

INSPECTION REPORT

KEXBOROUGH PRIMARY SCHOOL

Barnsley

LEA area: Barnsley

Unique reference number: 106623

Headteacher: Moira Barker

Reporting inspector: Michael Best
10413

Dates of inspection: 21st – 24th January 2002

Inspection number: 195068

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Ballfield Lane
Kexborough
Barnsley
South Yorkshire

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Appropriate authority: Governing body

Name of chair of governors: Mr Geoffrey Lord

Date of previous inspection: 2nd – 6th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr Michael Best 10413	Registered inspector	Science Information and communication technology Music	Characteristics of the school The school's results and pupils' achievements. How well pupils are taught How well the school is led and managed What the school should do to improve further
Mrs Pat Edwards 10965	Lay inspector		Pupils' attitudes, values & personal development How well the school cares for its pupils How well the school works in partnership with parents
Mrs Trudy Cotton 3751	Team inspector	Foundation Stage Equality of opportunity Art and design Design and technology History Religious education	
Mr William Gale 21317	Team inspector	Mathematics Geography Special educational needs	
Mrs Nina Bee 18709	Team inspector	English Physical education	The curricular and other opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kexborough Primary is a larger than average sized school situated in the village of Kexborough on the outskirts of Barnsley. The school serves a mixture of owner-occupied and rented homes. Unemployment in the area is above the national average. Currently, there are 290 pupils on roll, 165 boys and 125 girls. Forty-five children attend the nursery on a part-time basis. The standard number for admission¹ is 40 and the school has few spare places. Fifty-four pupils (22 per cent) receive free school meals, but the school believes that the number of pupils eligible is higher. The proportion of pupils on the school's register of special educational needs² (18 per cent) is similar to the national average. Most have moderate learning difficulties. The proportion of pupils with statements of special educational need is below the national average. There are no pupils in the school from minority ethnic groups or for whom English is an additional language.

Children enter the nursery at the beginning of the term following their third birthday, attending for morning or afternoon sessions. They transfer to the reception class at the beginning of the term in which they are five, attending all day. Simple tests given to pupils shortly after they start in the nursery show that their skills are lower, and sometimes much lower, than those found nationally. At the time of the inspection, 11 of the 13 children in the reception class were five years old.

HOW GOOD THE SCHOOL IS

Kexborough Primary continues to be a good school. Pupils' enthusiasm for school is high. Relationships between all members of the school community are strong. The overall quality of teaching is good. Pupils make good progress in the Foundation Stage³ and infant classes, and satisfactory progress in the junior classes⁴. Standards in English and mathematics at the end of Year 6 are comparable to those found in similar schools and only just below the national averages. The school is well led. Staff and governors work hard to bring about improvement in the school. The school provides good value for money.

What the school does well

- The Foundation Stage provides children with a good start to their education.
- Standards are above average by the end of Year 2 in mathematics, art and history and in art at the end of Year 6.
- The overall quality of teaching is good with some very good teaching in the Foundation Stage.
- Pupils' attitudes and relationships are very good.
- Pupils' social development is very good.
- Arrangements for promoting good behaviour are very good.
- Links with parents are strong.

What could be improved

- Standards in English and mathematics at the end of Year 6.
- The progress made by pupils in some junior classes is uneven.
- How teachers use the information they have about what pupils know and can do.
- The standard of presentation of pupils' work.

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

¹ The standard number gives an indication of the size of each year group.

² Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

³ The ~~foundation~~ Foundation stage Stage begins when children reach the age of three and finishes at the end of the reception class.

⁴ The 'infant classes' refers to Years 1 and 2 (Key Stage 1) and the 'junior classes' refers to pupils in Years 3 to 6 (Key Stage 2).

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Good progress has been made in addressing the key issues raised in the inspection report. Statutory requirements are now met in relation to the teaching of design and technology and religious education. Schemes of work are now in place for all subjects. The provision for pupils' spiritual development has improved considerably and all subjects are now regularly taught. Good improvements have been made to the school's assessment procedures. The quality of teaching has improved. Since the last inspection, unsatisfactory teaching has been eradicated and the proportion of good and very good teaching has risen significantly.

The quality of the education provided for children in the Foundation Stage gives children a very positive start to their school careers. Children enter the nursery at the age of three rather than four, as was the case at the time of the last inspection. The effect of this is working its way through Years 1 and 2 and into Year 3 and the rate of progress is increasing. National Curriculum results in English, mathematics and science are rising over time. The school's new computer suite enables pupils to make good progress in acquiring and using a range of different skills.

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
	1999	2000	2001	2001
English	C	B	D	C
Mathematics	C	D	D	C
Science	C	C	C	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The table shows that in 2001 Year 6 pupils' results in English and mathematics were below the national average in English and mathematics and similar to the national average in science. Compared with similar schools, their results were average in English and mathematics and above average in science. Over time, these results are rising in line with the national picture. The school sets realistic targets for its pupils to achieve in English and mathematics.

In the 2001 National Curriculum tests and assessments taken by pupils at the age of seven years (Year 2), results were similar to the national average in reading and writing and above the national average in mathematics. Compared with similar schools, these results were above average in reading and well above average in writing and mathematics. Standards are rising, particularly in mathematics where, until last year, results were well below average.

Children in the Foundation Stage make good progress. Nearly all are expected to achieve, and most exceed, the Early Learning Goals in all the areas of learning. Standards during the inspection in Year 2 were similar to those expected nationally in reading and writing and science, and above average in mathematics. The overall progress made by pupils in these subjects is good. In Year 6, overall standards are below average in English and mathematics and broadly average in science although given their prior attainment, pupils' progress is satisfactory. However, the rate of progress as pupils move through the junior classes (Years 3 to 6) is uneven.

In Year 2, standards are above those expected in art and history and similar to expectations in design and technology, geography, information and communication technology, music and physical education. Pupils make good progress in art, history and information and communication technology and satisfactory progress in other subjects. In Year 6, standards are above those expected in art and broadly similar to expectations in other subjects. Progress is good in art and information and communication technology and satisfactory in other subjects. In religious education, standards are similar to those set out in the locally agreed syllabus for pupils at the ages of 7 and 11 and they make satisfactory progress.

Pupils with Statements of Special Educational Need make good progress because they are keen to succeed and enjoy good support from staff. Pupils at earlier stages of the register make good progress in Years 1 and 2 towards the targets set for them in their individual education plans. In Years 3 to 6, progress is satisfactory. Teachers do not always make the fullest use of information they gather about what pupils know and can do in order to specifically address pupils' targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils concentrate very well and are keen to learn.
Behaviour, in and out of classrooms	Good. Behaviour is very good at breaktimes and around the school. It is good in lessons.
Personal development and relationships	Very good. Pupils care for one another, are sensible and polite. Relationships between all members of the school community are very good. Pupils willingly accept responsibility.
Attendance	Satisfactory. Most pupils arrive punctually.

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	Satisfactory

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

The overall quality of teaching seen in the school during the inspection is good. No unsatisfactory teaching was observed. The Foundation Stage staff team promote a very caring and supportive atmosphere in which children flourish. They carefully follow the 'Stepping Stones for Learning'⁵ leading to the Early Learning Goals. Children have many opportunities to make choices and to develop their independence. In English, teaching is good in Years 1 and 2, and satisfactory in Years 3 to 6. In mathematics, teaching is good in Years 1 to 6. Teaching and learning of the basic skills in literacy and numeracy are good in the Foundation Stage and Years 1 and 2, and satisfactory in Years 3 to 6. Teaching is good in science, art, geography and information and communication technology in Years 1 and 2, and in art, geography and information and communication technology in Years 3 to 6. In other subjects, and in religious education, teaching is satisfactory.

Teachers' management of pupils is good across the school and pupils are interested in learning. They concentrate well and show a good level of independence. Good assessment procedures are in place. The school is developing collections of work to help teachers check on the standards of work pupils produce. However, teachers do not always make enough use of the available information in order to match learning to pupils' needs. Support staff make a valuable contribution to the quality of teaching and learning. Teachers make satisfactory use of homework and pupils are happy with the amount of work they do at home.

⁵ The Stepping Stones for Learning are the steps in learning leading to the Early Learning Goals.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good in the Foundation Stage. The curriculum for pupils in Years 1 to 6 is satisfactory. All statutory requirements are met.
Provision for pupils with special educational needs	Satisfactory overall. The arrangements for pupils with statements of educational need are good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development and moral development are both good. Social development is very good. Cultural development is satisfactory; pupils develop a good knowledge of their local culture. Their understanding of the wider community is satisfactory.
How well the school cares for its pupils	Good overall. The school cares well for its pupils and is committed to their wellbeing and the support of their individual needs. Assessment procedures are good, but insufficient use is made of the information gained to guide teachers' planning

The school's partnership with parents is good. Parents are very pleased with the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher leads the school well and manages it purposefully. She has successfully developed the climate for learning and is well supported by the staff and governors. The day-to-day management of the school is smooth.
How well the governors fulfil their responsibilities	Good. All statutory requirements are met. Governors are supportive of the school. They know its strengths and shortcomings.
The school's evaluation of its performance	Good. The school has worked hard since the last inspection to build upon what it does well and to improve in other areas.
The strategic use of resources	Good. The school makes good use of the monies available to it. Plans for the future are carefully costed. The school successfully applies the principles of 'best value' to its work.

The school is adequately staffed by suitably qualified staff. The accommodation and grounds are spacious and well used. Learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Nine parents attended a meeting with inspectors shortly before the inspection. Ninety-two parents returned pre-inspection questionnaires. Inspectors also spoke with parents during the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • The school expects children to work hard • Children make good progress • Teaching is good • The school is well led and managed 	<ul style="list-style-type: none"> • More activities outside lessons • More information about progress

Inspectors broadly agree with parents' positive views, but disagree with the criticisms. Activities outside lessons are satisfactory. Pupils have opportunities to take part in musical and sporting activities. The information provided for parents on the progress their children are making is good and there are regular formal and informal opportunities for parents to discuss pupils' progress with teachers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The inspection took place at the beginning of the spring term. Inspectors looked at the results of statutory National Curriculum tests and assessments taken by pupils at the ages of 7 and 11 since the last inspection, the results of non-statutory tests and the school's analyses and predictions of pupils' attainment. They also looked at pupils' work in the current school year and, where possible, scrutinised work from the previous year. Inspectors also talked with pupils to help them judge how much pupils know and can do.

The Foundation Stage⁶

2. Children enter the nursery at the start of the term following their third birthday. Simple tests conducted by staff soon after children start in the nursery show that the majority arrive with skills that are below, and sometimes well below, those expected for their age. Many children use only a limited range of words and they often speak in short phrases or single words. They do not have much experience of numbers and shapes, and some have little understanding of mathematical language. Many only concentrate for very short periods of time and do not readily share and take turns when in a group.
3. High emphasis is placed in the Foundation Stage on children's personal, social and emotional education. Children are encouraged to work independently, in pairs and in large groups. They learn to take turns in using equipment and when speaking, and to follow instructions from adults and each other. They learn to use the computer, develop good creative skills and widen their knowledge and understanding of the world.
4. Staff talk with children a great deal, encouraging them to listen for increasing periods of time and speak clearly, in longer phrases and sentences, using a broad range of vocabulary and correct grammatical structure. Early reading and mark-making activities introduce children to written language. In mathematics, children are encouraged to recognise and name shapes, group similar objects together and to become familiar with the meaning of such terms as '*more and less*' and '*full and empty*' when, for example, working with sand or water.
5. Children make very good progress in the nursery because they are ready to learn and staff provide them with a wide and interesting range of activities that encourage them to blossom in all the areas of learning. They benefit greatly from having up to five terms' nursery experience before moving on to the reception class where the good foundations laid in the nursery are carefully built upon. At the time of the last inspection, the nursery did not admit children until they were four. Many of the older pupils in the school therefore had far less time in the nursery and reception classes and this is evidenced in the standards they achieve.
6. Children make good progress in the reception class and are well prepared for the start of the National Curriculum. The majority of children are on course to achieve the Early

⁶ The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

Learning Goals⁷ by the end of the reception year in all areas of learning and many are likely to exceed them.

