanding of their most recent topic 'Mountain Regions' was satisfactory. Pupils can explain how glaciers erode and shape the landscape. They have used the Internet to collect information for their project work. The skills of analysis and interpretation are less well developed than their knowledge. In a Year 7 lesson the attainment of pupils was at the expected level in their understanding of how thematic maps can help in answering a key question such as "Is England a country of opposites?" Pupils used their prior knowledge well in response to good teaching in which the teacher's good subject knowledge helped pupils to learn well.
- 142 Since the last inspection a new scheme of work has been introduced which more closely reflects the revised National Curriculum. The school has used the national units of work selectively to enhance the scheme of work. Very good procedures are now in place to assess pupils' learning. Learning objectives are much better focussed and pupils are clear about what they need to learn and what will be looked for in their work. This has improved teaching and learning. Overall, progress since the last inspection is good.
- 143 Based on the scrutiny of work and other evidence, teaching in geography is generally satisfactory. It was good in the Year 7 lesson which was observed. In the lesson well-chosen activities stimulated pupils' interest and involved them in their own learning. Good classroom strategies ensured that all pupils were fully on task. In Year 7 the teacher has high expectations of what the pupils can achieve and they respond well to this. Good teaching enabled all pupils to use atlases to interpret a range of geographical information from which they were able to identify the key

differences between upland and lowland England. The scrutiny of work indicates that knowledge and skills are satisfactory but more emphasis needs to be given to activities that involve sorting, sifting and classifying information in order to promote thinking skills in problem-solving. Pupils enjoy geography lessons and participate fully. The subject is well led by an enthusiastic and committed coordinator who has a clear view of the subject's strengths and its areas for improvement. Teachers are well-supported by a clear policy and guidelines and a good scheme of work and other resources.

HISTORY

Overall, the quality of provision in history is satisfactory.

Strengths

- the use of visits to enrich the pupils' experience and support learning;
- the successful opportunities to link with other subjects.

Areas for improvement

- increasing the use of computers to support pupils' learning.

- 144 By the end of Year 2 pupils' knowledge and understanding in history are in line with national expectations. They recognise the distinction between the past and the present and why things were different in the past and how they differ from today. They know about some significant events from the past. Pupils in Year 2 for example studied aspects of life in Victorian times. They know about domestic life and about schools of the period. They have acquired this knowledge through effective direct teaching and through looking at and discussing artefacts. They have used role-play to understand how people might have felt in those days. Many are able to suggest why events happened and their impact on people's lives. They understand a range of key events in the life of Queen Victoria. There is clear evidence of effective links to literacy in this work.
- 145 By the end of Year 6 pupils have a knowledge and understanding of the impact on people of events that is commensurate with pupils nationally. This has been developed systematically through units of work throughout the school. For instance in Years 3 and 4 pupils study the Anglo-Saxons when exploring the theme of Invaders and Settlers. The emphasis in this work is on the acquisition of historical knowledge with a narrative approach. In Years 5 and 6 they understand social conditions at the time of the Tudors and the contributions of such people as Francis Drake and William Shakespeare. Pupils in Year 6 show a satisfactory knowledge of different eras in history and have a good understanding of chronology.
- 146 Overall improvement since the last inspection has been good. Pupils' standards have been maintained since the last inspection. There has been an improvement in teachers' confidence and in the use of historical language since the time of the previous inspection. There is clear evidence of an increasing emphasis on the development of key concepts and skills to underpin the knowledge of events. This constitutes a clear improvement since the last inspection and represents a good foundation upon which to develop the quality of provision in history.
- 147 An examination of pupils' work shows that teachers have secure subject knowledge and use this to plan interesting activities for pupils. Pupils' enjoy the work in history and respond positively to opportunities to learn about cultures very different from their own. Outside visits play an integral part in pupils' learning. Pupils are encouraged to

develop research skills through first hand experiences and secondary sources. Learning in the Year 5/6 unit on Tudors is very effective as pupils are required to explore a key question 'Francis Drake - Hero or Villain?' This work is supported well by a visit to Holdenby Hall which is a local Tudor house. Computers are used well to find relevant information on the Internet for work on researching artefacts. However, access to laptops is often restricted and there are very few computers in classrooms and this inhibits the work. The school recognises that this aspect of its history provision is under-developed.

