

INSPECTION REPORT

DEEPING ST JAMES COMMUNITY PRIMARY SCHOOL

Deeping St James, Peterborough

LEA area: Lincolnshire

Unique reference number: 120396

Headteacher: Mrs J. Walker

Reporting inspector: Ms Margaret Burslem
13210

Dates of inspection: 19th- 22nd March 2001

Inspection number: 195005

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Hereward Way
Deeping St James
Peterborough
Lincolnshire

Postcode: PE6 8PZ

Telephone number: 01778 342314

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Appropriate authority: The governing body

Name of chair of governors: Mrs A.Taylor

Date of previous inspection: May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13210	Margaret Burslem	Registered inspector	English	How high are standards How well are pupils taught How well is the school led and managed What should the school do to improve further
9646	Geraldine Osment	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well does the school work in partnership with parents
10428	Tom Simpson	Team inspector	Mathematics Design & Technology Special educational needs Under Fives	How good are curricular and other opportunities
19026	Brian Downes	Team inspector	Science Geography History Religious Education Equal Opportunities	
15023	Ali Haouas	Team inspector	Information Technology Art Music Physical Education English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Deeping St. James Primary School is located in a large village and it provides for pupils aged from four to eleven years of age. There are 288 pupils on roll with an additional 9 children attending the pre-school class in the afternoons. The pupils come from the area immediately surrounding the school and from further field. The area is predominantly private housing with three smaller, older local authority housing areas. The attainment of the pupils on entry to school is broadly average. At the time of the inspection there were 21 pupils on the Special Educational Needs register, 9 of these pupils have a statement of Special Educational Needs. This is above the national average. The needs covered include Dyslexia, emotional and behavioural difficulties and specific medical conditions. There are slightly more girls than boys. There are 6 pupils from ethnic minority backgrounds, none of whom are at an early stage of English language acquisition. The socio-economic circumstances of the pupils are average with 3 per cent eligible for free school meals. This is below average.

HOW GOOD THE SCHOOL IS

This is a highly effective school with many excellent features. It is highly successful in meeting its aims and provides pupils with an excellent foundation for the future. Very good teaching and challenging work helps pupils to achieve well. The headteacher's highly effective, enthusiastic and talented leadership motivates staff, governors and parents to work together purposefully to improve the school. The school provides very good value for money.

What the school does well

- Pupils attain well above nationally expected standards in English, mathematics and science at the end of Key Stage 2 due to the good teaching and challenging work.
- Pupils show very positive attitudes to their work, behave very well and collaborate well with each other. They feel secure in the safe and welcoming environment and they are keen to learn and these factors make a big contribution to the very good progress they make in lessons.
- Literacy and numeracy are emphasised well in a broad and enriched curriculum that benefits from excellent extra curricular provision and very good links with the community and other schools.
- Provision for spiritual, moral, social and cultural development is very good overall. As a result of the emphasis placed on citizenship, the procedures to ensure the absence of bullying, racism and sexism are excellent.
- The school takes very good care of its pupils including those with special educational needs for whom it makes very good provision. All pupils are given responsibility and this has a positive effect on the pupils personal development.
- The school has very good partnership with parents that has a positive impact on standards of learning.
- The leadership of the school is excellent. The talented headteacher is ably supported by highly effective senior staff and a very well organised and highly effective governing body.
- All staff work hard to improve their own practice and the quality of provision in the subjects they coordinate.

What could be improved

- The inspection team found no areas where significant improvement is required. The school is highly effective and has excellent procedures for self evaluation. All areas for development are included in the school's development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has built very well on the improvements begun just before the last inspection in 1997 and has made excellent progress. The school has addressed weaknesses vigorously leading to improved quality of teaching and learning. These are now very good. Attainment in Key Stage 2 is now well above average in the core subjects of English, mathematics and science. Marking of pupils work is now very effective and pupils are able to track their own progress. Coordinators of all subjects are effective. They each have a monitoring role and good practice is shared throughout the school. Design technology and information communication technology now meet statutory requirements and there are examples of very high achievements in both subjects identified during the inspection. The school now uses assessment effectively to set targets, monitor its performance and to plan future developments. The governing body is organised efficiently and has established formal systems to review the school's standards and progress. Governors have trust in the headteacher and provide challenge and support which enables very good progress to be made. The targets that have been set are challenging and the very good system of monitoring means that the school is making very good progress towards meeting them.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	A
mathematics	A*	A*	A	A
science	A*	A*	A*	A*

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

The information shows that the performance of pupils in 2000 was well above average in English and mathematics and in the top five per cent nationally in science both when compared to all schools and in comparison with similar schools. The school has an above average number of pupils with special educational needs and so pupils are achieving well. Taking the three years 1998 – 2000 together, the results of the national tests at the end of Key Stage 2 show that the high percentage of pupils reaching the high levels have been maintained in English, mathematics and science. At Key Stage 1 the picture is more varied with a sharp drop in the results in English and mathematics in 1999 and a steep rise in 2000. The fluctuation in the results is linked to the abilities of the pupils in the cohorts and the relatively small number of pupils taking the tests rather than a drop in standards. Results over time show a steady improvement in the number of pupils reaching the higher levels in English, mathematics and science.

Inspection evidence shows that standards are well above national expectations in English, mathematics and science at Key Stage 2. By the end of Key Stage 1 standards in reading and writing are above national expectations. The school has set challenging targets and is on course to meet them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are enthusiastic and concentrate well in lessons. They contribute confidently to discussions and respond very well to a wide range of challenges.
Behaviour, in and out of classrooms	Very good in lessons and around the school. Pupils behave very well and follow the school's high expectations of behaviour.
Personal development and relationships	Excellent relationships throughout the school. The procedures to ensure the absence of oppressive behaviour, sexism and racism are excellent. Pupils are willing to help one another and they collaborate very well in different situations.
Attendance	Very good. The pupils enjoy coming to school.

The pupils' very good behaviour; their very good attitudes and excellent relationships are significant factors in their very good achievements.

TEACHING AND LEARNING

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

Taking all aspects of teaching into account the quality of teaching is very good overall and leads to very good learning. The quality of teaching was satisfactory or better in all of the lessons seen during the inspection and forty per cent were very good or better with fifteen per cent of them being excellent. Seventy three per cent of the lessons were good or better. Examples of very good teaching were seen in most classes in the school. Teachers prepare and organise lessons very well so that a good pace is maintained and all of the pupils irrespective of their ability learn productively. The quality of teaching is consistently high in the Foundation Stage where all of the lessons observed were judged to be good or better. The quality of teaching is good overall in Key Stage 1 and very good in Key Stage 2. The teachers have a very good understanding of the literacy and numeracy strategies and they ensure that the needs of all pupils are met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: The school provides a very wide range of learning opportunities relevant to the pupils. Visits to places of interest, visitors to the school and an excellent range of extra curricular activities broaden pupils' experiences and understanding.
Provision for pupils with special educational needs	Very good quality support both in class and when pupils are withdrawn for extra help. Work is carefully matched to their needs and they make very good progress.
Provision for pupils with English as an additional language	Good. The pupils with English as an additional language make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Excellent provision for pupils' moral and social development, very good provision for pupils' spiritual development and good provision for pupils cultural development.
How well the school cares for its pupils	Very good. The staff know the pupils extremely well and monitor their personal development highly effectively.

The school enjoys a very good partnership with its parents. They have a very good impact on the work of the school with many giving help in classes. They receive very good information about the school.

The school makes very good use of its assessment information to raise standards and improve progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has an excellent view of the development needs of the school based upon thorough evaluation of what is successful in this school. The way in which aims and values of the school are reflected in all its work is excellent.
How well the governors fulfil their responsibilities	Excellent. The governing body are excellently managed and understand their role in supporting and leading the school.
The school's evaluation of its performance	Excellent. The way in which the school considers strengths and weaknesses in all initiatives is fundamental to its success.
The strategic use of resources	Excellent. Resources are targeted to raise standards. Principles of best value are applied very well.

The school has an adequate number of well qualified staff. An extended range of skills is brought into the school by the classroom assistants who work throughout the school. Learning resources are satisfactory. Accommodation is good; the school is very well maintained by the hardworking site manager and his team.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school• Behaviour is very good• The school is approachable• The children work hard and are expected to do their best• The school is helping the children to become mature and responsible	<ul style="list-style-type: none">• The amount of work to do at home• Information about children's progress• Activities provided outside lessons

The inspection team agrees with the parents' positive responses. The team judges that the amount of work the pupils are given to do at home is appropriate and supports learning. Inspectors judge that the information provided by the school about pupils' progress is very good. Although the responses to the questionnaire were positive about the activities provided outside lessons a small minority of parents attending the parents meeting expressed the view that they didn't feel that the range of activities were broad enough to attract all pupils. The inspection team felt that the range of activities provided outside lessons is excellent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the school is average in all the areas of learning. Pupils make a positive start to school life and participate fully in all the activities provided. They make good progress and firmly develop and consolidate their skills. Most children's attainment is likely to be slightly above that expected nationally in all areas of learning by the end of the Foundation Stage
2. Taking the three years 1998 to 2000 together, the results of national tests at the end of Key Stage 2 show that the high percentage of pupils reaching the expected level have been maintained in English, mathematics and science. At Key Stage 1 the picture is more varied with a sharp drop in the results in English and mathematics in 1999 and a steep rise in 2000. The fluctuation in the results is linked to the abilities of the children in the cohorts and the relatively small number of pupils taking the tests rather than a drop in standards. The school has set challenging targets to raise standards further and is on course to meet them.
3. In the 2000 national tests taken by the pupils at the end of Key Stage 2, the results achieved by the pupils were well above average in English, mathematics and in the top five per cent nationally in science. The proportion of pupils exceeding the national standards was above average in English and mathematics and was very high in science. When results are compared with other similar schools they are above average in English and mathematics and in the top five per cent in science. This shows that pupils are doing well. In tests taken by pupils at the end of Key Stage 1 results are above average in reading and well above in writing. They are above average in mathematics. Teacher assessments show that the proportion of pupils who reached the expected standards was very high in comparison with the national average. Standards have improved in all subjects since the previous inspection
4. Inspection evidence shows that standards are above the national expectations in all year groups. This reflects the hard work of teachers in improving their practice and the school's effective implementation of the National Literacy and Numeracy Strategies. Teachers support pupils literacy and numeracy skills in other subjects. The school sets high but achievable targets for all pupils and each year group based firmly on the teachers' knowledge of their pupils and their performance in tests.
5. By the age of seven standards in speaking and listening are above national expectations. Pupils enter Key Stage 1 with a good range of vocabulary and they speak confidently. Good questioning by teachers helps pupils to learn to express themselves accurately. By the end of Year 2 pupils talk with confidence and clarity and by the age of eleven pupils speaking and listening skills are very good. They can speak at length using a wide range of vocabulary. Standards in reading are above and often well above national expectations in both key stages owing to well focussed teaching and high expectations for attainment. By the age of seven most pupils read accurately and use a variety of strategies successfully to read more difficult vocabulary. They can discuss their choice of books and are able to talk about their favourite authors. The pupils continue to make good progress in Key Stage 2 and by the end of Year 6 most pupils read fluently and with excellent expression. Their selection of books is very mature, they are interested in each other's choice of books. Their knowledge of how to find specific non fiction books is very secure.