Years 1 and 2 (Key Stage 1)

7. Pupils' results in the National Curriculum statutory tests and assessments in English, mathematics and science taken at the end of Year 2 show an improvement over the last four years. In the 2001 tests, the percentage of pupils attaining Level 2⁸ or higher was similar to the national average in reading and writing and above the national average in mathematics. The proportions of pupils gaining the higher Level 3⁹ were below the national averages in reading and writing, but above the national average in mathematics. In comparison with similar schools¹⁰, pupils' results were above average in reading and well above average in mathematics.
8. In science, the proportion of pupils assessed by teachers as attaining Level 2 or higher was also above average. Due to an error when submitting the results, no pupil was recorded as reaching Level 3 in science, although teachers identified a number of pupils working at the higher level.
9. These results shows a significant improvement in mathematics where standards were previously well below the national average. The school attributes this success to its decision to provide additional teaching support and development in the subject to raise standards and the rate of progress made by pupils. This initiative is clearly successful in the results achieved in 2001. The impetus has been maintained in the current year as standards in mathematics in the present Year 2 group are above the level expected for pupils at this age.
10. The 2001 test results in reading also show an improvement over past years where standards were below, and sometimes well below, the national average. Standards in writing have remained broadly similar to the national average although they were well above average in the 2000 tests. Over time, boys are slightly behind the girls in reading, but ahead in writing. In mathematics, there is little difference between boys and girls. There are variations from year to year, but this is to be expected with a relatively small number of pupils in each year group.
11. Inspection evidence indicates that standards of work of pupils currently in Year 2 is similar to the national average in reading, writing and science and above average in mathematics and speaking and listening. Pupils successfully develop skills in literacy and numeracy. Standards in the non-core subjects¹¹ of design and technology, geography, information technology, music and physical education are similar to those expected of pupils at this age. In art and design and history, they are higher than expected. In religious education, standards are similar to those expected in the locally agreed syllabus.
12. Pupils in Years 1 and 2 make good progress in speaking and listening, reading, mathematics, science, art and design, history and information and communication technology. In writing and other subjects, they make satisfactory progress. Overall, they

⁷ The Early Learning Goals are the expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

⁸ The National Curriculum is written on the basis that pupils are, by the end of Key Stage 1 when pupils are age 7, expected to reach Level 2.

⁹ If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age.

¹⁰ The comparison is based on the Qualifications and Curriculum Authority's benchmark information designed to compare end of key stage tests and assessments with those of similar schools nationally.

¹¹ The non-core subjects are art and design, design and technology, geography, history, information and communication technology, music and physical education.

make good progress from when they start school. Pupils receive additional help from teaching assistants to help them in specific areas such as literacy.

Years 3 to 6 (Key Stage 2)

13. In the 2001 National Curriculum tests taken at the end of Year 6, the percentage of pupils attaining Level 4¹² was below the national average in English and mathematics and similar to the national average in science. The percentage of pupils attaining the higher Level 5¹³ was average in science, below average in English and well below average in mathematics. The school reports that two pupils were absent for one or more of the tests. This affects the overall results as these pupils are counted when calculating the school's results even though they were not awarded any marks for the tests they missed. Compared with similar schools, these results are average in English and mathematics and above average in science.
14. Over time, results are improving and the trend is broadly in line with the improvement nationally. There are some notable differences in the test results of boys and girls over the past three years. Contrary to the national picture, boys have performed better than girls in English, mathematics and science for the past three years. On average, girls are about a term behind the boys in English and science and one-and-a-half terms behind in mathematics. Caution must be exercised in interpreting these figures as in many year groups, past and present, there are significantly more boys than girls.
15. From its analysis of results, the school has recognised the need to improve standards in mathematics. The new deputy headteacher, who is a mathematics specialist, is the mathematics co-ordinator. She is working alongside class teachers in Years 3 to 6 to identify shortcomings and support pupils' development in numeracy. In particular, she is helping pupils to develop different strategies to solve mathematical problems. Teachers are now teaching girls and boys different ways of arriving at answers rather than everyone learning and relying on a single method of calculation. This is particularly important in the present junior classes (Years 3 to 6) because in each of these year groups there are nearly twice as many boys as girls.
16. Overall, standards of pupils' work in the current Year 6 are below the national averages in English and mathematics. Taking into account the results these pupils achieved when they were in Year 2, most have made satisfactory progress. However, this progress has been uneven and teachers and pupils in Year 6 are working hard to increase the rate of progress before the forthcoming statutory tests. This is most evident in the presentation of pupils' work, which has improved a great deal since the beginning of the year. Scrutiny of books from earlier years shows that standards of presentation have been at times poor and this reflects on both attainment and progress. Pupils' literacy skills are developing satisfactorily. Pupils in Year 6 are working hard to identify and address shortcomings in punctuation and grammar in their own writing.
17. In science, standards in Year 6 are broadly similar to the national average. Their oral knowledge is satisfactory, although there are some gaps in their understanding. This suggests that the scientific thinking has not been systematically developed in earlier years. Pupils' current recording of investigations and results shows much improvement on earlier work.
18. Standards in art and design are higher than expected at this age and pupils make good progress. In information and communication technology, standards are similar to those expected at this age, but progress is good. In design and technology, geography, history,

¹² The National Curriculum is written on the basis that pupils are, by the end of Key Stage 2 when pupils are age 11, expected to reach Level 4.

¹³ If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

music and physical education standards are similar to those expected at this age and pupils make satisfactory progress. In swimming, pupils reach the national average. In religious education, standards are similar to those set out in the locally agreed syllabus and pupils make satisfactory progress.

Throughout the school

19. In their responses to the questionnaires and in their comments to inspectors before the inspection, the vast majority of parents said that their children make good progress at school. Parents are particularly pleased with the good start children make in the nursery. Inspection findings indicate that there has been a dip in the progress made by pupils as they move through the junior classes, particularly in Years 4 and 5. Otherwise, all groups of pupils, such as boys and girls or pupils who learn at different rates, are making broadly similar progress to each other. Teachers are aware of the imbalance between boys and girls in some classes and, in the majority of lessons, they specifically ask girls to respond to some questions. This is helping girls to become more confident and improve their rate of progress.
20. Pupils with special educational needs make similar progress to that of other pupils in all years. Pupils in Years 1 and 2 make good progress towards the targets in their individual education plans. In Years 3 to 6, they make satisfactory progress. Where individual plans have specific targets that are well understood by pupils, their progress is more rapid. The good arrangements to fully include pupils in whole-class sessions enables pupils to make good progress in developing their speaking, listening and social skills. Occasionally, reading materials are too difficult for pupils to understand group tasks. This restricts the progress they can make, unless there is an adult available to provide continuous support.
21. The school recognises that more able pupils may also have specific needs. Although it does not yet maintain a register of gifted and talented pupils, the school is aware of individual strengths and takes appropriate steps to support these. For example, a pupil who is particularly gifted in mathematics works with an older mathematics group.
22. Since the time of the last inspection, the school has introduced the national strategies for teaching literacy and numeracy. The impact of these strategies is starting to raise standards in the school. Staff are now successfully starting to adapt the strategies to develop pupils' extended writing skills. The application of numeracy and literacy skills across the curriculum is satisfactory, but their development is not systematic. Pupils successfully practise writing skills in word-processing work in information and communication technology, but there are missed opportunities for pupils to undertake challenging writing in history and religious education. Pupils' good listening skills enable them to participate well in discussions across the curriculum. Research skills, using library books and the Internet are soundly developed. Pupils successfully use numeracy skills in science, geography and design and technology.
23. The school collects a great deal of information about the standards reached by pupils and uses this to predict what pupils are likely to achieve in subsequent years. In particular, it carefully measures the improvement they make by comparing the results of the assessments made when children first enter the school (the baseline assessment scores) with end of Year 2 results. These results are then compared with test results in Years 3 to 6. Teachers are starting to use this information successfully to adjust their teaching programmes to address identified shortcomings. This is evident, for example, in science where plans have recently been adjusted to reflect the analysis of last year's statutory assessment results in Year 2. Teachers know their pupils well and take overall account of pupils' varying abilities in planning their lessons. However, they do not consistently track

the progress individuals and groups of pupils make from lesson to lesson in order to identify and meet specific needs.

24. The school has quite a significant turnover of pupils from year to year. For example, during the last academic year 18 pupils joined the school other than at the usual time of admission and 23 pupils left before the end of Year 6. This makes comparisons of the progress made by pupils more complicated.
25. The school has successfully addressed the issues identified in the last report concerning the unsatisfactory standards and lack of progress in design and technology throughout the school and in religious education in the junior classes.
26. In the junior classes, there is a system by which teachers set pupils individual targets for improvement; for example, to use capital letters and full stops correctly. This good practice is not effective as staff do not consistently refer to these targets when marking pupils' work. In Year 6, teachers have recently started to share their marking criteria with pupils. Pupils appreciate knowing what they are aiming for in their work and this is helping them to make better progress.
27. At the time of the last inspection, standards in information technology were in line with national expectations and progress was satisfactory. However, there was insufficient development of skills as pupils moved through the school and this was impeded by the absence of a computer in each classroom. The school recently created and equipped a computer suite and staff have undertaken training in the subject, thus improving both the provision made for what is now information and communication technology (ICT). This is showing through in the good progress currently made by pupils and skills are being systematically developed.
28. At present, standards in information and communication technology are similar to those expected for pupils' ages, but they are rising. Information and communication technology is starting to be more widely used across the curriculum, but pupils do not make sufficient use of information and communication technology to present information in graphs or charts. The school is now looking to extend its provision in individual classrooms by providing laptop computers that can be moved around the already networked school.
29. In conjunction with the local education authority, the school sets targets for pupils to achieve in the Year 6 statutory tests in English and mathematics. In 2001, these targets were broadly achieved. There was a close match in both the Year 2 and Year 6 tests between teachers' assessments of what pupils would achieve in English and mathematics. The targets set for 2002 are, on the school's own admission, ambitious when taking into account pupils' prior attainment. However, teachers and pupils are working hard to improve standards in the Year 6 classes and are confident that these targets will be achieved.

Pupils' attitudes, values and personal development

30. The attitudes of pupils to the school and their work are very good. Nine-five per cent of parents who responded to the pre-inspection questionnaire said that their children like school. Parents told inspectors that they want their children to do the best they can. Most pupils work conscientiously and with enthusiasm in lessons, especially when they are well challenged by the activities provided for them. Pupils listen very well to their teachers and to each other. They are keen to respond to questions and to share their views and ideas. Most pupils work hard and try to do their best as seen, for example, in Years 4 and 5

dance lesson where pupils were working in groups on a sequence of movements representing growth.

31. Children in the nursery work well together and learn to take turns and share resources. In the reception class, children listen well to each other and concentrate for greater lengths of time on their work. Children in the Foundation Stage are keen learners. They are kind to each other and take responsibility for tidying away and other jobs around their classrooms.
32. Standards of behaviour are good. This confirms the view of parents. At breaktimes and around the school behaviour is very good. Behaviour in lessons is good. In many lessons it is very good but in a small number, some pupils find it difficult to sustain their concentration. This happens when lessons are too long and they spend too much time sitting on the carpet. Pupils demonstrate their acceptance of a clear moral code and show care for one another, their belongings and school property. There was one fixed-period exclusion during the last reporting year. No incidents of bullying were seen during the inspection.
33. Relationships between all members of the school community are very good. Pupils appreciate their school and recognise that staff want what is best for them. This has a positive impact on the way pupils treat other people. They respect and value each other's contributions, as seen in a Years 3 and 4 citizenship lesson where pupils were discussing issues of human rights.
34. Pupils willingly accept responsibilities, when given the opportunity, and have recently taken part in a whole-school ballot to choose a school promise for the new year. Pupils take mature responsibility for their own learning through opportunities provided by homework and independent research in the library and computer suite. Library monitors enthusiastically complete their duties.
35. Attendance is in line with the national average at 93.7 per cent for the autumn term, although this is slightly below the findings of the previous inspection. The reason for the fall in overall attendance is the number of family holidays taken during term time. Most pupils arrive punctually for school allowing lessons to start on time and continue without interruption.

HOW WELL ARE PUPILS TAUGHT?

36. Considering all the available evidence, the overall quality of teaching and learning in the school is good. Teaching was good in nearly two-thirds of the 78 lessons observed during the inspection. The final judgements on teaching and learning draw upon a wider range of evidence gathered during the inspection as well as inspectors' classroom observations.
37. Teaching was good or better in 64 per cent of the lessons seen, and very good or better in 18 per cent of lessons. One excellent lesson (representing just over one per cent) was seen during the inspection in mathematics. No unsatisfactory, poor or very poor teaching was seen during the inspection. These statistics compare well with the last inspection where one in eight lesson were unsatisfactory and teaching was good or better in 40 per cent of lessons.
38. The quality of teaching and learning in the Foundation Stage is very good. Very good teaching was observed in 42 per cent of the lessons in this age group, particularly in the nursery. Staff know the children well and provide a rich selection of activities that are well suited to children's needs. They keep the Early Learning Goals firmly in mind and use the 'Stepping Stones for Learning' to guide children's learning. In the nursery, a computer-based assessment system provides staff with clear information about what children know

and can do. As a result, learning throughout the Foundation Stage successfully builds upon children's achievements. Staff encourage children to be independent and help them to make choices.