- 148 Leadership of the subject is good. The subject co-ordinator is very enthusiastic and has worked hard to improve subject provision. She is knowledgeable and keeps up to date by engaging in appropriate professional development and by participating in local support networks. Consequently, her leadership and management skills are very good. She has a clear view of what the school does well and where it needs to improve its provision for history. The school's history policy and scheme of work were reviewed and updated to reflect the changes to the National Curriculum. Resources are good but the co-ordinator is keen to improve the range of artefacts. She monitors planning, provides advice and observe lessons. A good feature is a developing portfolio of photographs of displays and examples of pupils' work. Teachers successfully look for the opportunity to make links with literacy teaching and with other subjects and this is a good feature.

INFORMATION AND COMMUNICATION TECHNOLOGY

Overall, the quality of provision in information and communication technology is satisfactory.

Strengths

- the significant improvements in planning and teaching since the last inspection;
- the best teaching which is confident, employs direct teaching of skills and ensures pupils make good progress;
- the strong leadership of the subject which is having a positive impact on standards.

Areas for improvement

- standards of attainment particularly for the older pupils;
- hardware needs to be extended to ensure pupils have increased access;
- the use of the findings from assessment to ensure a greater rate of progress particularly for higher attaining pupils;
- the confidence of some of the staff to use information and communication technology.

- 149 By the end of Year 2 standards are in line with national expectation. Pupils are able to enter, store and retrieve information which they present in diverse forms. By the end of Year 2, pupils use information and communication technology to investigate in both real and imaginary situations and plan programs for a programmable toy to send it on specific routes. Simple word-processing skills are developing well and these are effectively used to enhance pupils' written work.

- 150 Pupils currently in Year 6 and Year 7 have not had sufficient experience across all elements of the information and communication technology curriculum to achieve standards expected for their age. By the end of Year 6 and when they leave the school at the end of Year 7 pupils are able to enter text and manipulate it by changing font, size, style and colour. They combine pictures with text, and compose and edit their work on screen. They can carefully consider layout and presentation so that it is attractive to the reader. Pupils throughout the school confidently access information

using CD-ROMS. Their use of the Internet to support learning is currently underdeveloped. The school has identified the need for staff training to support this area of pupils' learning.

- 151 Although provision for information and communication technology remains a key issue for improvement as it was at the time of the last inspection, there have been some significant improvements. Adoption of nationally available guidelines for the teaching of the subject has clarified planning arrangements. As a consequence progress in the necessary skills is becoming more secure and purposeful. The quality of teaching has improved and teachers are now more confident in teaching the subject. This has been achieved through training which teachers and learning support assistants have received.
- 152 The quality of teaching in information and communication technology is satisfactory overall. Its quality varies because not all teachers are confident in teaching all aspects of the subject. As a result pupils make satisfactory progress in lessons. Teachers plan effectively using national guidance. Explanations are clear and consequently pupils, including those with special educational needs and those with English as an additional language, understand what they need to do. Teaching assistants are used well to help pupils with special educational needs and this allows them to learn and to keep up with their peers. Pupils' enthusiasm, very good behaviour and willingness to discuss their work and to help each other make a very good contribution to their learning.
- 153 In a very good Year 2 lesson, pupils were challenged to search for and discuss various sources of information around the classroom. They realised that wall displays, books, maps, pictures and classroom rules all gave information in different ways. Pupils working on computers were being helped very effectively by the teaching assistant as they used a simple painting program to generate work and to make amendments as necessary. As a result of highly focused teaching pupils made very good progress in their learning.
- 154 In lessons for Years 6 and 7, the pupils benefited from good teaching as they learned to control equipment by a series of instructions to achieve a particular result. The lessons were carefully planned with clear learning objectives. This allowed the class teachers to focus effectively on what they wanted pupils to learn. As a result by the end of these lessons pupils in both classes had increased their understanding of how to enter a series of instructions to control a set of traffic lights. The very positive relationships established by the teachers gave pupils the confidence to ask for help and this enhanced the pace of their learning. The teaching assistants were effective in their work with pupils with special educational needs.
- 155 Teachers directly teach skills and introduce new programs in whole-class lessons. However, the shortage of resources means that pupils do not have quick enough access to computers to practise and consolidate what they have learnt. These deficiencies in provision diminish the contribution teaching makes to pupils' learning. Assessment is not sufficiently well used to support learning particularly for higher attaining pupils.
- 156 Although older pupils are now being taught to use simulation packages and monitoring technology they have had too little experience of this area of the curriculum in the past. However, pupils in Year 5 can now independently plan and carry out an experiment using a heat sensor to monitor and record data.