6. The school has raised standards in writing by identifying common aspects that need more focus through careful assessment of pupils' work. All teachers regularly and systematically teach spelling and handwriting and help pupils to be very clear about their ideas before they start to write. As a consequence, standards in spelling, handwriting and punctuation are good. Most pupils in Year 2 join their letters successfully and begin to use a good structure for their story writing. By the age of eleven, standards are well above national expectations. Pupils write in a variety of styles, for example, developing logical ideas in their persuasive writing and showing a good grasp of writing to provide information. In creative and descriptive writing, the pupils use powerful adjectives and construct extended sentences with the appropriate connective words.
7. The provision of challenging activities, matched well to pupils' prior levels of attainment, promotes good progress in mathematics throughout the school. The appropriate emphasis on number and development of good mental skills promotes pupils' understanding of the number system and different operations well. In Key Stage 1 pupils learn simple operations and to order numbers in a variety of ways. Higher attainers show increasing awareness and understanding of the value of each digit in larger numbers and they are beginning to use this in mental calculations. The development of pupils' interest in investigating different aspects of mathematics and their understanding of its relevance in everyday life encourages good intellectual effort, so that, by the age of eleven the pupils can articulate their strategies and conclusions clearly.
8. Teachers' assessments of pupils' attainments in science in 2000 indicates very high performance in comparison with the national average by the age of seven. Inspection findings confirm this. The pupils achieve well in all aspects of science. They have regular opportunities to practise investigative skills and build their knowledge and understanding in a systematic way. By the age of eleven attainment is well above national expectations. The opportunity for the more able pupils in science to use the facilities at the local secondary school ensures that this level of attainment will continue.
9. The standards that pupils attain in information communication technology by seven and eleven are in line with the nationally expected levels for their age. The use of computers, both in classrooms and in the ICT suite ensure that pupils are able to use ICT to support all curriculum areas. Achievement in religious education is above the expected levels of the Locally Agreed Syllabus for the subject.
10. The school places considerable importance on pupils' learning in the creative and performing arts. As a result of good and frequently very good and excellent teaching and excellent provision of activities outside lessons, pupils' achievement is very good throughout the school and most pupils attainment is above the expected standards for their age. From the limited amount of evidence available, the inspection team judged that pupils attain above the expected standards in design technology, history, geography, music and physical education and in line with the expected standards in art.
11. Pupils with special educational needs make good and sometimes very good progress and attain appropriate standards in relation to their specific targets and goals. Progress for these pupils is particularly good in English and mathematics, subjects where grouping and specialist support is having a particularly strong impact. However, another successful focus of the school's work in this area is the successful development of pupils' self esteem. One example of the progress of pupils with special educational needs is the high proportion of pupils overall that are forecast to reach the expected or higher levels in the forthcoming tests of eleven year olds. Pupil's needs are identified early and appropriate learning targets are set. The setting arrangements in Key Stage 2 are having a positive impact on the standards of attainment. Pupils with English as an additional language (EAL) make good progress and are well supported in school. All pupils make good progress and there is no significant difference between the attainment of boys and girls.

Pupils' attitudes, values and personal development

12. The youngest children have very positive attitudes to school. They happily leave their parents or carers at the start of the day. The children show good levels of independence and they respond very well to the very clear expectations and procedures of the staff. The very good performance by the reception children during a whole school assembly clearly demonstrated their confidence and eagerness to please their teacher. The very positive attitudes that they develop during the Foundation Stage stay with them throughout their time in the school.
13. The pupils come to school with very good attitudes. Pupils across all year groups enjoy coming to school, they are enthusiastic about their schoolwork and want to learn. Pupils are keen to please and they are able to sustain concentration for appropriate periods of time. For example in a Year 2 science lesson the classroom was a hive of activity for fifty minutes as the pupils constructed basic circuits to operate battery powered buzzers and bulbs.
14. Ninety one per cent of parents feel that behaviour in the school is good. The inspection team agrees with this view as it judges behaviour to be very good overall. As reported at the last inspection very good behaviour contributes positively to the standards of learning. This was observed in many lessons including a Year 6 history lessons when the pupils were learning about the afterlife in Ancient Egypt. The pupils move around the school sensibly and respond readily to the requests and instructions of teachers, learning support assistants and mid-day supervisors. Pupils are polite and courteous to each other, to teachers and other staff, as well as to visitors. They are trustworthy and show respect for property, treating the resources they use with care. There was one exclusion from the school during the year prior to the inspection, this is an improvement since the last inspection. The school does not use this sanction lightly but operates it using appropriate procedures.
15. The personal development of the pupils is excellent. Personal and social development are sensitively integrated into the curriculum for the Foundation Stage and the children in the reception classes are encouraged to demonstrate self-discipline. Other pupils form excellent relationships with fellow pupils and adults, built on tolerance for the work, ideas, beliefs and values of others. They work well as individuals or in pairs or small groups. During a Year 4 information communication technology (ICT) lesson the pupils collaborated successfully when creating and recording information on a database. The pupils are kind to each other, take turns and help their classmates. In a Year 2 literacy lesson a pupil made the teacher aware of another who was upset. The pupils have contributed to an art exhibition at the Deeping Agricultural Show and they have participated in area athletics and other local sporting events. Pupils support charities by initiating fund raising activities and Harvest gifts were donated to St. Theresa's House. Older pupils look after the youngest ones at break and lunchtimes and have opportunities to apply for jobs around the school. These include librarian, office duty, setting up assembly equipment and sorting Christmas cards. They display a good capacity for personal study skills using computers in classrooms and experimenting and investigating in science and maths lessons. The pupils are able to use the library for research and relaxation at break and lunchtimes. Pupils are invited to set up their own clubs; they have to apply to the headteacher explaining what they would like to do. The clubs they have organised this year include girl talk, chess and Pokemon drawing. The school council is popular amongst the pupils as a means of being involved in school decision making. The first meeting of this year was used to discuss whole school New Year resolutions.
16. As reported at the last inspection the level of attendance is very good and well above the national average. The level of unauthorised absence is in line with the national average. The very high level of attendance is having a positive effect on standards in the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Taking all aspects of teaching into account, the quality of teaching is very good overall and leads to very good learning. One hundred per cent of teaching was satisfactory or better, with seventy three per cent being good or better. Forty per cent was very good or better with fifteen per cent being excellent. This is a considerable improvement since the last inspection when only ten per cent of lessons were judged to be very good or better. Examples of very good teaching were seen in most classes in the school. Examples of very good teaching occurred in English, mathematics, science, design technology, history, music and physical education. Examples of excellent teaching were observed in the Reception and in physical education, music, mathematics and science.
18. The quality of teaching is consistently high in the Foundation Stage where all the lessons observed were judged to be good, very good or excellent. The quality of teaching throughout Key Stages 1 and 2 is good overall with examples in Key Stage 2 of excellent teaching. As a result of the high quality of teaching and the very good provision for pupils with special educational needs, pupils make good and often very good gains in their learning from their average attainment on entry to school.
19. The quality of teaching is good overall in both Key Stage 1 and very good overall in Key Stage 2 in all the subjects observed. Features of the lessons where teaching is particularly strong include very high expectations, very well managed pupils and very effective organisation to ensure that tasks are well matched to the needs of the pupils. A particular effective feature is the way pupils work in pairs in the introductory sessions of the literacy strategy. This helps the pupils gain support for their learning from partners who are of similar ability.
20. The quality of teaching in English, mathematics and science is good at Key Stage 1 and very good at Key Stage 2. It is good at both key stages in geography and religious education. In physical education, music and history it is satisfactory at Key Stage 1 and good at Key Stage 2 and in information communication technology and art it is satisfactory at both Key Stage 1 and Key Stage 2. The National Literacy and Numeracy Strategies are well taught throughout the school.
21. Pupils with special educational needs are very well taught. They are well supported in lessons by their teachers and support assistants, and when being withdrawn for specialist help. As a result they take full part in all activities and learn well. In a withdrawn literacy session seen during the inspection, for example, pupils were given clear guidance and their tasks were closely linked to the targets in their individual education plan. There was a high level of expectation and activities were suitably structured and challenging. As a result the pupils worked very hard. They were keen to succeed and made good progress.
22. Nine excellent lessons were seen during the inspection. These lessons were all characterised by very high expectations and very good relationships that encouraged all pupils to give of their best. The teachers offered challenging and interesting activities and pupils knew what they were going to learn and showed a determination to succeed. For example the teacher in Reception uses humour very effectively to enable pupils to remember what they are learning. In this excellent communication, language and literacy lesson the pupils concentrated very hard when listening to the teacher saying words, waiting for words with the qu sound so that they can raise their hands in the air. The children made excellent gains in their learning because the teacher maintained the pace of the lesson, changing the style of learning to maintain the childrens' motivation. Timely interventions, with every moment used to extend learning, allowed pupils to reach standards which were above those expected for their age. In another excellent lesson, this time in physical education, very well targeted questions to individuals and groups enabled the pupils to plan and practise their dance routines with skill and expression of movement. Very high expectations and the opportunity for pupils to evaluate their own performance and that of their peers enabled the pupils to identify what they needed to do to improve. In a third excellent lesson in mathematics very effective planning ensured that tasks were well matched to the needs of individuals and groups of pupils. Very good level of challenge ensured that all pupils made excellent progress, stayed on task and were disappointed when the lesson came to a close.

23. Where teaching is satisfactory expectations are not always high enough to enable all pupils to make the progress of which they are capable. This is due to the teachers sometimes failing to match the tasks to the higher attaining pupils to ensure that they always have something to strive for. For example, a group of children using the role play area did not have the advantage of an adult to support their learning but they were not asked to record any of the activities that they carried out in the Travel agents so that the teacher would have had the information to ensure that their learning could be built upon.
24. Teachers are skilful in the teaching of literacy and numeracy, where they show good understanding of how to teach both strategies. Strengths include the effective use of classroom support staff who provide valuable support and encouragement during the group activities. Teachers take every opportunity to extend language and this contributes to standards in English and mathematics. Teachers are effective in teaching reading and spelling, taking every opportunity to develop literacy skills. For example, in Year 5 where pupils were identifying homophones and homographs, the teacher took the opportunity to explain the difference between the two to ensure that all pupils learned the characteristics of both. In numeracy good emphasis on correct mathematical language promotes learning and appropriate resources keep pupils motivated.
25. Strengths in the teaching of different subjects include the teaching of science, physical education and mathematics. In mathematics challenging questions and the effective use of information communication technology enables pupils to make excellent gains in learning about reflective symmetry. In science excellent lesson preparation, excellent use of resources and excellent class control enables pupils to make excellent gains in their learning about micro-organisms and decomposition.