39. In Years 1 and 2, the overall quality of teaching and learning is good. Good or better teaching was observed in 71 per cent of lessons in these classes. In English, mathematics, science, art and information and communication technology, the teaching seen during the inspection was good. The daily weather work in geography in Year 1 was very good. There is a thorough emphasis in these year groups on the development of pupils' basic skills that build successfully on the good start pupils make in the Foundation Stage. This contributes well to the good progress pupils make, particularly in English, mathematics and science.
40. Teaching in Years 3 to 6 is satisfactory. It was good or better in over half of the lessons seen (55 per cent). Teaching seen during the inspection was good in mathematics, reflecting the contribution of the mathematics co-ordinator, in all the junior classes. It was also good in art, geography and information and communication technology. Pupils are well involved in their learning. In most lessons, teachers use questions well to encourage pupils to think and share their ideas. However, inconsistencies in teachers' use of assessment information affects the overall quality of teaching in these year groups.
41. Teachers' knowledge and understanding are good in the Foundation Stage and Years 1 and 2, and satisfactory in Years 3 to 6. There is expertise evident in, for example, art and design, mathematics and information and communication technology, which is helping to raise the standards reached by pupils.
42. The standard of teaching and learning in literacy is good in Years 1 and 2, and sound in Years 3 to 6. In numeracy, it is good. The involvement of the mathematics co-ordinator in working alongside teachers in Years 3 to 6 is having a good impact on the quality of pupils' learning. The school successfully follows the national strategies for literacy and numeracy and uses the recommended planning formats effectively.
43. Basic skills are taught thoroughly in the Foundation Stage and Years 1 and 2. For the most part, teachers build on these satisfactorily in Years 3 to 6. Scrutiny of pupils' previous work shows that there is some fall off in the quality of pupils' presentation in Years 4 and 5 when writing or recording results. One reason is that teachers' expectations are not consistently high enough. Another is that teachers do not always give pupils sufficient time in lessons to complete their work.
44. Teachers' classroom organisation is good overall, with a very high level of organisation evident in the nursery. Good use is made of resources to support teaching. Most teachers use a good and varied range of different methods, but there is some over-reliance on oral work in junior classes.
45. Teachers plan far more systematically than they did at the time of the last inspection for the development of skills across the curriculum. This is because schemes of work are now in place to guide them. In some subjects, such as design and technology, the guidance has recently been revised as part of a programme of review. Teachers effectively incorporate the application of literacy and numeracy into their teaching in other subjects. They are starting to make more use of information and communication technology as pupils' skills improve, but a lack of computers in classrooms impedes more rapid progress.
46. Teachers' management of pupils is strong. Teachers have high expectations of pupils' behaviour, firmly based on trust and mutual respect. The high quality of relationships evident between all members of the school community underlies this. Pupils co-operate

and collaborate well, and teachers foster these strengths successfully. In some instances, pupils became fidgety when their concentration lapsed and teachers did not always respond quickly enough to this situation by moving on to the next stage of the lesson.

47. The nursery and reception classrooms are busy places where there is always a lot going on. Staff actively encourage children to make choices for themselves and to take responsibility for what they are doing. Children are familiar with the classroom routines and go about their work confidently.
48. The pace of work in lessons in Years 1 and 2 is good. In lessons in Years 3 to 6, it varies between satisfactory and good. Lesson introductions generally have a clear focus, but the pace sometimes slows when pupils are working independently because the work set is not well matched to their needs. End of lesson review sessions (the plenary) for the whole class are sometimes rushed. In some of the junior classes, teachers miss opportunities to make links to the next stage in learning.
49. The school collects a considerable amount of information about the attainment of pupils from statutory and non-statutory tests. For children in the Foundation Stage, a computer-based assessment system provides staff with an immediate picture of where children are in relation to the 'Stepping Stones for Learning'. Subject co-ordinators are building up collections of pupils' work annotated with National Curriculum levels. These help teachers judge the standards pupils are already achieving, and can be expected to achieve, as they move through the school.
50. Teachers collect further information during lessons and from marking. In the best examples, pupils are given clear guidance how they can develop their work further. However, marking is often restricted to praise or a general comment. Furthermore, although some pupils have personal targets for improvement, marking does not consistently refer to these.
51. Teacher's short-term (daily) planning is detailed and systematically developed from mid-term (half or whole school terms) and long-term (one or two yearly) plans. However, these plans do not always take as their starting point what pupils achieved – or did not achieve – in the previous lesson. In many instances, the focus of work planned for pupils who learn at different rates is not sharp enough. Where teachers provide activities that are more tailored to pupils' individual or group needs, as seen in the work for pupils with special educational needs in literacy lessons, pupils make better progress.
52. Teachers follow the recommendations of the school's policy on inclusion. They make sure that pupils with special educational needs are included in whole-class discussions by asking them questions and giving them time to contribute. Support staff are well deployed to meet the needs of pupils with special educational need, often working alongside them to provide additional explanations of the teachers' demonstrations.
53. The school provides pupils with statements of special educational need with a good level of support. Teachers make good judgements about when these pupils should be included in whole-class activities and when they need short, separate sessions to concentrate on the development of their basic skills. Pupils understand their targets and are enthusiastic in their efforts to achieve their goals. This was evident in the help given to pupils using a control program in information and communication technology. The sequence of instructions was well broken down into manageable steps and enabled pupils to succeed.
54. Teachers plan for some of the different levels of ability in class, but seldom incorporate information from pupils' individual education plans in their lesson plans. In some lessons, pupils have difficulty with understanding the level of the text in, for example, mathematics.

- This is something the mathematics co-ordinator is working with staff to overcome, but the problem is evident in other subjects as well.
55. The deployment of support staff is good. Teachers involve support staff in the planning of what they are to do to support pupils' learning. Support staff successfully work with individuals and groups of pupils, explaining and interpreting the teacher's instructions. A good example of this was seen in a Year 3 science lesson where the support assistant successfully supported a practical investigation.
 56. Pupils' own knowledge of their learning is good in the Foundation Stage and in Years 1 and 2. In Years 3 to 6, it is satisfactory. Teachers share learning objectives with pupils at the beginning of each lesson. In most cases, these objectives focus what most pupils will be able to do by the end of the lesson. Sometimes they are not precise enough to give all pupils, particularly those who work at slower rates, a clear idea of what they can achieve.
 57. Pupils are keen to answer questions about their work. Pupils are interested in what they are doing and most concentrate well. They work well on their own and in groups, and value the contributions made by others. This was particularly evident in information and communication technology lessons where pupils needed to co-operate and collaborate in order to complete the sequencing of the traffic lights.
 58. Specialist music staff makes a valued contribution to pupils' learning. Visiting teachers give tuition in strings and woodwind and run the orchestra.
 59. Homework is set regularly and most pupils and most parents are satisfied with the amount of work set. Reading and spellings are regular features for pupils in Years 1 to 6. The amount of homework set is about right for pupils' ages. Pupils in Year 6 feel that the homework set for them prepares them well for they can expect when they get to secondary school.

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

60. The quality of the curriculum is very good in the Foundation Stage. Teachers plan for all the six areas of learning¹⁴ leading to the Early Learning Goals through the 'Stepping Stones for Learning'. The curriculum is satisfactory in Years 1 to 6. The school teaches all the subjects of the National Curriculum in Years 1 to 6. It meets statutory requirements, including those for design and technology and religious education, which is an improvement since the previous inspection. The school follows the locally agreed syllabus for religious education.
61. The school has continued to work hard to include all pupils in learning activities. All pupils have full and equal access to all that the school provides for their age groups. It provides good support for pupils who have statements of special educational need. Many of these pupils receive extra help, for example, to help them develop basic literacy skills. Teachers plan this as part of the group work in literacy and it fits in well with the overall structure of the lesson. Sometimes, however, pupils miss important parts of other lessons, such as the introduction or the closing sessions, when the timing of their additional help is not precise enough.
62. Planning procedures are consistent and guidelines help teachers to develop pupils' skills, knowledge and understanding systematically. Courses are designed to ensure that all pupils receive a similar experience, but one that meets their needs. There is a clear

¹⁴ The six areas of learning refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

overview of what is to be taught each year in all subjects. The school adjusts this plan, when necessary, to ensure that pupils in mixed-age classes do not repeat work.

63. Teachers use the national strategies for literacy and numeracy for planning their lessons. Both strategies are successfully implemented and most teachers effectively promote speaking and listening skills in lessons. The teaching of the numeracy strategy is good. Teachers use national guidelines for the non-core subjects¹⁵, linked to the school's schemes of work, to help plan for pupils to acquire systematically skills, knowledge and understanding based on previous learning.
64. At the time of the previous inspection, teaching time in Years 3 to 6 was less than that recommended. This has been successfully addressed. However, some lessons in the non-core subjects are too long. This affects the overall pace of the lesson and pupils have difficulty in sustaining their concentration towards the end of these sessions.
65. The provision in the nursery is of high quality and is a strength of the school. Experiences are rich, exciting and planned clearly with the 'Stepping Stones for Learning' leading to the Early Learning Goals in mind. There is a good balance between the activities children choose themselves and those requiring greater teacher support. Children are encouraged to make decisions and to experiment with their learning and so quickly gain in confidence. Experiences in the reception class offer scope for children who work at different rates and this is helping all groups to achieve their best, particularly with their reading and writing.
66. The school provides satisfactorily for personal, social and health education, including sex education and information on drug misuse. The governors have approved the school's policy and parents are consulted. Teachers effectively plan this through different subject areas such as in religious education and science as well as the weekly personal and social education lessons. The teaching of citizenship is promoted successfully throughout the school and pupils are developing a broader understanding of what it means to be a responsible member of a community. The co-ordinator is in the process of developing detailed guidelines reflecting national guidance so that teachers know exactly what to teach each term. Visitors, such as the school nurse and the community constable, enhance pupils' learning when they come into school to talk to the children about different topics, for example, how to keep themselves safe.
67. Subject planning usually includes satisfactory arrangements to meet the needs of less able pupils, including those with special educational needs. Individual education plans provide a good basis for the planning for the development of specific skills in literacy. They are less effective in supporting pupils' progress in numeracy and other subjects.
68. The school provides a satisfactory range of extra-curricular activities for its pupils. The parents' questionnaire shows that some parents disagree with this view. Inspection findings show that, during different times of the year, pupils are able to take part in a variety of activities. These include football, netball, cricket and athletics, playing in the orchestra, French and information and communication technology clubs. Pupils enthusiastically support these activities.
69. The school uses the local area well to plan educational visits, which enrich many subjects such as English, history, geography, religious education and science. For example, pupils in Years 3 and 4 developed and reinforced science skills when they visited Magna Science Park. In Years 1 and 2, a visit to Darton Church was linked to the religious education programme. Older pupils have the opportunity to go further afield into the wider community when they go on their residential visit to Kingswood. Pupils of all ages visit

¹⁵ The non-core subjects are art and design, design and technology, geography, history, information and communication technology, music and physical education.

senior citizens in the local area and perform songs and instrumental pieces. All of these visits greatly promote the spiritual, moral, personal and social development of the pupils.