- 157 The strong leadership of the subject is having a positive impact on standards. The headteacher and the enthusiastic co-ordinator have a good understanding of what needs to be done. A good example of the school's care and concern for all of its pupils is the way in which it is piloting a scheme for video linking home and school for a pupil with osteoporosis. A well attended computer club and visits to the local secondary school as well as links with the 'Children's University' scheme enhance the curriculum and enrich pupils' experiences.
- 158 The school has wisely planned further and more detailed training to help achieve consistently good teaching throughout the school. There is a clear action plan for the development of the subject which includes purchasing a range of new hardware. Through careful budgeting the school is now in a position to achieve its goal. This should allow pupils more regular opportunities to consolidate the skills taught in lessons and to apply these to support learning in other subjects of the curriculum. There is a strong commitment to improvement and the school is well-placed to raise pupils' attainment to expected levels and above.

MODERN FOREIGN LANGUAGES

French

Overall, the quality of provision in French is satisfactory.

Strengths

- the improvement in standards since the previous inspection;
- the large majority of pupils in Year 7 enjoy French and are well behaved;
- provision for pupils with special educational needs is very good and as a result these pupils learn well and make strong progress;
- pupils have good opportunities to enrich their experience through extra-curricular activities.

Areas for improvement

- teaching of French while satisfactory overall does not sufficiently challenge the high-attaining pupils;
- the quantity and range of pupils' written work are restricted;
- marking of pupils' work and assessment of their progress are not thorough or rigorous enough to ensure that pupils know how well they are doing.

159 By the end of Year 7 pupils' standards are generally in line with the national expectation. All pupils including those of lower attainment, English as an additional language and with special educational needs are well-rehearsed in talking about themselves and their home circumstances. Those of average attainment understand and respond appropriately to the teacher's French and make sense of taped dialogues using native speakers. Most pupils achieve their potential. However, higher attaining pupils are not set work that stretches them often enough. Anglicised pronunciation is allowed to pass unchecked and their written French is mostly limited to short simple exercises. These give little opportunity for imagination or self-expression. These pupils are not achieving as well as they might. Currently there is no use of information communication technology in French. This would help rekindle the motivation of pupils, particularly boys, who struggle with writing.

160 In the previous inspection the teaching of French and the progress pupils made were judged unsatisfactory. Some improvements since then have promoted better

standards. The quality of teaching, while still needing development, has improved and as a result pupils are reaching standards that are in line with those expected in Year 7. The reservations expressed about the lack of challenge and variety of method still apply in some important areas. Equally, the need for long-term planning and better liaison with partner schools remains to be addressed.

- 161 The teaching of French is satisfactory. Lessons start well with the teacher sharing with the pupils what they will be learning and giving them a chance to show what they have learned in previous lessons. This creates good anticipation establishing French as the medium of communication and builds on success. The teacher has a good command of French and uses it some of the time to appropriate effect. When pupils listen to French in the classroom they make good strides forward in their understanding. However, the teacher too often reverts to English and does not insist on pupils using French for simple routine requests such as asking for paper or apologising for being late. As a result pupils learn more slowly and do not improve the quality of their pronunciation of French words as well as they could. Pupils would benefit from a wider and more colourful range of methods and resources, such as images on an overhead projector, for stimulating the speaking of French.
- 162 Teaching is well planned and the teacher's firm management of pupils' behaviour ensures that they learn in a stable, ordered environment. Teaching assistants make an important contribution by actively encouraging pupils with special educational needs to take part in the lesson and giving them the right amount of help to allow them to do this. In one lesson an assistant sitting with three boys demonstrated a good understanding of French and a knowledge of these boys' needs. As a consequence she managed to coax some enthusiastic response from them so that they not only made strong progress in their learning but clearly enjoyed their success. Marking of pupils' written work is regular and encouraging. However, it does not insist on the correction of mistakes or show pupils how they can do better.
- 163 Overall, pupils make satisfactory progress and this reflects the quality of teaching they receive. Learning is best in those lessons when pupils are given the opportunity of listening and speaking in French and their attention is actively engaged by varied methods. At such times they behave sensibly, listen attentively, answer questions eagerly and work quietly without losing focus. However, such opportunities are not sufficiently frequent or sustained. As a consequence pupils learn intermittently and their attitudes to French, while positive overall, at times show reluctance. A small number of pupils, mostly boys, become restless and inattentive when teaching does not keep them busily involved.
- 164 Leadership of the subject is satisfactory. The teacher of French has too little opportunity to develop and update her teaching skills. Communication with French departments in partner schools is infrequent and uncoordinated so that there is no formal agreement between them of what needs to be taught. Equally, the assessment of pupils' performance is not sufficiently systematic to let them know how well they are progressing or to inform the secondary schools accurately of the National Curriculum levels pupils have reached. The French department does not have sufficient resources to meet fully the requirements of the National Curriculum. Information and communication technology is not used in the teaching of French and the overhead projector cannot be properly used until blackout facilities are installed. The well-established annual visit to France continues to give pupils good opportunities to develop their understanding of other cultures. This is now well supplemented by a weekly modern language club and a newly established link with a French school for the exchange of pen friend letters.