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

26. The school provides a broad range of learning opportunities. It teaches all the National Curriculum subjects and religious education. Personal, social and health education (PSHE) is very effectively delivered, being taught both as a subject in its own right and through other subjects such as physical education. Drugs awareness and sex education are taught at various appropriate stages. The overall curriculum is greatly enriched by a significant number of out of school visits and by visitors to the school. These range from a study of local shops by the youngest children to visits to theatres and museums, and visits from speakers, musicians and actors. The curriculum provided for children in the Foundation Stage is very good. They are provided with a rich and relevant learning environment which is fully founded on the recommended areas of learning. The current curricular provision at the school is very good overall and has shown a significant improvement since the last inspection, when it did not fully meet statutory requirements.
27. The school has re-drafted most of its subject policies in line with changes in the National Curriculum. Planning is thorough, with teachers in each year group planning together to ensure consistency between classes. Some subjects – such as mathematics and information communication technology – are linked well together to provide interesting and relevant learning opportunities. The school's provision for literacy and for numeracy is very good with both national strategies being fully implemented. Good use is made of setting in mathematics at Key Stage 2, with high standards being achieved partly as a result of this. There is some specialist teaching at Key Stage 2 that has a positive impact upon standards. Provision for able pupils and for those with special educational needs is very good. For example, higher attaining Y6 pupils are taught mathematics in a 'fast track' group, much of their work being based on a high level, Key Stage 3 curriculum. A group of higher attaining science pupils visits the local secondary school each week for lessons. Pupils with special educational needs are very effectively supported in lessons by their class teachers or by other adults. When appropriate, they are withdrawn for specialist help. There are also after school 'booster' groups. Planning for these pupils is detailed and the work they are provided for is fully based on the targets identified in their individual education plans. Statutory reviews are carried out as required. The school has a very high regard for equality of access and opportunity and its provision completely reflects this.

28. The school's provision for extra curricular activities is excellent. A vast range of lunchtime and after school clubs greatly enriches the school's overall curriculum, and supports the personal development of its pupils. There is even an early morning running club. Activities provided range from ocarina, orchestra and computers, through dance, drama and guitar, to sporting activities and first aid. The school is a happy, occupied and lively place at lunchtimes and after school. Many of the activities provided are open to pupils from Key Stage 1 as well as those from Key Stage 2.
29. Overall provision for pupils' spiritual, moral, social and cultural development is very good. The high standards noted at the time of the last inspection have been maintained. Assemblies provide appropriate opportunities for prayer and reflection. However, opportunities to develop pupils' spiritual awareness are achieved across many areas of the curriculum. Science makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils are encouraged to study, and to reflect upon, the world and the environment and this makes a strong contribution to spiritual development. There is acknowledgement of the wide range of traditions from which scientific thinking has come and this enhances pupils' cultural development. There is a strong moral dimension in lessons and pupils are taught right from wrong. They are also taught to listen to the views of others in discussions. The adults in the school present very good role models. Pupils' social development is enhanced by very good opportunities to work together, share and take turns. Music is used effectively to create atmosphere, while in religious education lessons pupils develop empathy for Christ when his disciples desert him. Provision for pupils' moral and social development is excellent. From their earliest days in school, the pupils are taught the difference between right and wrong through PSHE lessons, assemblies and incidentally. Staff provide excellent role models. There are appropriate rules, sanctions and rewards which are fully understood and respected by the pupils. Pupils have many opportunities to take responsibility in class and around the school. They are involved in running the office during break times, in recycling and in a wide range of charitable activities. Individuals represent their class on the school council. In their PSHE lessons they are taught to respect the views of other people and cultures. Provision for pupils' cultural development is good. It is enhanced through art, music and literacy, all of which include elements of non-European culture. Older pupils also have the opportunity to visit different places of worship that are representative of major world religions. The school takes a strong anti-racist stance, but there was little evidence during the inspection of pupils being prepared for life in a multi-cultural country.
30. There are very good links with the local community. These contribute very well to pupils' learning. Members of the local community contribute to lessons and share in assemblies, sports days and dramatic productions. These include senior citizens reminiscing about their youth and members of the caring professions. There are also productive links with the local bakery, the post office, churches and shops. The school has been supported by local industry with the development of its playground and, itself, supports local events such as the 'Rose and Sweet Pea Show' and the Deeping Show. The local playgroup is based in the school and the school organises a weekly session for mothers and toddlers called 'Messy Play'. Links with partner institutions are also very good. There are regular meetings with the local comprehensive school and visits to it for staff and pupils. Ex-pupils also return to talk to Year 6 pupils in the autumn. One example of the good links is the Year 6 science classes held at Deeping Comprehensive School.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. As reported at the last inspection the school's steps to ensure pupils' welfare, health and safety are excellent and reflect the school motto 'Our children are our greatest treasure'. There are excellent relationships at all levels and in response to the pre-inspection questionnaires ninety four per cent of parents feel that their children like school. The induction procedures for the youngest children including messy play activities, playgroup and pre-school are very good and help to ensure that the children settle quickly and happily into the reception classes. To help support older pupils who enter the school during the school year, a sixth form student from the Deepings School has thoroughly researched and produced a booklet full of helpful information. The provision of the out of school care club "Jimmy D's" provides good continuity for pupils and re-enforces the positive ethos of the school. All staff work hard to maintain the very positive relationships and they know the pupils very well. Through the personal, social and health education (PSHE) programme the school

monitors personal development very closely. The school has good information of pupils' likes and dislikes, the extra curricular activities they are involved in and their achievements out of school. The statements on the annual reports to parents show that the teachers know the pupils well. The school successfully identifies those pupils with special educational needs at an early stage of their education. They receive very good support and as a result these pupils are learning very well.

32. The school has an appropriate health and safety policy. Fire practices take place and are recorded and the headteacher, governors and site manager make regular risk assessments. Guidance on personal social and health education (PSHE) is delivered through circle time, religious education, assemblies and science and personal, social and health education (PSHE) lessons. Members of the fire service and police support the PSHE programme.
33. There are suitable arrangements in place for first aid and medical support and many of the staff hold the required first aid qualifications. The school has very good arrangements in place for child protection issues. The headteacher is the named responsible person and has been trained for this role. The headteacher has also trained the other staff on child protection procedures.
34. The headteacher monitors the attendance registers every week and instances of unexplained absence are promptly followed up. Registers are taken briskly at the start of morning and afternoon sessions and this ensures a prompt start to lessons. All statutory requirements are met.
35. There are very good procedures for encouraging good behaviour. The school has a Behaviour Policy, which includes a system of rewards and sanctions and it is implemented consistently by all staff to ensure that pupils behave well. The pupils have devised class and school rules, which they follow closely. Good behaviour and effort are rewarded through praise and awards including Table Manners, Special and Governors Merits and acknowledged during weekly assemblies. Ninety seven per cent of parents feel that the school is helping their child become mature and responsible.
36. Procedures for assessment are very good. They include summative assessments in English, mathematics and science, which are recorded in pupils' records at least termly. Each pupil also has an individual portfolio of annotated work. Non-statutory national tests are given to pupils in Key Stage 2. Assessment data is analysed carefully and the information gained is used to inform strategic planning and the provision made for pupils in lessons – which is an improvement on the findings of the last inspection. For example, it is used to identify aspects of subjects that need to be developed further, to group pupils and to set individual targets. There is also some self-assessment, such as 'skills ladders' used in science at Years 5 and 6, and self and peer evaluation which regularly takes place in physical education lessons. There are up to date portfolios of samples of pupils' work in each of the three core subjects, which are useful in supporting teachers' assessment of the work of individual pupils. The school is currently in the process of developing assessment procedures for information and communications technology and religious education. Assessment in the foundation subjects is still largely informal.
37. Assessment strategies for children in the Foundation Stage are used very effectively to guide the provision of appropriate activities for different groups of children and to set individual targets. The school also uses assessment well to identify pupils with special educational needs. Diagnostic tests are subsequently used - if appropriate - to inform the nature of support needed. Pupils at Stage 3 and above of the Code of Practice are assessed every term and the results used to set new targets for them in their individual education plans.