70. Links with the community are good. Visitors support the curriculum well. For example, workers from a local Christian Outreach support agency lead collective worship and musicians visit to play during assemblies. Storytellers reinforce the love of books and Irish dancers promote pupils' cultural development. Local sports people come in and give cricket and football coaching sessions, which allow pupils more opportunities to work together and develop a team approach to games.
71. There are sound relationships with partner institutions. Links with the local secondary school are satisfactory, in particular during the transition period for pupils in Year 6. Students visit the school to complete work experience programmes and the school offers initial teacher training placements.
72. The overall provision for pupils' spiritual, moral, social and cultural development is good. This represents an improvement upon the findings of the previous inspection. Over 90 per cent of parents responding to the pre-inspection questionnaire said that they felt the school helps pupils to become mature and responsible members of society.
73. The provision for the social development of pupils is very good. The very good behaviour seen in the playground and around the school reflects the success of the work the school does in this area of pupils' personal development. Many well-planned opportunities enable pupils to develop their social skills. Pupils are actively encouraged to collaborate with each other in lessons such as physical education and science and they respond very well. They learn social conventions through the daily routines of the school, through educational visits and by contact with visitors to the school. Older pupils help with school routines such as collecting registers and acting as library monitors. The school successfully encourages pupils to raise funds for charities. All staff provide good role models upon which pupils can base their own behaviour and relationships.
74. The provision for the moral development of pupils is good. Pupils have a clear understanding of the difference between right and wrong. The school behaviour policy is effective in promoting pupils' understanding of the behaviour expected by staff. Teachers encourage pupils to take responsibility for their actions and deal sensitively with incidents of misbehaviour. Older pupils knowledgeably discuss wider moral issues, for instance, the effect of tourism on the rain forest. Younger pupils describe how litter can make an environment unattractive and suggest how people can be made more aware of their responsibilities.
75. Pupils' spiritual development is good. This represents a considerable improvement on what was reported at the time of the last inspection. The school buildings are tastefully decorated and carpeted, making for a calm and pleasant working environment. Pupils' work is celebrated in displays. Pupils are encouraged to respect others and to understand what it means to be respected by others. School assemblies, religious education lessons and 'circle time'¹⁶ provide pupils with appropriate opportunities to reflect on human feelings and emotions and the way in which these affect people's lives. Acts of collective worship meet statutory requirements. They include time for prayer and personal reflection. The careful choice of music as pupils enter and leave the hall encourages a calm and respectful atmosphere. There are some planned opportunities in lessons for pupils to

¹⁶ During 'Circle Time' pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

consider their own thoughts, ideas and concerns, as seen in a Year 2 display of writing about 'my special things'.

76. During the inspection week, the whole school was involved in thinking about identifying a 'school promise' for everyone to follow. Each class was responsible for deciding on one promise, which was then voted upon by the whole school. Pupils eventually voted to adopt the following promise, *'We will behave well, keep the noise down a little bit and appreciate that we have a wonderful school'*. One child thought it might be a lovely idea to make a collection of prayers with the other promises. These interesting sessions, which draw on spiritual, moral, social and cultural aspects, successfully develop pupils' understanding of citizenship.
77. Pupils' cultural development is satisfactory overall. In religious education, history and geography lessons pupils learn about different world cultures; for example, through the study of Chembokoli, a village in India. Pupils gain a good understanding of their own culture through study of their local area and life there in the past, but their knowledge and understanding of the wider community is only satisfactory.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

78. The school provides a caring environment where teachers know their pupils well and value them as individuals. Parents are proud of the caring ethos of the school and have confidence in the ability of the school to meet the needs of their children. Nearly all parents responding to the pre-inspection questionnaire said they felt comfortable about approaching the school with questions or to discuss a problem.
79. The school has made good improvements to its systems for assessing pupils' progress since the last inspection. There is a thorough policy for assessment and consistent arrangements are now in place. The assessment co-ordinator is very knowledgeable about the range of methods available to judge pupils' progress and is pioneering new computer-based methods in the nursery. At the press of a button, staff have access to information that shows the progress children are making towards the Early Learning Goals. Parents and children have ready access to this information and staff use it well to plan the next stages in learning.
80. The school collects a good range of data in English, mathematics and science, and thoroughly analyses the results of national tests. Supplementary tests, half-termly in mathematics and termly in writing, provide additional information about pupils' progress in these core subjects. Teachers are increasingly using this information to inform what they will teach, but not all shortcomings in pupils' learning are as yet met in full.
81. Most subject co-ordinators are developing portfolios of pupils' work, which illustrate the progress pupils make over longer periods of time. When completed, these will help teachers use the information they gather about individual pupils' progress to plan more effectively for the next stages in learning.
82. There are good arrangements to support the personal development of pupils with special educational needs in most areas of the school. There is accurate identification of needs and thorough implementation of the recommendations of the Code of Practice¹⁷ for those pupils on the special educational needs register. At present, the school does not place children in the Foundation Stage on the register, although teachers are aware of those causing concern. This can cause a delay in providing the extra support some of the

¹⁷ The Special Educational Needs Code of Practice gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act. New arrangements are being introduced with effect from January 2002 and schools are in the process of changing over to these during the academic year.

younger pupils may need. There are good arrangements for the regular review of pupils' individual education plan targets, with parents and pupils invited to participate in this. Termly evaluations provide a good guide to pupils' progress and form a reliable basis for the writing of new targets.

83. The personal development of pupils is monitored informally, but effectively, by class teachers through such class discussions and 'circle time'. Teachers are familiar with the background of pupils and support their individual needs well.
84. Staff consistently apply, and successfully monitor the implementation of, the school's very effective behaviour policy. Pupils and parents are aware of the rules of the school and support these through the home/school agreement. Staff carefully monitor incidents relating to bullying and unacceptable behaviour through activities, such as whole-class discussion on the school's anti-bullying policy. They deal with any reported incidents swiftly and effectively.
85. Procedures for checking attendance are good. Teachers call the register promptly at the beginning of every session and absence is consistently followed up. The headteacher presents pupils with bronze, silver and gold certificates each term for good attendance. The school regularly reminds parents and pupils of the importance of good attendance and punctuality. The education welfare officer visits the school weekly and works closely with families where there is perceived to be a problem with attendance.
86. There is a clear child protection policy. Procedures comply with those of the area child protection committee. All staff are fully aware of these procedures and training is regularly undertaken.
87. The school successfully looks after pupils' health, safety and general well being. The governors have approved a comprehensive health and safety policy and carry out regular risk assessments. Some minor health and safety matters have been drawn to the attention of the school.
88. Outside agencies actively support lessons on drug awareness. The governors have agreed a programme for sex education. These form part of the school's personal, social and health education programme. An accident book for recording incidents is carefully maintained. All staff have taken part in emergency first aid training. First aid boxes are appropriately sited and stocked. Parents are informed of accidents involving their children.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

89. The school's strong links with parents, reported at the time of the last inspection, have been maintained. The quality and quantity of general information is good. The prospectus gives useful information and a practical introduction to the school. The school makes parents feel welcome. Parents find staff approachable and willing to discuss concerns at any reasonable time. Eight-five per cent of respondents to the pre-inspection questionnaire feel that the school works closely with them and inspection findings support this view.
90. There are parent-teacher meetings held twice each year to discuss academic progress. The school invites parents to arrange a mutually convenient time to discuss their children's annual progress reports with class teachers. Pupils' annual progress reports are clear and informative, providing information on progress and ways in which pupils might improve. A very small number of parents feel that they cannot discuss their children's progress other than at the formal parent-teacher meetings, but the school welcomes parents in at any time during the school year.

91. The school maintains a good level of communication with the parents of pupils with special educational needs. Parents are informed of any concerns and there are reliable arrangements for the inclusion of parents in the annual review process.
92. Teachers provide parents with information on the topics to be studied each term. Workshops have been held for parents to explain the literacy and numeracy initiatives and courses have been arranged on emergency first aid and mathematics. The school has consulted parents regarding the home-school agreement, which details the school's expectations for homework, behaviour and attendance. These expectations are well supported by parents.
93. Parental involvement with the school is good and has a positive effect on pupils' learning. Most parents think well of the school and know that it encourages them to help whenever they can. A number of parents regularly assist in classes, with making story sacks and on educational visits. Staff greatly appreciate this reliable help. The home/school association organises fundraising and social events, which are well supported by parents. They raise considerable additional funding which the school uses to enrich pupils' learning by buying additional equipment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

94. The headteacher leads the school well and manages it purposefully. She has successfully maintained the improvement in standards reported at the time of the last inspection and successfully addressed the various issues, both major and minor, raised in the previous inspection report. The design and technology curriculum now meets the requirements of the National Curriculum and religious education now follows the locally agreed syllabus. At the time of the last inspection, the school failed to meet statutory requirements in both these areas. All statutory requirements are now met. Schemes of work are now in place for all subjects.
95. The school is a happy and pleasant place in which to work and this has a good impact on standards. Relationships between members of the school community are very good and staff work hard to ensure that all pupils have full access to all that the school offers. Time and resources have been well spent in improving the quality of the school's accommodation and pupils appreciate what has been done for them. The school's aims and values are clearly outlined in the prospectus. They are regularly reviewed by staff and governors, and well reflected in the daily life and work of the school. Ninety-three per cent of parents responding to the pre-inspection questionnaire said that the school is well managed and led.
96. The governing body is effective not only in ensuring that all statutory requirements are met, but also in acting as a sounding board for the headteacher and co-ordinators. Members provide wise counsel to the school on a range of matters. Many have close – and often long established – links with the school and good connections with the community. Through their committees and their visits to school, as well as from the reports they receive, governors have a good understanding of the school's strengths and weaknesses because of their close involvement with the school. They formally monitor its work through their own strategic plan, which sits alongside the school development plan. Although unusual, this is effective and, working with the headteacher and staff, helps the governors to give clear direction for the school's future development.
97. The school has successfully addressed shortcomings in subject leadership and management reported at the time of the last inspection. Co-ordinators now manage their subject across the school rather than in one particular age group. This is helping to raise

and maintain standards. There have been a number of staff changes in the past year, which have resulted in the re-organisation of responsibilities. The school does not have any particular problems in filling permanent teaching posts although, like most other schools in the area, short-term cover is often hard to find. The new deputy headteacher is having a good impact on standards in mathematics. Both staff and pupils are much more confident with the subject and this enthusiasm is encouraging better standards.

98. The school effectively manages its provision for pupils with special educational needs. The special educational needs co-ordinator (SENCo) has a good understanding of the requirements of her role. She keeps essential paperwork up-to-date and the recommendations of the Code of Practice are fully implemented. Consideration has been given to the new Code, but changes in arrangements have yet to take place. The co-ordinator is a full-time class teacher, and although time is available for her to carry out her duties, it is not set to enable regular monitoring to take place. The governor responsible for special educational needs shows substantial interest in the pupils and is a regular visitor the school. Effective use is made of the budget allocation for special educational needs to provide good support for pupils. There is a satisfactory level of staffing to meet the needs of pupils and classroom assistants are well deployed to subjects and classes where pupils are most likely to need help.
99. There is a very good commitment to improvement from all quarters of the school community and the school's capacity to succeed is good. There are no particular barriers to bringing about improvement. One of the contributory factors is that teachers have time available to undertake their management responsibilities. This means that they are able to look at teachers' planning and scrutinise pupils' work and, when possible, observe lessons. The school's arrangements for monitoring the curriculum, teaching and pupils' attainment and progress have many good features, including a clear policy. This is currently an area for development and links between the elements are developing well. Co-ordinators are starting to assess the impact of teaching and learning on the progress made by pupils. They are beginning to make increased use of the analysis of test and other assessment information and the tracking of pupils' achievements to help the school become more effective in what it does.
100. There is, however, need for some further delegation of responsibilities. The headteacher is carrying too many curricular responsibilities for a school of this size. She co-ordinates music throughout the school. She is in the process of handing over responsibility for literacy, a responsibility she has held for some years, to a recently appointed member of staff. However, she has recently taken on geography, albeit on a temporary basis, following the departure of the previous co-ordinator.
101. The school has successfully implemented the statutory requirements for the performance management for teachers and the headteacher reports that the first round has been successfully completed. The school has adopted the model policy and is currently implementing the second round of lesson observations, objective setting and reviews. The school ensures that staff who are new to the school are effectively supported in becoming familiar with routines. Job descriptions are in place for all staff and these clearly outline roles and responsibilities. The school effectively provides placements for students undertaking initial teacher training. It also provides places for students undertaking courses in childcare and education. The school supports the in-service training of all staff effectively, balancing the needs of the individual with those of the school.
102. The school development plan provides a good picture of the school's priorities for raising standards over the next three years. A good evaluation of the progress made towards the targets set in previous years successfully puts the current priorities in context. There is now a much better match between what the school plans and what it achieves.

Responsibilities, success criteria and costings feature consistently in the plan. Some targets have more open-ended timescales for completion than others. Although arrangements for monitoring and evaluating these targets are not always apparent in planning, the governing body has an overall policy for this in place. A strength of the school's forward planning is the way in which it takes good account of projections of pupil numbers – and thus the amount of money it is likely to receive in its budget – when identifying priorities for development.