MUSIC

Overall, the quality of provision in music is good.

Strengths

- the quality of teaching is mainly good and sometimes very good leading pupils to make good progress including those with special educational needs;
- attitudes and behaviour in music lessons is good and sometimes very good;
- music makes a strong contribution to the social, personal and cultural development of the pupils.

Areas for improvement

- raise standards of attainment.

165 By the end of Year 2, the end of Years 6 and 7, standards in music are in line with national expectation. Pupils make good progress in including those with special educational needs. By Year 2 pupils can maintain a rhythm in singing and play a simple percussion accompaniment. They recognise chorus from verse and know that chorus can be repeated. By the end of Years 6 and 7 pupils can maintain their own part whilst performing a song and improvise and develop their own ideas to a melodic beat. Pupils who have instrumental tuition are making very good progress.

166 Since the last inspection standards of attainment in music have improved. The quality of teaching is at least satisfactory with some good and very good teaching in Key Stage 2. Progress in music has moved from satisfactory to good. Music has a much higher profile in the life of the school.

167 Overall, teaching in music is good. The teaching is planned well in line with the scheme of work and each lesson has a clear focus which helps the pupils to be clear about what is expected of them. The teaching is lively and stimulating. It effectively includes all pupils regardless of gender, prior attainment, ethnicity, special educational need or those learning in English as an additional language. All groups of pupils are encouraged to contribute to the lessons through an appropriate use of group activities. For example in two lessons pupils worked in groups of four to produce an 'operatic scene'.

168 Pupils' learning in music lessons is at least satisfactory, often good, and sometimes very good. Pupils listen and concentrate well and they are keen to contribute their ideas and consequently they make good progress. Pupils listen well to a variety of types of music in lessons and assemblies and this contributes to their appreciation of culturally different styles of music. Attitudes and behaviour in music lessons are good and sometimes very good. The curriculum and extra-curricular provision in music is good.

169 Leadership of the subject is good. The school has developed a wide range of opportunities for pupils to be involved in musical activity. All pupils take part in musical performances. The school has a choir and an orchestra who perform both in school and in the local community. Able pupils are offered the opportunity to learn a musical instrument from Year 4 and the school makes good use of the peripatetic music service.

PHYSICAL EDUCATION

Overall, the quality of provision in physical education is good.

Strengths

- a good detailed scheme of work which assists teachers to plan effectively for various activities;
- good teaching which enables all pupils to take a full part and ensures a high level of focused activity.

Areas for improvement

- the provision for dance.

- 170 By the end of Year 2 standards are in line with national expectation. Pupils in Year 2 are able to relate a variety of activities they have undertaken and all have learned to skip, jump, throw and catch. They enjoy physical education and associate sport with healthy living. These pupils can tell a visitor how they find out if they are doing well in physical education and that exercise raises the heart-rate and temperature. They are also aware of a number of essential safety features necessary when doing gymnastics or using the apparatus. Younger children use space well, use controlled movements for jumping and landing, and can offer suggestions about their own good and bad performances at various activities.
- 171 Standards at the end of Years 6 and 7 are in line with national expectations. Both boys and girls, including those with special educational needs, achieve a satisfactory standard. Pupils in Years 3 to 6 have levels of skills in both gymnastics and games appropriate for their age. Pupils of all prior attainment are willing to demonstrate movements to the rest of the class. Older children are able to articulate the way in which they create movements and are able to comment on the detail of skills and techniques in their own work and that of others. Year 5 and 6 pupils have developed games skills including tactics at the level expected of them and by Year 7 pupils are able to apply these skills to small-sided games developing strategies and teamwork. The school has made satisfactory improvement in physical education since the last inspection.
- 172 Teaching is generally good with some being excellent. This leads to good progress by pupils. The teaching is supported well by planning based on a comprehensive scheme of work. This includes clear learning objectives with well-matched activities which build lesson to lesson and year to year providing a good range of learning opportunities. Teachers ensure that a variety of activities are offered to pupils including those who are physically disabled. In the best lessons intervention in activities leads to a good pace of learning. For example in one Year 6 lesson paired work was undertaken to demonstrate counter-tension and counter-balance. The teacher had prepared cards for pupils to experiment with and clear direct teaching helped pupils to understand gymnastic terms and reflect on their performance. In the one satisfactory lesson the teacher was less confident and followed the planning rigidly rather than allowing the lesson to develop naturally.
- 173 The two-year cycle of activities works well. By co-operation with the high school to which the majority of pupils transfer the Year 7 pupils follow a school version of the national scheme. This contains a balance of adventurous activities and dance over a Year 7 and Year 8 cycle. Dance in the rest of the school is under-developed. The school caters for those of higher attainment by participating in a football festival and inter-school athletic events. Several boys have represented the town team at football. Several children are encouraged through extra-curricular activities such as cross-country running, football for boys and for girls, athletics and circus skills. These pursuits enrich the curriculum giving many pupils an additional chance to excel.