38. Overall, pupils with special educational needs make good and sometimes very good progress. Progress for these pupils is particularly good in English and mathematics, subjects where grouping and specialist support is having a particularly strong impact. However, another successful focus of the school's work in this area is the successful development of pupils' self esteem. One example of the progress of pupils with special educational needs is the high proportion of pupils overall that are forecast to reach the expected or higher levels in the forthcoming tests of eleven year olds.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school has a very good partnership with parents. Although there was a low response to the pre-inspection questionnaire many parents and carers indicate that they have positive views of the school. Eighty seven per cent feel that the school works closely with them. A significant number of parents do not feel they are well informed about how their children are getting on. However, as reported at the last inspection the quality of information provided for parents on the progress their children are making is very good. Annual Reports to parents provide detailed information about pupils' progress and indicate how pupils could improve their performance in English and mathematics. There are three formal parent/teacher consultations during the year and they are well attended. In the summer term parents have an opportunity to discuss the reports and set targets for improvement with the teachers. In the autumn the targets, and progress towards them, are revisited with the pupils' new teachers. Arrangements for the parents of pupils with special educational needs are good and they are involved at appropriate points to review progress.
40. In response to the parents' questionnaire a number of parents feel that their children do not get the right amount of work to do at home. The inspection team does not agree with this view as homework is set regularly to support the curriculum effectively, to develop pupils' independent learning skills and to prepare the Year 6 pupils for secondary school. The Homework Policy has been shared with parents and contains guidelines on the school's expectations and on how parents can support their children. The good help that many parents give to their children with homework is a valuable asset to the school.
41. The 'Treasure Chest', the monthly newsletter, keeps parents up to date with the day-to-day life of the school and also provides very good information on what the pupils will be studying. The prospectus is very informative and meets statutory requirements. The Home School contract has been signed and returned by most of the parents. Parents' views on aspects of the school are canvassed through questionnaires. Information evenings have been held for parents on sex education, key stage 1 and 2 testing and induction meetings for parents of children entering the reception classes. In Key Stage 1, parents are welcomed in school in the morning to share books with their children. Parents are invited to open mornings in the summer term when they can see the literacy and numeracy hours in action, and these have proved very popular. The 'Messy Play' sessions are well attended by prospective parents and are a good means of introducing parents and children to the school. Parents are also welcome to attend Harvest Festival, Christmas and Mother's Day services and community assemblies. A significant number of parents regularly help in school using information communication technology equipment, with art and on trips.
42. Parents are also very supportive of the school through the Friends association. They organise the FAN and Squids clubs which are social clubs for Key Stage 2 and Key Stage 1 pupils respectively. Other social and fund raising events are held and funds have been used to buy information technology and gymnastics equipment and to support the summer trips for all classes. The very good partnership, which the school enjoys with the parents, is having a positive impact on standards of learning. The responses to the pre inspection questionnaire show that parents have more positive views of the school now than they did at the time of the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The overall leadership and management of the headteacher and key staff are excellent. The headteacher provides excellent strong, innovative leadership. She rigorously evaluates every strategy for improvement that is initiated before establishing what is best for the school. She is well supported in this approach by the able deputy headteacher, key stage manager and subject coordinators. This whole school commitment to continuous improvement contributes very positively to the excellent improvement made since the last inspection. The manner in which the aims of the school are reflected in all its work is excellent; each individual pupil is enabled to make the most of their academic and non academic talents.
44. The headteacher, deputy headteacher, Key Stage 1 manager and coordinators work well together as a team for the benefit of all pupils. All staff share a commitment to raising standards and they have a very good understanding of the areas for development in their subjects. For example, the English Coordinator has already identified the need to review the curriculum at Key Stage 1 to ensure that the higher attainers are sufficiently challenged to ensure that they attain the higher Level 3 at the end of Year 2.
45. The school's provision for special educational needs is very well managed. An unusual but very successful system has been established. The deputy head is the coordinator. There is also a special needs administrator who manages documentation, attends meetings and manages the special needs support assistants on a day-to-day basis. She also provides high quality support for pupils in class and during withdrawn sessions. The special needs coordinator and the administrator have very compatible roles and ensure together that the provision made for pupils is very effective.
46. There are several reasons why the school is highly effective. The high quality of teaching in all classes is fundamental to its success. The headteacher monitors teaching effectively enabling all teachers to give of their best. She ensures that training is available to keep up to date with new initiatives. The subject coordinators for English, mathematics and science support their colleagues effectively by assisting with planning, working alongside staff and monitoring the delivery of their subjects. This is a significant improvement since the last inspection when there was insufficient delegation of responsibilities. Another reason for the school's success is the way in which it considers strengths and weaknesses in all initiatives by measuring pupils' progress before deciding what will be successful. For example, pilot projects are carefully evaluated by measuring pupil progress at the start and end of the projects and by reviewing whether it is an effective use of resources both financial and in terms of staffing. Close evaluation and measurement of success is an integral part of the ethos of the school.
47. A further reason for the school's success is the very thorough way in which it monitors and evaluates its performance and addresses any weaknesses. For example, results of statutory tests are closely monitored. This has improved significantly since the last inspection where monitoring procedures were not well developed. Analysis of results identified the attainment of higher ability pupils as being an area for development. Consequently work is being carried out to ensure that these pupils are appropriately challenged. The evidence from lesson observations, scrutiny of work, discussions with pupils and listening to pupils read indicates that there will be an improvement in this year's end of Key Stage 1 tests. The school sets challenging targets to maintain and raise standards in English and mathematics and pupils have their own individual targets. These targets are shared with parents during the summer term and reviewed in the autumn term parents' meeting. The targets are constantly reviewed through the marking system and the pupils are able to monitor their own progress towards meeting them. Support for specific individual difficulties is implemented and this contributes to the levels of achievement because tasks are well matched to the needs of pupils. The school is committed to the inclusion of pupils with special educational needs and the very good provision enables these pupils to achieve well.

48. The way in which the governing body fulfils its responsibilities is excellent. The governing body is made up of a mix of new appointees and those with experience. There are very good induction procedures for new Governors and all Governors have a thorough understanding of their roles. They have an excellent understanding of the schools strengths and weaknesses. They show commitment to the school and visit regularly on a planned programme. Each Governor is linked to an area of the curriculum and they are kept informed by the curriculum coordinator, by visits to the school and by the headteacher. There is an appropriate range of committees who report to the full governing body. The Governors have successfully addressed the issues identified in the previous inspection and consequently there has been excellent improvement. Standards have improved in English, mathematics and science and monitoring and evaluation is now a strength of the school.
49. The school makes good and imaginative use of the funds available. The use of information technology in all aspects of school life is very good. All documents are available for the staff on computers and the parents and other interested parties can access the school's website. Technology is an integral feature in the management of the school. The school development plan is an effective working document that is well constructed with the aim of raising standards. Relevant information is regularly provided about the budget to keep Governors informed. The school makes a major commitment from its budget to the provision of support staff. This impacts favourably on the attainment of all pupils, particularly on those with special educational needs. The school secretary manages day to day accounts to a very high standard. The school is carrying forward 8 per cent of its budget, this is because the school is expecting to have a new classroom which will require furnishing and equipping with resources. The principles of best value are applied very effectively in the school's use of resources.
50. There is an appropriate number of suitably qualified teachers to meet the demands of the curriculum. There is a good number of talented classroom assistants who make a positive contribution to children's learning. The accommodation is good. The school buildings occupy a spacious site. There is adequate space for practical activities and facilities for outside play. The playground area is a very stimulating environment with a variety of markings and equipment for a wide range of activities and is a particularly valuable resource. The buildings and grounds are very well maintained and provide a stimulating environment for pupils. The teaching areas are well suited to the needs of the curriculum. Space is well used and storage is generally good. The halls are well equipped and used for a variety of activities. The library is also good and is well used during the school day, at lunch times and after school. The well maintained grounds contain a conservation area that is used for science and extra-curricular activities. Resources are satisfactory overall with strengths in the provision for information communications technology and physical education.
51. A judgement on value for money is based on what the school achieves in relation to its expenditure. The school's income is broadly average. The attainments of children on entry are broadly average. By the time the pupils leave the school at age eleven their attainments are well above average and they achieve well. The quality of education including the quality of teaching is very good. The school promotes very good attitudes and achieves very good standards of behaviour. Provision for personal development, including spiritual, moral, social and cultural development is very good also. Taking all of these factors into account the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. The inspection team found no areas where significant improvement is required. The school is highly effective and has excellent procedures for self evaluation and all areas for development are included in the school's development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	65

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
15	25	33	26	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	5	288
Number of full-time pupils known to be eligible for free school meals	0	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	12	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	21	21	22
	Total	31	31	33
Percentage of pupils at NC level 2 or above	School	94 (65)	94 (65)	100 (77)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	21	20	22
	Total	31	31	33
Percentage of pupils at NC level 2 or above	School	94 (69)	94 (77)	100 (77)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	11	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	11	11	11
	Total	20	20	20
Percentage of pupils at NC level 4 or above	School	95 (95)	95 (98)	95 (98)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	11	11	11
	Total	20	21	21
Percentage of pupils at NC level 4 or above	School	95 (95)	100 (93)	100 (98)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	3
White	229
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	28.3 : 1
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	15.0
Total aggregate hours worked per week	228

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	10 : 1

Total number of education support staff	1
Total aggregate hours worked per week	10

Number of pupils per FTE adult	3.3 : 1
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	557310
Total expenditure	541161
Expenditure per pupil	1589
Balance brought forward from previous year	28410
Balance carried forward to next year	45059

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	258
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	6	0	0
My child is making good progress in school.	60	36	3	1	0
Behaviour in the school is good.	43	48	6	1	2
My child gets the right amount of work to do at home.	23	59	15	2	1
The teaching is good.	66	33	1	0	0
I am kept well informed about how my child is getting on.	40	46	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	62	25	10	2	1
The school expects my child to work hard and achieve his or her best.	70	29	1	0	1
The school works closely with parents.	50	38	8	2	2
The school is well led and managed.	66	30	3	0	1
The school is helping my child become mature and responsible.	57	40	1	0	2
The school provides an interesting range of activities outside lessons.	62	35	2	0	1

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

The Foundation Stage

53. The children enter reception classes at the beginning of the year in which they become five. They attend part-time at first. They have wide ranging abilities, but overall most are at the expected levels. There are good induction procedures in place. Pre-school sessions and play activities are held in the school and the children have the opportunity to visit the reception classes before beginning their formal education. An appropriate range of meetings is held with parents. As a result, the children settle well into school.
54. Teaching in the Foundation Stage is very good across all areas of the curriculum. This is an improvement since the previous inspection. Both teachers are aware of each other's strengths and these are used to the full in planning rich learning experiences for the children, which fully reflect the requirements of the Foundation Stage curriculum. Appropriate assessment strategies are used effectively to inform grouping and individual target setting. There are high expectations of the children. They are encouraged to work independently when this is appropriate, which has a positive effect on their personal, social and emotional development. Child management is very effective. Discipline is pleasant, but firm and understood by the children and has a positive effect on behaviour and relationships. Activities are well matched to the needs of different ability groups, while formal sessions involving, for example, literacy and numeracy are well managed and proceed at a lively pace. The teachers have a very good understanding of the needs of young children. As a result of the very good teaching, the children's attitudes towards school and their tasks are very good. They are keen to contribute to discussions and are enthusiastic about their activities.

Personal, social and emotional development

55. The high regard the school has for the personal, social and emotional development of the children has been maintained since the previous inspection. The quality of teaching is very good. The children have established very good relationships with their teachers, the other adults who work with them and with their peers. They have frequent opportunities to share and to co-operate, for example while using computers, role-playing or preparing a very successful class assembly. The children are encouraged to be self-confident. Their views are listened to and respected and the adults that they come into contact with all provide very good role models. School routines are well established and rules and sanctions are fully understood. There are a number of opportunities to take responsibility - including being a member of the school council. Aspects of the curriculum - such as a topic on 'people who help us' and circle times - also support the children's personal, social and emotional development. Many of the children are already achieving the early learning goal and most will do so by the end of the year. A significant proportion is likely to exceed it.

Communication, language and literacy

56. The children have frequent opportunities to discuss and debate. As part of their current topic, for example, they talk with confidence about how to care for farm animals. Responding to searching questions from their teacher, they articulate their thoughts well and listen with due courtesy to the views of others. Good use is made of a role-play area which alternates between being a vegetable shop and a veterinary surgery. They have a good understanding of vocabulary associated with books, realising, for instance, that the illustrator is the person who provides the pictures. Most have a good knowledge of initial letter sounds and blends, and can use this - along with an appropriate sight vocabulary of key words - to support their reading of simple texts. Several of the children enjoy non-fiction - as well as fiction - books and many have a real enthusiasm for reading. All the children appreciate that print carries meaning and are at various stages of beginning to write. A significant proportion can form some letters correctly in a regular size and are aware of spacing. The more able children are beginning to use their phonic skills to write simple sentences, retelling, for example, the story of the 'Three Billy Goats Gruff'. Most of the children will achieve the early

learning goals by the time they leave the Foundation Stage and some are already exceeding them. The quality of teaching in communication, language and literacy is very good. There is an improvement since the first inspection.