103. The day-to-day management of the school is good. Routines are well established and the school runs smoothly. Administrative, caretaking and supervisory staff make an important contribution to this. The quality of financial planning is good. The school successfully plans ahead and makes spending decisions on sound educational grounds. For example, the school plans to make improvements in the nursery and reception classes in order to make better provision for children throughout the Foundation Stage.
104. The school maintains a higher than recommended contingency fund of 10 per cent of its budget. There are, however, sound reasons for this. The school funds its own staff absence budget. Staff absence is very low and this has enabled the school to build up funds that would otherwise have been spent on insurance cover. The headteacher has generated income for the school by undertaking advisory work for the local education authority. Funds have, therefore, been available to refurbish and decorate the building and, for example, help fund the creation of the computer suite. The school's plans for future building work and the provision of additional computer equipment account for a significant proportion of this contingency fund. The school has also made provision to cushion the impact of projected falling rolls in the area, but this has not yet materialised. This wisely targeted spending has a direct benefit for pupils.
105. There are effective procedures in place for financial control and the recommendations of the latest audit report have been addressed. The school has due regard for the principles of 'best value' in all financial decisions. In making its purchases, it obtains quotes from different suppliers and benefits from the bulk purchasing arrangements made by the local education authority. Improvements to the school meals provision by the installation of a 'cook/freeze' system have been carefully considered and fully costed. Specific grants, such as those for supporting pupils with special educational needs, are well applied. The use of new technology is satisfactory. Now that the computer suite is in place and running, plans to re-equip the school office are going ahead.
106. There are sufficient and appropriately qualified staff to teach the curriculum and they are supported by an effective number of learning support staff who make a good contribution to the work of the school and the standards achieved by pupils. Arrangements for staff development are effective. Staff training priorities are identified in the school development plan.
107. The quality of learning resources is satisfactory. The new computer suite has sufficient machines for most classes, although sometimes three pupils have to share one machine and there is not, as yet, a large screen or projector to support class teaching. The library is well stocked and is a pleasant and inviting place to sit and read. There is an adequate range and quality of information books. The stock of reading books is satisfactory. Pupils have regular opportunities to visit the library to borrow books and undertake research using library books and the Internet.
108. The accommodation is good. Classrooms are of an appropriate size for the number of pupils. There is adequate storage space and specialist teaching areas including the information technology suite and library. There are attractive displays celebrating pupils' achievements. These successfully raise self-esteem well and contribute to the positive

learning atmosphere in the school. The school site is clean, tidy and well maintained by a hardworking staff. The playgrounds and fields are spacious with a well-established pond area. Good use is made of the facilities available. The amount of vandalism has decreased since the installation of security fencing.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

109. The governing body, headteacher and staff should now:

further improve standards and the rate of progress made by pupils as they move through the school, particularly in English and mathematics in Years 3 to 6, by ensuring that:

- (i) full use is made of assessment information to identify and support pupils' individual learning needs;
- (ii) teachers record in their evaluations of lessons what pupils know and can do to inform the next steps in learning;
- (iii) expectations of pupils' writing and recording are consistently higher throughout the school.
(paragraphs 13-26, 40-56, 80-1, 99, 135, 142, 145-6, 155, 176, 182, 184, 196, 251)

In addition, the school should also ensure that:

- (i) pupils do not miss important parts of lessons when they are taken out for extra help;
(paragraphs 61 and 149)
- (ii) all children in the Foundation Stage have regular access to a range of large outside equipment; *(paragraph 130)*
- (iii) children with special educational needs are formally placed on the register as soon as their needs are identified *(paragraph 82)*.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

78

Number of discussions with staff, governors, other adults and pupils

31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	13	36	28	0	0	0
Percentage	1	17	46	36	0	0	0

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

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)	23	245
Number of full-time pupils known to be eligible for free school meals	N/a	54

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	45

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.7
National comparative data	0.2

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	13	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	23	26	26
	Girls	12	12	12
	Total	35	38	38
Percentage of pupils at NC Level 2 or above	School	88 (91)	95 (98)	95 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	22	23	26
	Girls	12	12	12
	Total	36	35	38
Percentage of pupils at NC Level 2 or above	School	90 (82)	88 (82)	95 (89)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	23	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	15	15
	Girls	16	14	22
	Total	29	29	40
Percentage of pupils at NC Level 4 or above	School	67 (77)	67 (59)	93 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	15	18
	Girls	16	14	22
	Total	29	29	40
Percentage of pupils at NC Level 4 or above	School	67 (79)	67 (64)	93 (90)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	234
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	138.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	2
Total aggregate hours worked per week	33
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Financial information

Financial year	2000/1
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	£
Total income	557,175 *
Total expenditure	531,789
Expenditure per pupil	1,827
Balance brought forward from previous year	27,557
Balance carried forward to next year	52,943

* includes £4,693 private funds

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 31.6%

Number of questionnaires sent out	291
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	23	4	0	1
My child is making good progress in school.	63	32	4	0	1
Behaviour in the school is good.	46	47	4	0	3
My child gets the right amount of work to do at home.	32	54	4	3	7
The teaching is good.	62	36	1	0	1
I am kept well informed about how my child is getting on.	50	33	16	1	0
I would feel comfortable about approaching the school with questions or a problem.	70	24	5	1	0
The school expects my child to work hard and achieve his or her best.	66	33	0	0	1
The school works closely with parents.	43	42	12	1	2
The school is well led and managed.	61	32	5	2	0
The school is helping my child become mature and responsible.	52	39	7	1	1
The school provides an interesting range of activities outside lessons.	29	37	12	7	15

Other issues raised by parents

- Most parents are pleased with what the school provides for their children
- Some parents would like to see more activities outside lessons
- Some parents would like to have more information about their children's progress

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

110. The Foundation Stage consists of a separate nursery and reception class, which are housed in adjacent classrooms. Children start in the nursery at three years of age and attend on a part-time basis for five terms. At the time of the inspection, half of the children attending the nursery were three years old; in the reception class, only two out of the 13 children were under five years of age.
111. Parents are very happy about the high level of care in the Foundation Stage. They particularly like the way young children settle into the nursery and make good progress. This positive start is helping to create a strong partnership between learning at home and in school.
112. The standard of provision in the nursery is high and is a strength of the school. This is an improvement since the last inspection, when provision was judged to be good. Experiences are rich, exciting and planned clearly with the 'Stepping Stones for Learning' leading to the Early Learning Goals in mind. There is a good balance between the activities children choose themselves and those requiring greater teacher support. Children are encouraged to make decisions and to experiment with their learning and so quickly gain in confidence. Experiences in the reception class offer scope for children who work at different rates and this is helping all groups to achieve their best, particularly with their reading and writing.
113. At the start of nursery, simple checks show that children's skills are below average for their age in all areas of experience. However, because of the very good teaching and learning in the nursery, progress is very good. This means that children enter the reception class with a good range of skills for their age. By the end of the Foundation Stage, nearly all children are expected to reach, and most exceed, the Early Learning Goals in all areas of experience.
114. The quality of teaching and learning in the nursery is very good; in the reception year, it is good. The staff team plans experiences well and maximises on the learning that children initiate themselves. Creative and role-play activities in the 'Three Bears' House', for instance, are very successful in an incidental way, in developing counting, matching and writing. Teachers make clear ongoing assessments of what children understand and can do and use this information accurately to plan for the next steps in their learning. In the nursery, the use of the computer for tracking achievement and progress is outstanding and is providing a very clear picture of personal and academic development.
115. Unlike many other classes in the school, the Foundation Stage has a similar number of boys and girls, and like other year groups, all children speak English as their first language. The staff team knows the children well, and monitors initial concerns about the small number of children with special educational needs.

Personal, social and emotional development

116. Children are expected to exceed the Early Learning Goals by the end of the Foundation Stage. Teaching is very good and the children are well settled and happy. This supports good progress.
117. In the nursery, all age groups work well together and learn to take turns and share resources. In role-play activities, children decide amicably which characters they want to be, follow each other's cues and pretend imaginary situations. In the reception class

children listen well to each other and to the teacher and begin to concentrate for greater lengths of time on their work. They are kind to each other. They take responsibility for tidying away and changing into different clothes for dance. Relationships between the staff team and children are very good and so they learn about 'fair play' and begin to understand right from wrong. They have helped compose their own class rules: *'be kind to our friends, share toys, tidy up nicely and be happy'*.

118. Older children in the reception year are keen learners, who often continue their learning at home. It is a pleasure to see children writing their own stories about *'Goldilocks'* at home, and sharing their achievement with others.

Language, Literacy and Communication

119. Children make very good progress with their speaking, reading and writing skills. They are expected to exceed the Early Learning Goals by the end of the Foundation Stage.
120. Teaching is very good. Teachers encourage nursery and reception children to talk about their learning and, because their contributions are valued, they do so readily. Staff use stories well to develop links between spoken and written language. Three-year-olds recall the story of *Baby Owl*, memorise their favourite parts and understand the difference between words and pictures. They speak clearly and explain why things happen. One boy explains *'Owls fly quietly so not to wake their babies'* and then goes on to explain, *'they catch mouses with their feets.'*
121. Most children in the nursery initiate talk and contribute well in discussions. They read and write their own name and recognise well-known words by sight. Whilst creating in role-play, they choose to make lists of the characters in the story of the *Three Bears*, and begin to use initial letters to write words. Children make good progress with their writing because they all experiment with forming letters and link them with their sounds. In the reception class, learning develops well, because effective teaching encourages children to experiment with their independent writing and spelling. Children help the teacher to write words on the whiteboard, use the class alphabet dictionary and 'have a go' at spelling unknown words. There is plenty of opportunity for children who are working at a faster rate to read and write freely at an individual level; less confident writers create stories with adults as scribes.

Mathematical development

122. Children are expected to exceed the Early Learning Goals by the end of the Foundation Stage. Teaching is very good. Children make good progress because of the rich and well-managed range of activities staff provide for them.
123. Teachers in the nursery use opportunities that crop up at any time of the day to develop children's mathematical understanding. Children are encouraged to count the number of spots on 'Spotty Dog', count the number of characters in pictures when they share 'big books' and use and understand mathematical language, such as 'more' and 'less'. They count, recognise and order numbers to 10. Many of the three-year-olds are still experimenting with recalling and writing numbers and some compare two groups of objects. They use their mathematical knowledge across all areas of experience. For instance, in creative experiences, children count the eyes, arms and legs of teddies they have made from play dough.
124. In the reception class children explore regular two-dimensional shapes. They identify and count corners and sides, and sort and match shapes according to different criteria. Children working at a faster rate show initiative as they set up tests to see which regular

shapes roll the best – large or small circles, triangles or squares. Effective teaching encourages children to explain why and to record their findings. They make good progress with their pencil and paper skills and many can form numbers correctly and produce oral answers to simple sums.

Knowledge and understanding of the world

125. By the end of the Foundation Stage, children are expected to exceed the Early Learning Goals. Teaching is very good in the nursery and good in the reception class.
126. In the nursery, three- and four-year-olds learn about how living things grow and change. They understand animals need food and water to live, and consider how small babies need care as they wash and bath 'baby dolls'. In both the nursery and reception, children use their senses when exploring how materials change. They make water soapy, add water to paint and explore the consistency of clay and play dough. Learning develops further in reception, when good teaching links stages of growth to photographs of different age groups. Through teachers' effective use of questioning, children relate to their own life-experiences and suggest that babies crawl, start to stand and then begin to walk.
127. Teachers are very effective in developing children's knowledge and use of information technology and computer skills. Nursery children can perform simple functions, such as using the mouse and clicking on icons. Reception children make very good progress, as they work in pairs in the computer suite. They understand how to select tools and colours in order to create pictures of themselves and type in their names.

Physical development

128. Children are expected to achieve just above the Early Learning Goals by the end of the Foundation Stage. Teaching is good overall and children make good progress throughout the Foundation Stage as they gain dexterity and control with their cutting, painting and joining skills.
129. In dance, reception children achieve well. They show an understanding of using a large space safely and with increasing confidence. They respond imaginatively to 'a walk in the forest', as they travel using different steps and body parts. All of the group enjoy striding in different directions like Daddy Bear or stopping and changing directions to musical cues. In the nursery, planned outdoor experiences provide the opportunity for children to practise and develop their physical skills.
130. Although not in use during the inspection, there is a range of large wheeled toys appropriate for the children's needs. At present, there are no arrangements in place to ensure that children gain experience on a range of different types of equipment. This is an area staff have identified for future development.