Swimming lessons are provided for pupils in Years 4, 5 and 6 and the majority of pupils reach the standard expected of them well before the end of Year 6. Many make further progress by improving water confidence and gaining a number of distance awards.

- 174 Facilities, equipment and management of the subject are satisfactory. Responsibility for physical education has recently changed hands within the school but the strength of the teachers' planning underpinned by the scheme of work provides well for continued development.

RELIGIOUS EDUCATION

Overall, the quality of provision in religious education is satisfactory.

Strengths

- the range of aspects explored which amount to a broad and balanced curriculum.

Areas for improvement

- revise the scheme of work in line with the new locally agreed syllabus to ensure continuity between work in the primary school and Year 7.

- 175 By the end of Years 2 and 6 pupils' attainment is at the level expected in the locally agreed syllabus. Pupils in Year 7 work to the national guidelines and achieve appropriate levels. By the end of Year 2 pupils know that churches are special places for Christians and can demonstrate a knowledge of Christmas, Jesus and the Bible. They are able to talk about Holi and know it is a Hindu festival. They are able to talk about stories of Jesus and his teaching and the people that he met and helped. A number of topics studied, including the tale of Passover are recorded well in pupils' books. However, much of what is taught is not recorded.
- 176 By the end of Year 6 pupils have learned more about ways in which a range of religions celebrate festivals and significant events. Pupils can talk about naming ceremonies in Hinduism, Judaism, Islam and Buddhism as well as Christian Baptism; they can recall elements of the story of Rama and Sita and know that Divali is a festival of light; and they know the significance of the Qu'ran and the way it has to be treated by Muslims. Several pupils drew from the experience of their classmates when explaining correctly to a visitor the difference between Lent and Ramadan. A group of pupils further explained that from their studies it appeared that in many countries people were more serious about their religion than in England and gave a sensible reason for this opinion.
- 177 The variety of work undertaken develops an understanding of the major world faiths. This work is based on five principles: home and school; religions of the world; culture and the place of Christianity; the place of religious education in the curriculum and the role of the teacher. The school ensures that sufficient teaching time is devoted to religious education. There are clear plans to revise the school's scheme in line with the new locally agreed syllabus which is due to be published soon. As a consequence there has been little development or improvement since the last inspection.
- 178 Teaching of religious education is satisfactory. In one Year 7 class pupils continued with their studies of Islam and were introduced through artefacts to prayer mats and Islamic art. In this lesson insufficient question and answer sessions failed to test pupils' understanding. In a Year 3 /4 lesson the teacher helped children to identify key

teachings from world faiths which expressed the importance of the natural world. The lesson went on to discuss why trees were important. This latter element of the lesson meant more to most of the pupils than the religious content as many of the statements and tenets from religions needed readers to have developed a wider knowledge of the world in order to appreciate their meanings. Nevertheless, pupils developed an understanding of the place of nature in the world's main faiths.

- 179 The coordinator is well qualified to lead the subject. She monitors planning and sees pupils' work and observes lessons. She is keen to improve teaching and learning in the subject and has clear plans to do so. The coordinator has amassed a very good range of appropriate artefacts and books to enrich the teaching. Visits such as one recently undertaken by Year 7 pupils to a local Mosque also enrich their experience of the curriculum. Statutory requirements are met and coverage of the locally agreed syllabus is satisfactory.