Mathematical development

57. The quality of teaching in mathematics is very good. The teachers provide a good range of activities to support the children's mathematical development. This is an improvement since the previous inspection. Many of these currently are related to the topic on farming. The children have a good understanding of concepts such as 'bigger than' and 'smaller than' in single digit numbers. Most can order numbers up to 20 and can subtract by 'counting on' – using concrete situations. They can label pictures of sheep in first, second and third place. Most can add and subtract fluently numbers up to 10 using apparatus, can count well beyond 10 and recognise single digit numerals. They have a good understanding of capacity. Most will achieve the early learning goals by the time they reach Year 1 and some are already working within Level 1 of the National Curriculum.

Knowledge and understanding of the world

58. Very good teaching means that the children experience very good learning opportunities in this area. They take part in a range of out of school visits to look at shops, for example, and carry out traffic surveys. They appreciate significant differences between shops nowadays and those of the past and discuss different forms of farm machinery. Most can successfully compare aspects of towns and countryside. They understand the conditions that beans need - such as water and light - for successful growth. They are clear about people who help us, including firemen and doctors, and have a developing knowledge of famous benefactors from the past. They compose letters, for example, to Dr Barnardo to explain why they need a place in one of his homes. Most of the children successfully log on to computers by themselves. They successfully enter text, create spaces, highlight and change the colour and size of text. Overall, they have well developed computer skills for their age and are well on course to achieving the early learning goals by the time they leave the Foundation Stage. The good provision found at the time of the first inspection has been maintained.

Physical development

59. The children are making good progress in their physical development and are likely to achieve the required standard by the end of the year. This is an improvement since the first inspection. They effectively perform stretching and curling movements using apparatus safely and with due regard for the safety of others. They demonstrate good control of their bodies as they construct well co-ordinated sequences. They use space well – both when using the apparatus and when performing various stretching movements on mats. Lessons provide the children with opportunities to plan and think through their tasks, and to evaluate their achievements and those of others. The children wait their turn to use apparatus, listen carefully to the teacher's instructions and sensibly move disturbed mats back into the correct position. The quality of teaching in physical education is good.

Creative development

60. Good teaching leads to a wide range of activities being provided in this area and, again, most children will reach the required standard by the end of the year. The children use a range of media including paint, chalk, pencil and clay to reproduce two and three-dimensional representations of farm animals. They produce effective collages of farming scenes using cotton wool, sticks, straws and tissue. They create pencil portraits of their friends and families and draw pictures to illustrate different ways in which people might help animals on a farm. Traditional songs such as 'Old Macdonald' are sung effectively, while untuned percussion instruments are used to explore tempo and dynamics. The story of the 'Three Billy Goats Gruff' is effectively re-enacted in an assembly for the rest of the school. The area of creative development has improved significantly since the time of the first inspection.

ENGLISH

61. Results from the 2000 national tests, based on average points, show that standards in reading at the end of Key Stage 1 are above the national average and in line with those of similar schools. In writing standards were well above the national average and in line with those of similar schools. The proportion of pupils reaching the higher level 3 in reading was in line with schools nationally but well below similar schools. In writing the proportion of pupils reaching level 3 was above schools nationally and in line with similar schools. However, in this particular group of pupils more of them were identified as having special educational needs. Results in reading and writing have been maintained since 1997.
62. Results in English at the end of Key Stage 2, based on average points, were well above the national average and those of similar schools. The proportion of pupils reaching the expected standards was well above the national average and that of similar schools. Results in English have improved steadily over the last five years. The proportion of pupils reaching the higher level 5 was well above the national average and above those of similar schools. Overall standards in the subject have improved significantly since the last inspection particularly in Key Stage 2. Variation in the performances of boys and girls are not significantly different from the national picture.
63. Inspection evidence from lesson observations and the work of the current Year 2 and Year 6 pupils show that standards overall in English are above the expected levels at the end of Key Stage 1 and are well above at the end of Key Stage 2. The school carefully monitors all pupils as they move through the classes to ensure that they make progress that is commensurate with their abilities. Targets are set for individuals and for cohorts of pupils. These are reviewed regularly and action is taken if progress is not being maintained
64. Standards in communication, language and literacy are in line with the expected levels when the children start school. By the end of the Foundation Stage, as a result of very good teaching, are slightly above. Pupils in Key Stage 1 continue, through good teaching, to make good progress and standards are maintained at the end of Year 2. In Key Stage 2 good teaching results in the pupils of all abilities making good progress and achieving well in relation to their prior attainment. For example, the pupils with special educational needs make very good progress through targeted support and many achieve the expected level 4 by the end of Year 6. This is a marked improvement since the time of the last inspection when pupils' was described as variable and in some classes pupils made insufficient progress. Considerable improvements in the quality of teaching, the consistent way in which the National Literacy Strategy has been well implemented, together with very good behaviour and positive attitudes pupils have towards their work, have contributed to this. Pupils with special educational needs also make good progress. The school carefully reviews the progress of each pupil regularly. Consequently, those in need of additional support are identified at an early stage and the special needs coordinator, special needs manager, class teachers and classroom support assistants work closely together to help these pupils make progress through very effective support in class and, where appropriate through individual or group teaching. An example of this is the good progress made by a number of pupils as a result of the effective use

made of booster classes and the Additional Literacy Strategy. It is reflected in the high percentage of lower attaining pupils who reach the expected standards in English by the end of Key Stage 2.

65. Standards in speaking and listening are above the expected levels at the end of both key stages. Pupils enter school with average levels of skills in oracy. By the time the pupils transfer to Year 1 they have a wide range of vocabulary and they speak confidently. For example in an English lesson Year 1 pupils are able to sequence letters into words and then put the words into sentences. By the end of Year 2 pupils talk to visitors with confidence and clarity about their work and how they discover how to spell difficult, unfamiliar words. By the end of Key Stage 2 pupils listen very attentively to their teachers and to each other. They make thoughtful contributions to discussions and build upon each others views as in group discussions about science fiction stories in a literacy lesson. Many pupils have an extensive vocabulary and are able to express their opinions clearly and fluently. Many good examples were seen in lessons of teachers using skilful probing questioning to help pupils extend their oracy skills. The very evident values that they place on what each pupil has to say gives pupils the confidence and motivation to persevere. Teachers also successfully extend pupils' vocabulary in all subjects through their consistent emphasis on pupils' understanding and by using technical terms correctly. The confidence with which Year 4 pupils were using grammatical terms correctly was a good example of this. In some lessons seen, teachers made frequent use of short paired discussions giving pupils the opportunity to order and express their thoughts to their peers. The teachers also make good use of opportunities across the curriculum for collaborative group work to help pupils develop their speaking and listening skills with each other. Teachers in Key Stage 1 make very good use of role- play for a similar end.
66. Standards in reading are above the expected levels at the end of both key stages. Pupils make good progress overall in Key Stage 1. Throughout the key stage pupils use their knowledge of phonics to tackle unfamiliar words. All but the least able pupils read with expression and obvious enjoyment. They read fluently and talk animatedly of the they have read. The lower ability pupils are able to tell stories using pictures. Pupils' progress continues during Key Stage 2. Pupils of all abilities enjoy reading an appropriate range of books and show a good understanding of what they have read. Pupils in Year 6 read fluently and are able to discuss in some detail plots and characters and they can compare books they have read. One reason for this is the good support the pupils get from home. Parents and carers come into school first thing in the morning and take the time to read with their children. This has a positive effect upon the attainment and progress the children make. Teachers successfully foster interest and enjoyment of books. They make very good use of guided reading sessions within the literacy hour to help pupils improve their skills. The frequent purposeful use of information and communications technology, across all subjects, promotes the development of pupils' retrieval and research skills very well.
67. Standards in writing are above the nationally expected levels at the end of both key stages. Pupils of all abilities achieve appropriately in relation to their skills on entry to school. This is due to good teaching throughout the school. The pupils have a very good start in the Foundation Stage. This is built upon effectively throughout the other two key stages. Teachers throughout the school have high expectations of pupils and they set work that challenges and extends them. Teachers also provide appropriately differentiated tasks which enable all pupils to make progress. The pupils have opportunities to write in an appropriate range of forms such as letters, poems, book reviews as well as stories. They write, punctuating their scripts correctly from an early age. Pupils in Key Stage 1 write in simple sentences using capital letters and full stops correctly. In Year 2 they add detail and use increasingly complex vocabulary. Their handwriting is well formed due, in part, to the careful attention given to ensuring that they use a correct pencil grip. Progress accelerates in Key Stage 2. The current Year 6 pupils achieve well in relation to the standards evident when they were seven, as do other pupils in the key stage. A scrutiny of work in Year 3 shows pupils of all abilities responding well to a good variety of well-designed demanding tasks. This is due to the good teaching apparent throughout the school.
68. In Year 6 the pupils express their ideas using complex sentences. They are able to spell difficult words and when necessary they use dictionaries and thesauruses. Their work is punctuated correctly. The majority of pupils are able to use commas, colons, semi-colons, speech marks and apostrophes correctly. They are also able to adapt their writing style for different purposes and

audiences by using expressive vocabulary. One pupil, for example, described the alien in *War of the Worlds* as “ravenous, slobbering towards his prey”. In a well taught lesson in Year 6 the teacher used the model text very effectively to create an atmosphere of suspense. She questioned the pupils skilfully to help them identify key points and extend their ideas. This, together with her own interest in the text, motivated them very well. During the lesson the classroom assistants who were very well briefed, provided very effective help for the children, using good questioning to assist them to organise and verbalise their ideas before writing them down. The staff have sampled and moderated writing across the school to increase their awareness of how pupils’ skills are developing. This has been effective in raising standards in writing. They have also developed a bubble and block system for marking where praise is written in a bubble and the area the pupil needs to improve is written in a block. This system makes it very clear to the pupils what they have to do to improve and enables them to evaluate their own progress. Pupils use their writing skills to support other areas of the curriculum, for example, by recording scientific experiments.

69. The quality of teaching is good overall. In the lessons seen it was good or better in ninety one per cent. And of these it was very good in thirty three per cent. No unsatisfactory teaching was observed during the course of the inspection. There has been a significant improvement since the last inspection in the amount of teaching that is good or better and this is a key factor in the good progress the pupils now make in their learning. This was illustrated in a very good lesson for pupils in Year 5 based upon a non-fiction text about Tutenkahmon. The teacher not only shared the clear lesson objectives with the pupils at the start of the lesson but referred to them throughout so that, at each stage, pupils knew exactly what they should be learning. In the introductory session she used her very good knowledge of the pupils to target challenging questions that kept them on their toes. Her own enthusiasm, coupled with effective strategies such as “Write it now” and “Show me now”, kept pupils of all abilities engrossed and very keen to learn. The well matched group tasks together with the teachers’ high expectations ensured that the pupils worked hard throughout the lesson.
70. Good examples of teachers using skilful questioning to extend pupils’ learning were seen in many lessons. All teachers manage pupils in a very effective and consistent way which helps to build their confidence and to sustain their concentration. The positive attitudes the pupils display are because of the very good relationships and mutual respect between all adults and pupils who all know that their ideas and efforts will be valued positively. All teachers ensure that there is a wide variety of teaching and learning styles across the activities they plan so that all pupils have opportunities to learn in ways that are most effective for them. Teachers brief classroom helpers thoroughly and this contributes to the effective support for pupils with special educational needs and lower attaining pupils. These factors contribute to pupils’ high achievements in English. What makes the difference between good and very good lessons and also the one satisfactory lesson is the quality, focus and degree of challenge of the planned activities and how these are matched to the needs of the pupils.
71. Teachers have worked hard and successfully to implement the National Literacy Strategy consistently so pupils build effectively on previous learning. The Coordinator has made a very valuable contribution to this through the in-service training of colleagues and by the monitoring of teaching in literacy lessons. There is a good range of assessment procedures that are used very effectively to track pupils’ progress across the school, in setting school targets to identify pupils in need of additional support as well as to identify and address areas for development in the curriculum. The school is now focussing on ways of improving opportunities for the higher attaining pupils in Key Stage 1. The curriculum is enriched by visits of poets, authors and illustrators who contribute well to pupils’ spiritual, social, moral and cultural development as well as to pupils’ very positive attitudes to the subject.