Creative development

131. Effective teaching enables children to make good progress in this area of development. Children are expected to exceed the Early Learning Goals by the end of the Foundation Stage.
132. In both the nursery and reception, children successfully develop a wide range of creative and imaginative experiences. They explore clay and play dough, and learn new skills as they cut, roll and join these materials. Teachers make imaginative use of sand play by, for example, creating a 'Bear Hunt', where children recreate the 'squishy squashy' and tangled environment of the forest. Activities in the home corner take into account the

interest of boys as well as girls and there is no gender issue about choosing to act in role-play activities. In art work, skills with mixing and applying paint and choosing, cutting and joining materials are developing well.

133. Children enjoy singing their favourite songs and rhymes and recall simple tunes and words.

ENGLISH

134. At the age of 7, standards are similar to the national average. Pupils have made good progress from when they started school. This is a result of good teaching and pupils' positive attitudes to their work, which promotes good learning within lessons.
135. Pupils' standards at the age of 11 are below the national average. As they have moved through the junior classes, many of these pupils have not made steady progress. Some pupils have not always achieved as well as they are capable of, particularly in writing, because teachers' expectations have not been high enough. This situation is being addressed and pupils are now making satisfactory progress in all classes. Teachers of Year 6 pupils are working hard to raise standards and many pupils have made significant progress since the beginning of this school year.
136. Overall, standards at the end of Year 2 and Year 6 have broadly improved in line with the national trends. Writing in Year 2 shows the most improvement. In Year 6, results in English have fluctuated from year to year.
137. Standards of speaking are typical of 7-year-olds. Most pupils speak in complete sentences and demonstrate a widening vocabulary. Listening skills are well developed and higher than average. Pupils in Years 1 and 2 sustain their concentration well during lessons and listen very carefully in most situations. This is because teaching is good. Teachers question the pupils skilfully, have high expectations regarding the importance of listening carefully, and expect all to take part in discussions. Good promotion of speaking and listening skills was seen in a Year 1 lesson when pupils were re-telling the story of the *Owl Babies*. They successfully recognised the different emotions of the main characters. For example, one pupil observed, *'The baby owls jumped for joy when they saw their mummy'*.
138. By the age of 11, speaking and listening skills are broadly average. Most pupils speak clearly and listen with concentration. A good example of this was seen during a whole-school assembly presented by pupils in Years 3 and 4 on the subject of *'How we are all different'*. Overall, teachers make successful use of opportunities for pupils to develop speaking and listening skills and these enable pupils, including those with special educational needs, to make satisfactory progress. In the majority of classes, teachers make every effort to ensure that girls and boys have similar opportunities to answer questions. In a minority of lessons, teachers ask those pupils who put up their hands to answer a question rather than bring in those who do not volunteer a response.
139. Standards in reading in Year 2 are average and pupils maintain the good progress made in the Foundation Stage. Above average pupils are fluent readers. They read with good expression and regard for punctuation. They develop good strategies for reading words that are unknown to them. For example, one above average pupil confidently sounded out the word *'decomposition'*. Below average pupils use the pictures to help read and recognise familiar words in simple texts. Most pupils have a satisfactory knowledge of the title and author of the books they read.

140. In Year 6, standards in reading are below the national average, although pupils have made satisfactory progress in relation to their prior attainment in reading as they have moved through the school. Above average pupils read with good expression, fluency and an understanding of a variety of fiction and non-fiction texts. However, pupils do not always use the surrounding text and other clues successfully to tackle unfamiliar words.
141. Pupils in Year 6 successfully locate information by 'skimming' texts and concentrate well when reading silently. Although they read fluently, some pupils have difficulty in understanding what they have read. When reading about a boy who was given a cup of tea after he had been playing football, pupils were unsure as to what the expression, '*His face was hotter than the brew*' meant.
142. Most pupils enjoy reading. Most have reading books that are accurately matched to their ability, although this is not always so and on occasions this slows the progress pupils make. Teachers use a consistent format to record how pupils are progressing in reading, but some teachers miss opportunities to record information that could help inform the selection of the next book.
143. By the age of 11, most pupils have a satisfactory understanding of how to use libraries to research topics. The library co-ordinator has developed useful guidelines for teaching library skills systematically in all classes. Older pupils visit the library for research and all classes have opportunities to use the library to enhance their learning. A good example of this was observed when the Year 1 class visited the library during a religious education lesson when they were learning about different types of books. These young pupils handled books carefully and showed very positive attitudes to books in general. By the end of the lesson, most were aware of such books as the Bible, dictionaries and atlases.
144. Standards of writing by the age of 7 are average and pupils make satisfactory progress. Most pupils are confident writers. Teachers encourage them to use words they see around the classroom and dictionaries to help them to write independently. Many pupils develop their ideas into sentences and begin to use capital letters and full stops correctly. Less able pupils develop a simple understanding of the importance of writing in sentences. Many pupils produce neat and accurate work. For example, one Year 2 pupil wrote a detailed account about the Prime Minister and his family going on holiday to Barcelona, and about how they went to a football match whilst they were there.
145. Teachers give pupils regular spelling lists. A group in Year 2 eagerly wrote down the ones that they had learnt at home. Pupils in Year 1 and 2 concentrated well as they tried to sound words out as they wrote them on their whiteboards. Handwriting books clearly show that handwriting skills are regularly taught and most pupils begin to develop an idea of joining letters. However, teachers do not systematically promote these skills during other lessons with the result that standards of presentation start to fall off.
146. At the age of 11, standards in writing are below average. Pupils write for many different purposes, in a range of styles such as letters, autobiography, poetry, as well as imaginative, descriptive and historical writing. Work on display shows that pupils use drafting and re-drafting skills to develop a 'best' copy. Good examples of this were seen in most year groups. For example, Years 5 and 6 have looked at the story of *Macbeth* by William Shakespeare and rewritten parts of it. In Years 3 and 4, pupils used similes to produce well-written poems about their 'Gran'. Handwriting books show that pupils learn how to join their letters neatly, but these skills are not consistently encouraged when pupils write in other books. Books in many subjects show work that is poorly presented because teachers do not consistently promote the importance of writing and recording results neatly.

147. In Year 6, many above average and average pupils write independently, but make incorrect use of capital letters and full stops and have difficulty spelling words such as 'calm' and patience'. Lower attaining pupils write shorter sentences and most have difficulty with their spelling. In Years 4, 5 and 6 teachers do not give pupils sufficient encouragement to use dictionaries and develop dictionary skills. Although teachers set targets which address these issues for individual pupils, they do not systematically refer to them either in lessons or when marking work.
148. In one Year 6 lesson observed, teacher and pupils were working together to improve the standard of writing. In the introduction, the teacher shared with pupils the criteria by which she was going to mark that lesson's writing. Pupils wrote independently then, working in pairs, read and checked each other's work. Although this was a new experience for pupils, they were enthusiastic about it because they appreciated how this would help them to improve their work. They worked together maturely and constructively helped each other identify areas for improvements.
149. During literacy lessons, pupils with special educational needs receive good support from teaching assistants. In one older class, pupils with special educational needs took part in the introductory session to a literacy lesson and then went to work in the library during the group activities. Here they were able to concentrate on work tailored specifically to their needs. They rejoined the whole class in time for the closing session and benefited from both class and individual learning. Occasionally, however, other pupils miss important parts of lessons when they leave the classroom for extra literacy support because the timing is not sufficiently precise.
150. The National Literacy Strategy is effectively implemented and teachers plan literacy lessons that closely follow the recommended structure. There are regular opportunities for pupils to analyse text for punctuation, grammar, spelling and vocabulary. However, although teachers plan group work that contains different activities, they do not consistently match these to the needs of individual pupils. Consequently, pupils do not always make the best possible progress in their work. The last part of each lesson is generally used satisfactorily to extend learning by allowing pupils to identify what they have learnt. A good example of this part of the lesson was seen in a Year 2 class where speaking and listening skills were promoted well as pupils confidently identified and read words which contained 'ir', 'ur' and 'er'.
151. Pupils make satisfactory use of their literacy skills in other subjects. For example in a Years 1 and 2 science lesson, pupils wrote up their observations in their own words. Pupils in Year 3 linked English with history and geography as they thoughtfully re-wrote the Greek legend about Daedulus and Icarus.
152. Information and communication technology is used to support English. Pupils are developing word-processing skills. In Years 5 and 6, pupils use their developing computer skills to make attractive front covers for their autobiographies. However, there are limited opportunities for pupils to use computers in the classrooms during literacy lessons.
153. Teaching is consistently good in Years 1 and 2. Some very good teaching was seen in Year 2 where the teacher worked hard to emphasise exactly what the pupils were going to achieve by the end of the lesson. She had high expectations regarding sitting properly, listening and watching as they developed a class poem, entitled 'Peter's Pets'. Relationships in this class were very good and this promoted very good attitudes to learning. Good questions were directed to pupils of all abilities and they were, therefore, keen to contribute. Speaking, listening, writing and spelling skills were consistently well promoted and reinforced. Pupils were encouraged to think of, and use, interesting words and, by the end of the lesson, they were very proud of what they have achieved. This was

a very successful lesson because the text was well chosen and the activity was well matched to the needs of the pupils.

154. In Years 3 to 6, teaching is satisfactory. Overall, teachers have a secure subject knowledge and are familiar with the structure of the literacy strategy. Lessons are carefully organised and teachers manage pupils well. Support staff make a positive contribution to the quality of pupils' learning, particularly for those with statements of special educational need. Good support was given in a younger class when the learning support assistant clearly showed that she was aware of the needs of all pupils in her group and reinforced basic letter sounds successfully.
155. However, work is not always accurately matched to the different ability groups within classes. This affects pupils' learning within lessons and the progress of some average and below average pupils over time. It happens because teachers do not systematically evaluate their teaching and accurately identify the next steps in learning for individuals and groups of pupils.
156. Most teachers share the purpose of their lessons with pupils, but at times the pace of lessons slows when not all pupils are fully involved in the activities. When teachers mark work, they often add some words of praise but few write comments that show pupils how they can improve. Although most pupils have individual targets for improvement, there is little reference to them during lessons and in the marking.
157. The school has good procedures for assessing pupils' attainment. Pupils are regularly tested on their writing, reading and spelling ability and national tests results are compiled. However, teachers do not consistently use this information effectively to inform their daily planning and teaching and match work to pupils' needs.
158. A recently appointed teacher is preparing to take over the co-ordination of the subject from the headteacher. Resources are adequate to support learning in the subject. They are of satisfactory quality and stored effectively.

MATHEMATICS

159. Pupils reach standards that are above average for their ages in Year 2. By the end of the year, pupils in Year 2 are on course to achieve similar standards to those obtained by present Year 3 pupils in the National Curriculum tests in 2001. The 2001 test results represented a substantial improvement on previous years, when results were below the national averages. They demonstrate the significant improvement that has taken place in teaching methods and the better implementation of the National Numeracy Strategy. These results represent good progress by pupils. The improvement made since the time of the last inspection is good.
160. Standards are below average in Year 6. This is similar to the results of national tests over the last three years. Most of these pupils also achieved below average results in the National Curriculum tests they took in Year 2 and they have been making satisfactory progress overall during their time in the juniors. Inspection evidence suggests that teaching has been less effective in the juniors, but the recently introduced team teaching, involving the mathematics co-ordinator, is beginning to have an impact on standards. Pupils in Year 3 are achieving above average standards, sustaining the levels they achieved in the national tests in 2001.
161. Overall, pupils achieve higher standards in number work and their understanding of shape than in applying their mathematics knowledge or handling data. National tests show that, proportionally, boys achieve significantly better results than girls. Observations of lessons

and scrutiny of pupils' work suggest that this difference is narrowing, although boys continue to be more active in lessons and more effective in suggesting alternative methods of calculation. Since the time of the last inspection, the rate of improvement in this respect has been too slow. However, the initiatives implemented in the last year are having a positive impact. Teachers are now teaching different ways of undertaking calculations and looking at mathematical problems. By teaching pupils that there are equally effective but alternative ways of answering questions, pupils' confidence and skills are improving and standards are starting to rise.