MATHEMATICS

72. In the latest National Curriculum tests of seven year olds (SATs), the pupils attained results which were at the national average. In the tests of eleven year olds, they were well above the national average. Results for the pupils at Key Stage 2 have been consistently well above the national average for several years. Current standards reflect these results at Key Stage 2, while standards at Key Stage 1 are now above average. Pupils enter the school with broadly average mathematical ability and their achievement as they proceed through the key stages is very good overall. Standards in mathematics are now significantly higher than they were at the time of the last inspection.
73. At the end of Key Stage 1, for example, most pupils are able to add and subtract up to three digit numbers mentally. They have a good understanding of the use and purpose of Venn diagrams, Carroll charts and 'information trees'. Higher attaining pupils devise their own investigation involving tallying and carry this out effectively, while others pose relevant questions to interpret a tally chart they have created from given information. Most have a good understanding of the four rules of number and can compute with simple fractions. By the lower part of Key Stage 2, pupils have developed a good knowledge of the relative values of different fractions. They understand the concept of equivalence. Some successfully convert mixed numbers to improper fractions. By Year 5, the pupils have a very good understanding of different forms of symmetry. Year 6 pupils have a good understanding of place value. They can sequence positive and negative numbers and round up decimals to the nearest whole number. They can find the perimeters and areas of irregular shapes and work out squares and square roots of different numbers. Higher attaining pupils successfully work out the solutions to complex problems, sometimes involving algebraic equations, sophisticated graphing or relatively advanced computation. They measure angles successfully to the nearest degree and construct triangles using compasses. Some create a plausible story to match a graph they have been given which represents the course of a cycle ride.
74. Pupils' attitudes towards mathematics are mostly very good. This is mainly because lessons are made very interesting for them. Even the younger pupils are very attentive during whole class sessions. Throughout the school, pupils are alert and keen to contribute sensibly to discussions. They settle quickly to tasks and focus well on these. Relationships and behaviour are generally very good. Most pupils work very well independently when, for example, carrying out investigative tasks. Teaching ranges from satisfactory to excellent, but is very good overall. Lesson objectives are consistently made clear to the pupils, who, therefore, have a good understanding of what they are trying to achieve. Expectations are mostly very high, with tasks being well matched to the needs of different ability groups. This has a very positive effect on the standards being achieved by the pupils. Methods are appropriately modelled on the National Numeracy Strategy. In the most successful lessons, pupil management is very precise but positive, and is effective in ensuring good behaviour and relationships. The teachers' enthusiastic delivery of the subject ensures the pupils' rapt attention.
75. The school makes very good provision for mathematics. Although the major focus is appropriately on numeracy, all the other required aspects are delivered thoroughly. The needs of different ability groups are particularly well catered for. The use of setting at Key Stage 2 and at the upper part of Key Stage 1 has a positive effect on the standards being achieved. Higher achieving pupils benefit from being taught in 'fast track' groups, while lower achieving pupils and those with special educational needs gain greatly from specialist support in withdrawn groups. 'Booster' sessions are also effective. Higher attaining pupils have the opportunity to experience aspects of the Key Stage 3 curriculum and some are forecast to achieve the very high Level 6 in the forthcoming National Curriculum tests. In addition to mathematics lessons, numeracy is delivered very well across the subjects of the curriculum. For example, the concept of scale is explored through geography, while in music the notion of the pentatonic scale is examined. Information and communication technology (ICT) is used very well to support mathematics, with a program downloaded from the internet, for example, being used to develop Year 5 pupils' understanding of reflective symmetry.
76. The school has implemented very good structures for planning and assessment in mathematics. A range of tests is applied effectively to provide precise data which is used to group pupils and to set

individual forecasts and targets for improvement. The subject is very well managed. The co-ordinator is extremely knowledgeable about the subject. She regularly monitors planning and teaching in the subject and has provided training sessions for staff, governors and parents. Its provision for mathematics is a strength of the school.

SCIENCE

77. Standards are above the national average at age seven and well above average at age eleven. There are no significant differences in attainment between boys and girls, or across the four aspects of the subject. At the time of the previous inspection, pupils were reported to have limited opportunities for scientific enquiry and this has now been corrected. Pupils with special educational needs receive highly effective support in lessons. Because of this they achieve very well and make very good progress towards their individual targets. Inspection evidence suggests that attainment has risen strongly since the previous inspection.
78. Teacher assessments in 2000 for pupils in Year 2 show that the number of pupils who attained level 2 or better was very high compared to the national average. However results at Level 3 and above were below average. Evidence from the inspection indicates that standards are above average in the current Year 2. By age seven, pupils are beginning to develop the basic vocabulary associated with science. Pupils in Year 2, for example, are able to explain the differences between living and non-living things. They use terms such as vertebrate and invertebrate, and can distinguish between reptiles, fish and amphibians when describing animals. Pupils carry out simple investigations and can make sensible predictions about what may happen. They respond to suggestions about how to find things out. For example, pupils in Year 2 carry out experiments on circuits and electricity where they learn how to construct basic circuits and how they work. They show considerable pleasure when they construct a circuit that makes a bulb light up or a buzzer operate. Higher attaining pupils can explain what happens if changes are made to the circuit such as placing two or more bulbs in it. Pupils usually write up the results of their investigations for themselves and often use simple tables and graphs to present evidence. By the end of Year 2, pupils are able to classify materials and sort them into groups such as natural and man-made fibres.
79. In the end of Key Stage 2 tests in 2000, pupils' results were well above the national benchmark of Level 4, and results at Level 5 and above were very high compared to national averages. Standards in the present Year 6 are well above average. By the age of eleven, pupils develop a very good factual knowledge and a range of scientific vocabulary that they use with confidence. Pupils in Year 6 for instance can carry out quite detailed classifications of animals into groups and are able to explain why the classifications are chosen. When they are conducting experiments pupils recognise the need for fair tests and they use equipment with care. They describe the most important factors in making sure that tests are fair and sensibly predict what the outcomes may be. This was clearly demonstrated by pupils in Year 5. They were able to predict how quickly mould would form on trays of pasta and water and what would happen if the factors involved were different. A group of Year 6 pupils, who are talented at science, are attending the local secondary school where they can make good use of the laboratory facilities to further raise their attainment and these pupils are reaching very high standards.
80. The quality of teaching, and the learning it promotes, is very good and as a result of this the pupils make very good progress.
81. Teachers have very good class control that is achieved without fuss and with good humour. In the previous report, aspects of teacher control and pupils' behaviour were criticised and this has clearly shown a vast improvement since then. Teachers plan well together in Year groups, so they regularly share ideas about what works well in lessons. Where pupils are in mixed-age classes teachers plan carefully to ensure that pupils are not directly repeating work over two years. A high level of planning and teamwork between teachers and learning assistants contributes to raising standards especially for pupils with special educational needs. Teachers have good subject knowledge and use a range of methods that capture and hold pupils' interest. These include a range of equipment, skilled use of question and answer, flashcards and imaginative use of overhead

projectors as well as practical and written activities. Work is provided which matches the range of attainment found in classes. Teachers place a strong emphasis on pupils discussing their ideas and on investigating for themselves. This has led to the improvement in scientific enquiry that has taken place since the previous inspection.

82. Teachers have good organisational skills so that all aspects of the practical work are carefully thought out and prepared in advance. Pupils are given clear instructions about what to do and no time is lost during the lesson.
83. In some of the lessons where teaching is satisfactory, rather than good or very good, there is a level of inattention to the lesson that slightly detracts from the overall learning. In others there are aspects of teaching methods that are not thought out thoroughly enough. This was seen in a lesson where pupils were experimenting with electrical circuits. One group of pupils was unable to construct circuits that would work. This was not noticed by the teacher for some time and this led to slightly lower standards and a level of frustration for the pupils in the group.
84. Pupils behave very well in lessons and have very good attitudes to work. Where they work together in groups relationships are excellent and pupils are always ready to help each other with difficulties. Science makes a good contribution to development of pupils' basic skills. They are given good opportunities to develop their writing style. This is particularly beneficial to higher attaining pupils who are able to use these opportunities to develop their extended writing skills. Pupils learn a good range of scientific vocabulary which they enjoy using. A number of their investigations are recorded using a variety of graphs and tables and this contributes well to their numeracy development. There is good use of information and communication technology (ICT) to enhance and enrich the curriculum. Under teacher supervision, pupils increasingly make use of the Internet to gain information and carry out research. At the time of the previous inspection, the use of ICT was regarded as unsatisfactory and this issue has been fully addressed.
85. There are very good procedures in place for assessing pupils' attainment and progress and for ensuring continuity where pupils of the same year are in different classes. The data provided is used well to show pupils what level they are at and what they need to do to improve further. The scheme of work for science was unsatisfactory when the school was previously inspected. This has been vastly improved and now provides a very detailed scheme, with a bank of suggested teaching methods and resources that gives excellent progression through all years and classes.
86. The leadership and management of the subject are excellent. Taking into account the fact that standards are rising, very good teaching, pupils' attitudes and behaviour, and the very good curriculum plan, the subject has made excellent progress since the previous inspection.

ART AND DESIGN

87. Pupils' attainment at the end of both key stages is in line with what is expected of pupils aged seven and eleven. Standards have been maintained since the last inspection.
88. In Key Stage 1, pupils investigating techniques of weaving use unconventional looms, talk about the theme they have chosen and justify their choices. They discuss changes they make and ways of improving their work. When evaluating their work, they identify parts they like. From previous work on display, pupils in Year 2 demonstrate skills in using a range of media and materials and work in different scales. They use the work of artists and photographers to paint portraits of each other and show in their work their awareness of the need to mix colours to obtain the right shades of paint.