162. Teaching is good in Years 1 and 2. Lessons start promptly with good explanations of purpose, which enables pupils to start thinking about mathematical ideas immediately. Pupils successfully recall their learning from previous lessons, because of the reminders from teachers, and they link previous learning to new techniques. Teachers conduct whole-class sessions at the beginning of lessons at a very good pace and sustain a lively interaction with pupils. Pupils are enthusiastic about answering questions and have the confidence to make suggestions even when they are not sure if they have the right answer.
163. Teachers are knowledgeable about how pupils learn. They recognise the importance of pupils working confidently and accurately with numbers. Younger pupils are taught to use their fingers to supplement mental calculation. Most add and subtract up to 10 accurately. By the time they are in Year 2, most pupils successfully complete simple addition and subtraction in their heads, but the less able make sensible use of their fingers to check their answers. The vast majority add three numbers together, making good use of their previously learnt knowledge of which numbers add up to 10 to make their calculations quicker and easier. Pupils' hard work is recognised and teachers make good use of praise, which helps pupils to continue to try even when they are in difficulty. Teachers are very skilled in including all pupils in whole-class questions and answers. They quickly identify those with special educational needs, and those who are more reluctant to answer questions, and encourage them to offer suggestions.
164. Teachers in Years 1 and 2 have a good knowledge of the National Numeracy Strategy. They prepare their lessons carefully and manage the transition from whole-class to group work very well. The level of work set for the different groups is suitable for their levels of ability. Classroom assistants are well deployed to meet the needs of the less able, offering them support in the stages of their calculations. Teachers successfully combine working with one group with an oversight of the progress of others. By the time they are in Year 2, most pupils work independently for a substantial proportion of the time allocated to group work. There is a good level of co-operation between pupils, who show interest in each other's answers and offer suggestions to one another.
165. Teachers manage pupils' behaviour very well, creating an ordered but lively atmosphere in class. Pupils respond well to the occasional reminders from teachers and return enthusiastically to the whole-class sessions at the end of lessons. During these sessions, there is good identification of problems encountered by pupils. A good level of discussion about alternative methods pupils have used helps to move learning on well. This ensures that pupils have a good level of understanding about the essential strategies necessary to enable them to complete more difficult tasks at a later stage.
166. During the week of inspection, teaching in Years 3 to 6 was good. In most lessons seen, the mathematics co-ordinator either led the lesson or supported the class teacher. This team teaching was effective in addressing weaknesses in pupils' learning; for example, enabling pupils to overcome shortfalls in their knowledge of tables by developing their techniques in doubling. In these sessions, pupils learned more effectively, because teachers gave them a clear understanding of the techniques to use. Teachers also made

clear what they expected pupils to achieve by the end of the lesson. With this understanding they were much more enthusiastic and sustained their concentration throughout lessons.

167. Mental maths sessions sharpen pupils' thinking at the beginning of lessons. Teachers successfully use whole-class introductions to question pupils and make sure that they have understood the demonstrations of workings out. A good range of pupils are chosen to demonstrate their calculations to others, with care taken to select sufficient girls in classes where boys are more active learners.
168. Teachers in Years 3 to 6 sustain good relationships with pupils, who work closely with their class teachers and have a high respect for the knowledge of the mathematics co-ordinator. Pupils are increasingly willing to ask for help when they are in difficulty, which prevents them making mistakes based upon weaknesses in their basic skills. Pupils find it more difficult when applying their knowledge to other situations. For example, less able pupils are sometimes confused by questions related to shopping. However, better planning of group work, with clearer worksheets for pupils, is helping to overcome this. When available, classroom assistants are well deployed to support pupils of lower ability or those with special educational needs, some of whom find it difficult to work independently. Pupils respond well to different teachers leading parts of the lesson; the complementary approaches keep them on their toes and encourage sustained effort
169. Class teachers' strategies are improving and their knowledge of how to make adaptations to the National Numeracy Strategy to suit pupils' levels of learning is developing well. They are increasingly expecting more from pupils and will not accept haphazard working styles. A scrutiny of pupils' past work shows that teachers have not always identified specific mistakes and offered suggestions on how pupils can overcome basic errors.
170. The use of information and communication technology in mathematics is satisfactory overall. The new computer suite provides a better range of applications and pupils are developing skills in these. Numeracy skills are used across the curriculum, for example, in science, geography and design and technology.
171. Teachers use the time at the end of lessons (the plenary) to examine the level of pupils' understanding. They encourage pupils to talk about their mistakes as well as their successes. There is good emphasis on encouraging pupils to show how they overcame initial mistakes by careful examination of their workings. A satisfactory amount of homework is set and there are good efforts to include parents in pupils' learning. The school provides workshops for parents to help them to understand the strategies being taught and, in particular, how techniques differ from their time at school.
172. The subject is well led. The co-ordinator is working effectively with class teachers. The information from national tests and the school's own assessment records are scrutinised thoroughly and weaknesses in pupils' learning are carefully identified. Good use is made of this information. Sustained efforts by the previous and current deputy headteachers have helped teachers in Years 1 and 2 to develop effective teaching strategies, which have raised standards. A similar approach is underway in the juniors and there are distinct indications of improvement. Teachers in the juniors now have a more secure understanding of the National Numeracy Strategy and are more confident in their approach.
173. The school has a satisfactory number and range of resources to support teaching and class teachers have ready access to them. Ambitious, but realistic, targets have been set for individual pupil and whole-school performance. The staff show an impressive commitment to meeting these targets.

SCIENCE

174. Pupils in Year 2 achieve standards similar to those expected nationally of pupils at this age. They successfully make a simple circuit using a battery, bulb and two connecting wires. Some need adult help to do this, but others need very little guidance and quickly go on to explore ways in which they can 'switch' the bulb on and off by making and breaking the circuit. These pupils think carefully about their work. They successfully suggest what might happen, try it out and discuss what actually happened. They apply the ideas suggested by adults and show that they work at higher levels than expected for their ages. Consequently, these pupils make good progress.
175. Pupils in Year 6 are currently reaching standards that are broadly similar to the national average. This year group has a number of pupils with special educational needs. Pupils know that an investigation has no scientific worth unless it is conducted as a 'fair test'. Many know that plants take in moisture through their leaves and a few know, from research, that photosynthesis is the name of the process by which the plant uses light to make food for itself. Pupils suggest a number of outcomes if a plant is deprived of light for a period of time. Year 6 pupils know how to use a decision tree to sort and group objects scientifically. For example, they know that various items can be sorted and categorised from the answers to a number of systematic questions.
176. Scrutiny of pupils' work from earlier years shows that insufficient attention has been paid to the standard of presentation of written work and results. Although satisfactory overall, progress has been uneven and pupils have not been encouraged to extend and develop their ideas. Work undertaken during this academic year by Year 6 pupils is of a better quality and the pace of progress has quickened. Pupils are making good progress in their use of diagrams, tables and results that, if sustained, will enable members of the year group to achieve results that reflect their oral knowledge and understanding.
177. Pupils enjoy science. Most pupils work well together. They share ideas and swap information readily. For example, in a lesson in Years 1 and 2 investigating how light is reflected by objects in a dark enclosure, pupils were keen to share their thoughts and views. Although some of their ideas were based more on imagination than logical thinking, others valued what they said and did not react unkindly when the outcome was known. In Year 6, pupils readily helped each other with framing questions more precisely to make the key work. Pupils in Year 2 co-operated well with each other when making their circuits and in helping others to iron out such problems as loose connections and faulty batteries.
178. The school now teaches science as a subject rather than as part of a topic. This appeals to pupils because there is much more time available for them to undertake practical investigations. The good emphasis placed by the co-ordinator, both in the school's policy and the schemes of work, on developing pupils' investigative and experimental skills strengthens this approach. Throughout the school, girls and boys have similar opportunities to participate in science lessons. Staff effectively guide and advise pupils with special educational need, particularly in practical work, enabling them to make similar progress to others.
179. Teaching is predominantly good in Years 1 and 2 because teachers challenge pupils to think, develop and record their ideas and findings systematically. Teachers use questions well to build up pupils' understanding. For example, in a Year 1 lesson, the teacher asked pupils to identify various items of electrical equipment in their kitchens at home. With prompting and encouragement, pupils volunteered that items such as clocks and radios are powered by batteries, 'with the electricity in the tubes', and that others, such as washing machines and kettles, need to be connected to a mains supply. With further questioning they described various ways in which electricity is used in such equipment, for

example, to heat water and make the drum of the washing machine go round. A similar use of questioning was evident in the Year 2 class.

180. The quality of pupils' writing when recording their results is good in the Years 1 and 2 class because of the close links established with literacy. In the writing about what they saw and discovered, pupils write accurately in their own words. Many write at length and demonstrate the beginnings of good evaluative thinking.
181. Teaching in Years 3 to 6 is satisfactory overall. The quality of discussion and practicality of the questioning used by teachers is good. For example, in a lesson on friction in Year 3 the teacher built effectively on earlier work when sharing the objectives for the lesson. Pupils were then asked to work in groups to discuss ideas and formulate possible ways in which a car could be made to travel faster down a slope. This preparation served them well because they recalled what they had previously done and this sparked new ideas. Similarly, in a Years 4 and 5 lesson, pupils were learning to identify the function and name parts of a flower. The teacher made good use of diagrams to illustrate the position of the petals, stamen and stigma. Clear instructions and attention to the purpose of the lesson helped to focus pupils' thinking on exactly what they had to do.
182. The quality of written work varies in Years 3 to 6. In some classes, there is a good balance of discussion, practical activity and recording. In these lessons, teachers give pupils clear guidance and help in setting out their work properly. This is not the case in other classes and pupils' work lacks the disciplined approach needed to accurately record and present information.
183. In the junior classes, there are significantly more boys than girls. Teachers are aware of this imbalance and use questioning well to encourage girls to take a full part in lessons. However, in these classes, gaps in pupils' prior knowledge and understanding are evident. This affects the quality of teaching and learning because teachers are unsure as to exactly what pupils know and can do. Work is not always closely enough matched to pupils' needs.
184. Better use of assessment information would also benefit teachers when they come to make statutory assessments in Year 2. In the 2001 teacher assessments in science, published results show that no pupil was assessed as reaching the higher levels at the end of Year 2. This is not in fact accurate and inspection evidence confirms that a similar proportion of pupils in this year group to that found nationally are working above the expected level for their ages. The reason for this discrepancy stems from teachers not having sufficient recorded assessment information available to confirm their judgements.
185. The science co-ordinator has worked hard to ensure that teachers now have detailed schemes of work to follow and plenty of ideas for stimulating and practical work. Planning shows a good balance of the science curriculum. She has plans to develop a system for ongoing assessment in the subject along the lines suggested in the nationally available subject guidance. She sees teachers' planning and, from her scrutiny of pupils' work, is aware of areas for development.
186. Learning resources for science are adequate. The use of information and communication technology to support work in science is still limited, but the respective subject co-ordinators are aware of this and plan to address it. The more consistent use of literacy and numeracy skills across the school is now required to help raise standards of written, as well as oral, work in science.

ART AND DESIGN

187. At 7 and 11 years of age, pupils attain above the nationally expected levels. These standards are similar to those identified in the previous report.
188. An improvement since the last inspection is that art is now taught more regularly as a subject rather than as part of a topic approach. In addition, a new policy and guidelines are helping teachers to plan their lessons more clearly, so that there is good coverage of the National Curriculum in this subject. It is because of these improvements that skills are now taught and developed systematically year on year. This is helping to promote good attainment and progress. Work in sketchbooks, for instance, shows how pupils in Years 3 to 6 are learning to draw with growing detail and accuracy so that by Year 6 they produce work similar to their intended plan.
189. In Years 1 and 2, pupils make good progress with their work as they express their ideas and feelings through different materials, such as paint and collage. When pupils study light, effective teaching links this study with imaginative work with paint: mixing paints and lightening and darkening colours, encourages pupils to experiment with new ideas and skills as they create paintings of 'light' and 'the dark'. In Year 2 pupils use their memory and imagination to recreate their impressions of the patterns and shapes of bonfire night. They make careful choices of materials that depict the hot colours of the bonfire and create striking abstract patterns of moving flames and exploding fireworks. By the end of Year 2, many pupils are willing to stand back, reflect upon and improve their work.
190. In Years 5 and 6, because of the mature way in which pupils collaborate and share ideas with others, pupils make good progress. There is some good work produced in groups. In one such group, pupils reconstructed paintings in the style of famous artists, such as Van Gogh, and reflected the bold, vivid colours in their own work. In another group, pupils successfully highlighted a specific piece of a painting and used pastels to create the precise, delicate detail of the work.
191. Good links are made between art and other subjects. Work in clay draws from the study of rain forests as a stimulus for decoration and relief work on clay tiles, whilst computer programs are used imaginatively to develop pupils' appreciation and understanding of pattern and colour. Pupils' knowledge of the Ancient Greeks lends itself well to work in art, as pupils recall and use geometric patterns and classical shapes in their own decorations on plates. Pupils' literacy skills develop as teachers encourage pupils to talk about their work, using correct artistic terms, and to listen to the views of others. In information and communication technology, pupils successfully apply artistic skills and imagination to creating advertising posters.
192. Behaviour in lessons is good and so learning moves on at a good pace. Pupils have good social skills and share ideas and resources amicably. This makes lessons all the more enjoyable and helps pupils to progress. All pupils work well together. Pupils with special educational needs are thoughtfully supported by staff, who check that they understand what they have to do and guide them in their work. Because pupils value their contributions and ideas, all are able to learn from each other.
193. Teaching is good. Lessons move at a good pace. Teachers have secure subject knowledge and use this to develop pupils' skills systematically. An instance is in Year 5, where pupils are encouraged to make close observations of flowers and not always to draw stylised forms. A shortcoming in teaching is that assessment tasks vary and teachers do not yet consistently use them to make judgements about attainment and progress. Resources are accessible and well used in lessons

194. The co-ordinator is managing the subject well. Parents are pleased with the extra-curricular opportunities provided by the school in art and feel this contributes to the good standards achieved.