89. In Key Stage 2, pupils in years 5 and 6 use metallic colours inspired from their study of Ancient Egypt to decorate a clay pot produced in a previous lesson. They apply paint carefully, using different colours for each coil and endeavour to produce an attractive and functional end product. Pupils including those with special educational need achieve well as they learn a range of techniques and styles often using the work of other artists to inspire them and employ appropriate techniques to communicate their ideas. Progress for eleven year olds is better now than at the time of the last inspection.
90. Pupils' attitudes to learning in art are very positive in both key stages. They listen attentively, participate actively in discussions and evaluate their work at the end of lessons. They share resources sensibly, show responsibility when retrieving their previous work and respond positively when asked to clear away and store resources. Evidence of completed work and sketchbooks in both key stages show high levels of motivation and increasing independence.
91. The quality of teaching is satisfactory overall. Teachers introduce lessons effectively and use exposition judiciously to focus pupils' attention on key ideas. They build on pupils' previous knowledge and use the end of lessons effectively to enable pupils to evaluate their own and other pupils' work. Pupils with special educational needs are effectively supported by the classroom assistants. The majority of teachers have a secure knowledge of the subject which is reflected in well timed and helpful interventions and opportunities for pupils to evaluate their work. Teachers manage pupils effectively. They organise resources well and prepare them in advance, enabling them to focus pupils' attention on key concepts and development of specific skills and techniques.
92. Since the last inspection schemes of work have been developed with guidelines from the Qualifications and the Curriculum Authority being incorporated. These have been discussed and shared with teachers. The coordinator has good subject knowledge and provides effective guidance for her colleagues. Extra curricular opportunities are used to enhance the curriculum for example through work with a local artist. The art curriculum contributes well to pupils' cultural and social development by giving the pupils the opportunities to reflect on artists' work from other countries and cultures and providing areas for discussion.

DESIGN AND TECHNOLOGY

93. Standards in design and technology are above average at the end of both key stages. This is an improvement on the findings of the last inspection.
94. Key Stage 1 pupils plan designs carefully. They make prototypes of models and then evaluate these, before choosing appropriate materials and constructing moving pictures using levers and pivots. Others design and make model boats from a range of different materials. Younger Key Stage 2 pupils produce suitable designs for free standing models such as egg holders. They also successfully design a sandwich to fulfil given criteria such as shape, taste and the nutritional balance of its contents. They are able to evaluate their achievements prior to making and eating the finished products. Older pupils at this key stage are clear about the need for hygiene when making bread. They are aware of the ingredients needed to produce bread in the modern method and in that used by Ancient Egyptians. They design and construct very effective moving models of fairground rides using a range of materials, adhesives and equipment. These are planned in detail, modified where appropriate and evaluated when completed.
95. Pupils' attitudes towards design and technology are generally positive. Pupils at Key Stage 1, are careful with their work. They concentrate very hard, make good gains in their learning and take considerable pride in their finished articles. Pupils at Key Stage 2 are also interested in the subject. Most listen carefully to explanations and are keen to contribute sensibly to discussions this enables them to make satisfactory gains in their learning. They co-operate well when working in pairs and groups. In an occasional lesson, however, some pupils are inattentive and noisy. Teaching was very good in one of the design and technology lessons seen during the inspection and satisfactory in the other two. In the most successful lesson, the teacher had high expectations of the pupils, asking searching questions to extend their thinking about their designs. The pupils

were encouraged to discuss their work, which helped extend the language they needed to develop their evaluations. In other lessons, the teacher's enthusiasm motivated the pupils well. Planning was detailed and tasks were appropriately challenging, extending pupils' skills in the aspect of the subject they were studying. From time to time, however, noise and minor misbehaviour was not dealt with quickly enough, which had a negative effect on the pupils' attitudes and relationships.

96. The school provides a broad and balanced design and technology curriculum which fully meets statutory requirements. This, again, is an improvement on the findings of the last inspection. Planning is appropriately based on a two year rolling programme of themes and on nationally produced materials. The co-ordinators are enthusiastic and have a clear view of where the subject now needs to be developed further. Design and technology is a focus of the school development plan for the autumn, when teaching in the subject is due to be monitored. This will enable the good practice evident in some lessons to be shared throughout the school.

GEOGRAPHY

97. Because of time tabling arrangements, it was possible to observe only one lesson of geography being taught during the inspection. Judgements are based on this one lesson, analysis of pupils' work, teachers' planning and discussions. These indicate that pupils attainment at the end of both key stages is above national expectations. The pupils throughout the school and of all abilities make good gains in their learning and achieve well.
98. By the age of seven, pupils are developing a basic geographical knowledge of places and their geography through the "Where is Barnaby Bear?" programme. They are able to distinguish between physical and human features on maps. Pupils in Year 1, for example, can point out the physical and human features of the Isle of Struay. They develop some basic skills of observation of maps and pictures and can identify the main buildings in an area from maps. Pupils in Year 2 carry out basic surveys of the school and draw maps of it and their routes to school. They are able to describe the main differences between their area and the Isle of Struay. They also carry out some surveys into how their local environment can be made safer.
99. By the age of eleven, pupils develop a good geographical knowledge of the wider world. Pupils in the Year 3 and 4 classes study St. Lucia and its geography. They are beginning to develop the important skills of interpretation and of establishing links between physical geography and human activity. They understand, for example, the benefits and disadvantages of tourism in the area. In the topic approach, pupils often study geography as a direct connection with other work. This is clearly seen in work done by Year 6 pupils on the voyages of Drake and Raleigh as part of their history studies and in work on irrigation as part of their studies into Ancient Egyptians. Older pupils have a residential visit to Scarborough and Derbyshire as studies into contrasting area of Britain. This leads to quite detailed studies of coastal erosion and the development of tourism in the area. Year 6 pupils also study water supply and carry out a survey locally of how water is used in households. The residential visit, and the surveys carried out provide very good opportunities for pupils to develop independent study skills by carrying out their own research and writing the results. These provide good literacy development by extending writing skills and good numeracy development in allowing opportunities to use a range of graphs and tables to illustrate their findings. Pupils make good use of computers for word processing, to produce their results in graphs and for various research tasks.
100. Although it was possible to observe only one lesson being taught, there are some aspects of teaching, and the learning it promotes, which are identifiable. Long and medium term planning is thorough. This ensures continuity of learning for pupils and there are no repeats of work where pupils of different ages are in the same class. This high level of planning also ensures good links between subjects where geography can be connected. Pupils clearly have very good attitudes to work and try hard with presentation. Teachers have high expectations of pupils' work and this shows in project work, where higher attaining pupils in particular show a high level of independent learning skills and produce work of very good quality. The previous report indicated that there were limited opportunities for independent learning and research. This issue has clearly been addressed.

101. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. In many lessons there are opportunities to study the world and its wonders and to reflect on the environment. There is a strong moral dimension in lessons where pupils are taught to respect each other and to know right from wrong. In lessons pupils are able to work together and are taught to share, take turns and listen to others. Both the social and cultural impact of the subject are considerably enhanced by the residential visits and other trips. The leadership and management of the subject are good. There is a high level of planning and discussion about teaching and the curriculum that has led to the good level of cross-curricular work. This has led to standards steadily rising. There has been good progress since the previous inspection.

HISTORY

102. Standards are above national expectations both at the end of Key Stage 1 and Key Stage 2. There are no significant differences in attainment between boys and girls or across different levels of ability. Pupils with special educational needs receive good support in lessons and make good progress. Pupils of all abilities achieve well when taking their previous learning into account.

103. By the age of seven, pupils are able to distinguish between past and present and understand that different events happen in different historical periods. They are developing a sense of chronology and can use time lines. Pupils in Year 2, for example, are able to place in time the historical period in which Florence Nightingale lived. They are able to talk about some of the main characters and are beginning to study the reasons why people acted as they did. Pupils in the Year 1 and Year 2 classes can tell of the main characters in the Gunpowder Plot and give some reasons for their actions. Pupils are starting to use historical sources to gain information and Year 2 pupils use authentic evidence to produce interesting role-play about life on board the Endeavour during the voyages of Captain Cook.

104. By the age of eleven, pupils have developed an understanding of a number of periods of history including those of the Romans, Ancient Egypt and the Tudors. Pupils have a good knowledge of the main characters and traditions in the periods studied. This is clearly demonstrated by pupils in Year 6 who can identify the main gods of Ancient Egypt and describe the traditions associated with their journey to the afterlife. Pupils are able to use basic sources of evidence and can distinguish between primary and secondary sources. Pupils in Year 4, for instance, use a range of evidence to look at aspects of Celtic life in Roman Britain. One of the big events of the school year is the pupils' Tudor Day when visitors come to the school and pupils are involved in realistic drama work about life in Tudor times. This is a very good learning experience and provides opportunities for pupils to produce good extended writing. Higher attaining pupils, in particular, produce very high quality work on "A day in the life of a Tudor servant" for example.

105. The quality of teaching and learning in history is very good and it is particularly strong in Key Stage 2. A strong feature of all the teaching is very good class control that is achieved with quiet authority and with respect for the pupils. As a result pupils are very well behaved in lessons and relationships between pupils and with their teachers are very good. This makes very good contributions to pupils' learning. Teachers have very good subject knowledge. Teachers plan their lessons carefully to provide a good variety of teaching methods including the use of video cameras, role-plays, poetry and computers to provide information. These help to maintain pupils' interest, extend their knowledge and improve their research skills. Pupils show interest in history and have very good attitudes to work. Very good teamwork between teachers and classroom assistants provide very effective support for lower attaining pupils and those with special educational needs. History provides good opportunities for literacy development. Pupils are given opportunities for extended writing which enables them to develop their own writing style.

106. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development, by enabling pupils to consider the thoughts and feelings of people from other times and to learn about their own heritage and the heritage of people from other parts of the world. The previous inspection reported that the scheme of work did not provide sufficient detail about the skills to be learned. This has been extensively revised and provides a detailed and comprehensive programme for teaching and learning. The residential trips each year adds to pupils' social and

cultural development as well as supporting their learning in history. The leadership and management of the subject are very good. Standards have risen since the previous inspection and the quality of teaching has improved. The subject has made good progress since that time.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. Standards in information and communication technology are in line with what is expected of seven and eleven year olds. Increasingly, opportunities are being provided for pupils to use information technology across the curriculum and notably in English and mathematics. All pupils achieve appropriately and are developing their skills confidently.
108. In Key Stage 1, pupils use a 'Primary Colours' program confidently and demonstrate skills in using basic tools like the paintbrush and flood fill tools. They draw on their art work to create visual effects using highlights of colour. Higher attaining pupils experiment with different lines and colour and give their work a title. The majority of pupils use a floppy disc to save their work.
109. In Key Stage 2, pupils in Year 3 and 4 demonstrate skills in using a database. They add information on a range of physical attributes of members in the class and create graphs showing information on a particular feature. High attaining pupils show knowledge in using a key to answer particular questions. Pupils in a Year 5 middle to lower ability group access the Internet successfully and use a program to support their mathematical learning of reflective symmetry. Pupils rise to the challenge of working at a higher level when they reach a certain point in the program. In Years 5 and 6, pupils use a spreadsheet to calculate costs for a party. They enter different items and their costs and use the sum and divide functions to obtain specific information. Higher attaining pupils use this information and produce line graphs and pie charts in different forms.
110. Pupils including those with special educational needs and English as an additional language achieve appropriately against their prior attainment. Pupils particularly make gains in their learning as they are exposed to a range of skills and programs which are regularly demonstrated in the information and communication suite with opportunities for pupils to practice and experiment in pairs and small groups.
111. Pupils in both key stages are interested in and motivated by the use of information and communication technology. Pupils listen attentively during presentations and are keen to demonstrate their knowledge and skills. Pupils collaborate well when working in pairs and are proud of demonstrating their ability. They respond positively to requests of help by their peers.
112. Another positive feature is the use of the school makes of its digital camera. Not only are photographs taken regularly to provide a record work done in other subjects but also to provide a stimulating context for learning skills in information and communication technology.
113. The quality of teaching is good overall and has improved since the last inspection. The majority of lessons seen during the week of inspection were in the information and communication technology suite. They are well structured and have clear learning objectives. Demonstration of new skills are effectively conveyed through step by step explanations and the use of visual illustrations and skilful questioning to focus on the key learning points. Effective interventions and support for individuals enable all pupils to have equal access to the activities. Adults helping in lessons are effectively deployed. All of these factors enable pupils of all abilities to make gains in their learning.
114. Provision since the last inspection has improved with the use of ICT across the curriculum developing well. A good example of this is the use of drafting and redrafting in literacy resulting in the production of anthologies of fantasy stories and another entitled 'Wanted'. The ICT curriculum is enhanced through two clubs, one of which caters for pupils who do not have a computer at home. The coordinator has good subject knowledge and uses it well in teaching all the older pupils. A comprehensive development plan with clear costed targets and strategies for monitoring and evaluating outcomes is in place. A programme of staff development has raised teachers' confidence and is impacting positively on standards. An excellent school web site has been created and is

well used by pupils and staff. Good use is made of parental support in the ICT suite, for instance in a mathematics lesson with high attaining Year 6 pupils sorting triangles by properties. Planning indicates that all strands of ICT are appropriately covered. The subject has made good progress since the last inspection.

MUSIC

115. Standards in music are in line with national expectations and above average at the end of Key Stage 2. This represents an improvement in relation to older pupils since the last inspection. The wide range of extra curricular opportunities to develop pupils' skills in playing a range of instruments enable the pupils to achieve well.
116. Pupils in Year 1 sing confidently. They identify high and low notes and demonstrate their understanding of pitch by indicating the changes with their hands. Their grasp of these changes is greatly helped by the effective demonstrations of the teacher on the xylophone and their illustration through the use of the nursery rhyme 'The Grand Old Duke Of York' and other traditional songs. Pupils illustrate pitch movement by choosing symbols which they record and play their notes on xylophones.
117. Pupils in Years 3 and 4 develop their understanding of the pentatonic scale. They experiment with composing tunes using this pattern and are given opportunities to improve their performance and develop use of key vocabulary. They listen to instruments from around the world using a CD Rom and decide whether the instrument plays high or low notes. In Years 5 and 6, pupils listen to various instruments and describe how notes move in steps or in leaps. They show understanding of melodic shapes by using graphic notation of familiar tunes and interpret others from looking at the musical code. Pupils' grasp of these features is enhanced by the expert teaching of the specialist teacher which enables the pupils to develop their understanding of the theory as it is demonstrated through practical activities.
118. The majority of pupils including those with special educational needs make good progress especially in singing as they are increasingly exposed to a range of musical traditions. This is partly attributed to expertise among a number of staff who play a range of instruments between them and to the good subject knowledge of teachers.
119. Pupils' attitudes to music are very positive throughout the school. They participate in lessons with real enjoyment and persevere in their efforts to improve their performance. They work well together showing respect for each other. They treat instruments with care and readily help when they need to be moved or stored away. All the pupils taking part in extra musical tuition enjoy the sessions and are highly motivated and keen to improve their skills.
120. The quality of teaching and learning is mainly good and occasionally very good or excellent. Lessons are effectively planned and structured, providing appropriate challenge and guidance to pupils and enthusing them for the subject. Lessons are appropriately introduced with reference to skills and knowledge acquired previously and provide ample opportunities for pupils to practice and improve their performance. Good use is made of questioning to extend pupils' understanding of the elements of music and of the teachers' own knowledge to promote learning, for instance when pupils are enabled to listen carefully and perform effectively. Pupils' positive attitudes together with the quality of teaching means that their learning is good overall and sometimes very good and excellent.
121. The provision for music is enhanced through additional instrumental tuition and include clubs for recorders, ocarina for beginners and advanced learners, keyboard and an orchestra. A wide range of resources enable pupils to have access to a wide range of learning opportunities. Since the last inspection, schemes of work have been developed which now incorporate QCA guidance and these are being implemented effectively. Good progress has been made since the last inspection.

PHYSICAL EDUCATION

122. Standards in physical education are in line with national expectations for pupils aged seven and above average at age eleven. This represents an improvement in relation to older pupils since the last inspection.
123. At the end of Key Stage 1, in dance, pupils in Year 2 mimic the movement of a tree in the rain forest and work in groups to form twisting branches and a canopy reaching for light. They explore different animal movements using crawling, slithering and curling movements. They discuss ideas in groups and make good use of observing peers to improve their own performance.
124. At Key Stage 2, pupils in Year 3 and 4 respond well to music. They plan, rehearse and evaluate their performance. They develop their understanding of changes in level and direction and appreciate the need for a leader in a group performance. Pupils' achievement is good because teachers have good subject knowledge, plan the lessons carefully to focus on skills and provide pupils with opportunities to evaluate their performance. Both evaluation by the teacher and by the pupils' of their own performance are strong recurring features in the teaching and have a positive impact on the standards that pupils achieve.
125. Pupils' attitudes to learning in physical education are very positive in both key stages. Pupils are motivated, keen to participate in lessons and understand the importance of listening and following instructions especially those related to safety. They work well individually and with a partner. They always have an appropriate kit, change quickly and help willingly in carrying equipment at the end of sessions. Pupils' attitudes contribute a great deal to the progress they make in lessons and over time.
126. The quality of teaching is at least satisfactory and often excellent. In most lessons, teachers identify clear objectives and use them to evaluate pupils' achievement. Warm up sessions are well planned and used to raise pupils' awareness of the link between health and exercise. They brief pupils about the skills to be practised and use effective demonstrations and interventions to enable pupils to improve their performance. They use time and pace effectively to enable pupils to practise activities, observe good practice from peers and often invite pupils to comment on what they like in each other's performance and make suggestions for improvements. Teachers have good subject knowledge and make appropriate demands on pupils which consistently result in pupils making good progress in lessons and over time.
127. The physical education curriculum includes swimming for all classes and is enhanced by a range of extra curricular sporting activities which include athletics, football, hockey, netball and skipping which are all taught by teachers. The coordinator is qualified in the subject and has provided effective guidance and a range of staff development opportunities for teachers. His expertise is having a positive impact on standards achieved by the pupils. The school is well resourced and has excellent facilities including a playing field, a cricket wicket and soft athletic equipment. A qualified coach provides further opportunities for pupils to learn rugby, tennis, netball, basketball and football. Good progress has been made since the last inspection.

RELIGIOUS EDUCATION

128. At the age of seven, and at the age of eleven, attainment is above the standards described in the county's Agreed Syllabus for religious education. There are no significant differences in attainment between boys and girls or across the different levels of attainment found in the school. In the previous report attainment was reported as "variable across years and classes." Attainment has clearly risen since that time. When the pupils previous knowledge and experience is taken into account their achievement is good.
129. By the age of seven, pupils know the main festivals of the Christian calendar. They understand the symbols of Christianity and the signs of belonging to the Christian faith. They also begin to develop a basic knowledge of a number of other faiths and religions. Pupils in Year 2, for example, are able to write the story of Rama and Sita in their own words and can understand some of the moral themes of the story. In Year 2, pupils understand the basic principles of Judaism. Interesting work

was seen during the inspection where pupils took part in a role-play about the Shabbat meal and its customs.

130. By the age of eleven pupils have developed a wider factual knowledge of a number of religions. They are able, for example, to understand the main beliefs of Islam and how these beliefs affect peoples' daily lives. They can describe what is sacred in a number of religions. Year 6 pupils produce interesting work on journeys, where they compare the journey of Jesus through his life with their life's journey so far and with other people such as a priest. They are able to describe the similarities and differences between religions and to examine the influence of religion on peoples' lifestyle. Pupils have good opportunities to write at length and to develop their own thinking about the meaning of religion using their own experiences.
131. In the previous report, teaching ranged from good to unsatisfactory. It is now good overall. The teachers have very good pupil control. This is maintained with quiet authority and with good humour. Relationships between pupils and with their teachers are very good, this leads to a relaxed but businesslike working atmosphere and is a strong contributory factor in raising standards. Teachers make good use of discussions and question and answer sessions to encourage pupils to develop their ideas and think for themselves. All of the teachers have good factual knowledge of the religions and faiths covered in the syllabus and all have received a good level of staff development in religious education. This enables them to teach with confidence the factual knowledge required, and the principles of the religions. Teachers have a good range of methods that not only maintain interest in the lesson, but also reinforce pupils' learning. These often include role-play, discussions about the meaning of religious beliefs and talks from visiting speakers as well as written work. For example in a good lesson in Year 2 where the pupils were introduced to the Shabbat the teacher used role play, flash card and readings which sustained the pupils interest and motivation and led to good learning and real insight into the special nature of the Shabbat. There is good teamwork between teachers and classroom assistants who are highly effective in supporting all pupils. Teachers make good links with literacy by reading stories, showing pictures and encouraging pupils to write independently. This is particularly beneficial to higher attaining pupils who have good opportunities to practice extended writing. The use of information and communication technology for pupils to edit and enhance their work in religious education is inconsistent.
132. Pupils take care over the presentation of their work and show very good attitudes to the subject. Behaviour in class is very good. The religious education curriculum is good, it provides equality of opportunity for all pupils and meets statutory requirements. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. In lessons there are opportunities for pupils to reflect on other religions and on moral issues. There is a strong moral dimension in lessons where pupils learn the principles of a range of religions as well as Christianity. Teachers provide very good role models and pupils are taught right from wrong in all lessons. Pupils have very good opportunities to develop their social skills through discussion in class, taking turns and working together. There are a number of trips to local churches and other places of worship, which provide both cultural and social development. This is further enhanced by a number of visitors to the school. The leadership and management of the subject are very good. All aspects of the previous report that needed improvement have been addressed. The quality of teaching has improved and attainment has risen as a result. The subject has made very good progress since that time.