DESIGN AND TECHNOLOGY

195. Standards in design and technology are broadly similar to those attained by 7- and 11-year-olds nationally. This is an improvement since the last inspection, when attainment was judged to be below average.
196. The co-ordinator has introduced new schemes of work, which provide consistent and regular coverage of the subject in each year. This, in turn, is helping pupils make more even progress across the school. However, pupils' planning in design and technology is still not as good as it might be; work in books can be disappointing and presentation is often untidy. In Years 3 to 6, designs and plans are not always specific enough or thought out step-by-step.
197. In Years 1 and 2, pupils progress steadily with their making skills. They enjoy assembling sock puppets and are able to make appropriate choices of materials and decoration. They discuss their plans, follow them through and recognise what they have achieved. Younger pupils also experiment with making 'teddies' with moving arms and legs. They successfully test different fastenings to find the most suitable.
198. By 11 years of age, pupils generate ideas and use a variety of materials and components. In Years 4 and 5, pupils successfully experiment with cogs, wheels and drive belts as they consider how to make a fairground ride. They investigate different ways of supporting their ride and test different materials. One group became very interested in their work and moved on to consider the best material to use for making a drive belt. Teaching was effective in this lesson because of the good use of key questions and a useful worksheet, which helped to clarify pupils' thinking.
199. Throughout Years 1 to 6, pupils make steady progress with their learning as they study food technology. Younger pupils bake cakes and observe how materials change, whilst older pupils learn about kitchen skills and experiment with different combinations and ingredients. Effective management of lessons means that different groups can work on different aspects of planning, design and evaluation. For instance, while one class group make sandwiches and decide on their favourite fillings, another evaluates different types of bread by taste, texture and appearance. Lessons like this hold pupils' interest and so they concentrate on what they are doing and achieve well. These lessons also make an important contribution to pupils' personal, social and health education through attention to healthy eating and hygiene.
200. Pupils use their numeracy skills for weighing and measuring, but the inclusion of accurate measurements on plans is not yet a common feature of older pupils' work. Literacy skills are reflected in pupils' discussions and evaluations of their work. The use of information and communication technology skills is developing; control technology skills in Years 3 to 6, where pupils are programming a traffic light sequence, provide a good basis for future work in design and technology.
201. All class groups work well together, including boys and girls who work in mixed groups. Pupils with special educational needs are included fully in all lessons and receive good support from very capable classroom staff. There are no pupils from minority ethnic groups in the school.

202. Teaching is satisfactory. Teachers are following the new subject guidelines in a more consistent way and so there are fewer gaps in pupils' learning and skill development. Teachers manage their lessons well and move learning on at a steady pace. However, pupils' designs are not yet working documents, enabling them to plan, carry through and evaluate their ideas in a systematic way. Making skills are much better taught.
203. The co-ordinator has worked hard to improve the subject and has a clear action plan for the way forward. His useful monitoring of planning and teaching is helping to raise standards. A portfolio of pupils' work is being developed to help teachers assess the standards and progress of pupils' work. Resources are adequate but, because of the practical nature of the subject, require more regular review and replacement.

GEOGRAPHY

204. At the ages of 7 and 11 years, pupils reach standards in line with national expectations. These standards are similar to those at the time of the last inspection. Satisfactory progress has been made since that time, particularly in terms of introducing programmes of learning based on national recommendations.
205. Pupils in Years 1 and 2 make satisfactory progress. In the very small number of lessons seen during the period of inspection, the teaching was very good. Daily sessions in Year 1 to discuss the weather help pupils to recognise weather conditions and the symbols that represent them. Teachers' very good use of questions during discussions help pupils to think about the kind of descriptive words which best describe different types of weather. Most pupils devise their own weather symbols, such as a snowman or a flash of lightning. Pupils enjoy listening to each other's comments and they show considerable enthusiasm at the thought of unusual weather conditions, such as snow.
206. By the age of 7, pupils talk about some of the features of the school environment. They describe the main buildings and most pupils give accurate directions from one room to another. They describe some of the features that they like and comment on how litter can make an environment unattractive. At this stage of their learning, few pupils are able to offer reasons for the location of buildings and settlements.
207. In Years 3 to 6, pupils make satisfactory progress. In the very small number of lessons seen, teaching was good. It enabled pupils to become familiar with maps and encouraged their curiosity in identifying locations. Teachers provide good opportunities for pupils to find out where countries are in relation to the British Isles. In topic work on Ancient Greece, pupils made good progress in their recognition of the country from maps of different scales. They handle atlases well and are quick to make use of contents and index pages.
208. By the age of 11, pupils mark some of the main climate zones on world maps. They comment on some of the features of rainforests. Less able pupils describe the vegetation and wildlife; the more able also comment on the advantages and disadvantages of tourism. The majority of pupils present information about climate and rainfall in simple graphs, using their numeracy skills effectively. They also download information from the Internet that is relevant to the topic they are studying. However, their research skills in investigating more information about the effects of human activity are relatively underdeveloped.
209. Throughout Years 1 to 6, boys and girls work well together. Pupils who have special educational needs are well supported by staff who ensure that they understand what they have to do and help them to take a full part in discussions. This helps pupils to make similar progress to others in the class.

210. The arrangement of topics throughout the school provides sufficient opportunity for pupils to develop geographical skills and teachers follow the subject guidelines carefully. The headteacher has recently taken over the co-ordination of the subject on a temporary basis, following the departure of the co-ordinator. The range of resources is satisfactory and recent purchases, such as the acquisition of new atlases, have improved the situation. Because learning materials are distributed throughout the classrooms, some teachers are not fully aware of the resources available for their use. The school makes good use of the locality to support teaching and learning.

HISTORY

211. Standards are above national expectations at the age of 7 and similar to national expectations at the age of 11 years. Good progress has been made in the subject since the last inspection, especially amongst younger pupils who have more directly benefited from the co-ordinator's actions.
212. Records indicate that last year's Year 2 achieved levels above expectations and that this level of performance is being sustained in the current Years 1 and 2. No teaching was observed in these classes during the period of inspection, because the topic cycle did not include history, but a scrutiny of pupils' work reveals the high standards they achieve.
213. Nearly all pupils in Years 1 and 2 successfully develop a sense of chronology related to their own lives or those of their families. They write brief descriptions of their significant achievements in past years, such as *'I learned to walk.'* They gather important information from questionnaires to their parents and grandparents, especially about the toys and games played in past times. This provides a good basis for discussions and written work. Pupils know that some of their favourite toys, such as computer games and remote-controlled cars, did not exist in their grandparents' childhood. Most pupils write about games which have not changed since that time, and which they still play. They are able to place teddy bears in chronological order and describe how their appearance has changed over time.
214. The majority of pupils in Years 1 and 2 use the correct historical terminology, such as *'old'*, *'new'* and *'oldest'*, in their writing. Pupils describe the household appliances in kitchens at the time of the Second World War. They know about hand washing and the use of mangles rather than washing machines. Pupils are aware of the work of Victorian servants and describe the washing, baking and polishing they undertook in a visit to a local historic house. The meaning of *'oldest'* and *'newest'* occasionally confuses less able pupils, but they are consistently accurate in their identification of old and new items.
215. In the small number of lessons seen in Years 3 to 6, teaching was satisfactory. Teachers introduce lessons well, giving pupils a good sense of purpose. Initial discussions help pupils to recall previous learning. There are good arrangements for including pupils with special educational needs in class discussions because they are frequently asked suitable questions and their contributions are valued. Some of the reading material provided for less able pupils is very difficult for them to understand, which can restrict their opportunities to research information independently.
216. Teachers' factual knowledge about past historical periods, such as Ancient Greece, is good, but they are less comfortable when discussing the strengths and weaknesses of different sources of information. Pupils know about, and use, secondary sources of information, such as books, videos and the Internet, but they are much less knowledgeable about how historians find out first-hand information about ancient peoples.

217. Pupils develop satisfactory factual knowledge and compare contrasting cultures from the same historical period, such as the differences between Sparta and Athens. They write about significant historical developments and provide thorough descriptions of past lifestyles. This makes good use of their literacy skills. Teachers are quick to identify factual errors in pupils' written work and they make suggestions about how pupils could include more detail in their writing. However, they seldom give pupils advice on how they might explain the causes of events and their effects.
218. Teachers make good use of visits to places of interest, such as historic houses and museums, to develop pupils' learning. Pupils have good recollections of these visits and speak about them enthusiastically. Pupils are especially curious to find out more about past lifestyles and often speak sympathetically about how much more difficult life was in past ages. They are interested in historical artefacts and can talk knowledgeably about their own local area, especially when discussing the ages of buildings.
219. The co-ordinator provides good leadership of the subject. Recommended schemes have been adopted and these have been well modified to meet the school's needs. The co-ordinator has a good awareness of the strengths and weaknesses of pupils' work, especially in the infant classes. Resources are well organised and made readily accessible to class teachers. The range of resources to support pupils' learning is satisfactory. However, there are few sets of books from which whole classes can work at the same time.

INFORMATION AND COMMUNICATION TECHNOLOGY

220. Standards in information and communication technology are similar to those expected of pupils at the ages of 7 and 11 years. Although this judgement is similar to that made in the previous inspection, the school has kept up well with rapid developments in the subject in the intervening period.
221. The school's new computer suite, together with intensive in-service training for staff, is enabling a full curriculum to be provided for pupils. Scrutiny of teachers' plans and pupils' previous work demonstrates that all aspects of the subject are being developed. Therefore, pupils are making good progress and standards are rising.
222. Pupils in Year 1 log on independently, using their personal user name and password. They readily help each other and ask for help when they need it. Using an art program, they accurately use the mouse to 'drop and drag' the cursor and certain keys on the keyboard to select colours and tools to create their 'Owl baby' pictures. Year 2 pupils also log on independently and follow instructions as to how to load a shared document from the server. They demonstrate familiarity with the mouse and keyboard as they use the backspace and delete keys to alter and correct the given text. They save their completed work, again unaided.
223. Lessons seen in Years 3 to 6 were based on the development of control skills. In these lessons, pupils had to programme instructions to a set of traffic lights to control traffic crossing a river bridge. A good feature of this program is that pupils of different abilities and previous experience work at a level that is challenging. The more familiar the pupil is with control techniques, the harder the task. Pupils successfully build up a series of instructions to create a control loop. They select functions, identify which coloured light or lights to turn on and off in a given time. They know that their instructions have to be logical and complete otherwise the sequence will fail. As they progress to the harder tasks, pupils build effectively on their earlier learning to help them find solutions to their problems.

224. Pupils are very keen to work with computers. They take turns in a very mature way and readily help each other. They make good progress because they are keen to 'have a go' and confident that they will overcome the difficulties they encounter. They like to work independently and apply themselves well. There are no significant differences between girls and boys.
225. Pupils with special educational needs benefit from the support they have during class lessons and when they use computers for group work in writing during literacy lessons. Staff successfully plan tasks that are matched to pupils' needs. This enables pupils to make good progress.
226. The quality of teaching is good and this enables pupils to learn well. Most teachers have a good subject knowledge and are themselves confident in the skills they are teaching. They readily admit that this has not always been the case, but they have derived much benefit from the specialist training. One of the strengths of the teaching is that staff provide a good level of support to pupils to help them think logically. This good attention to building up skills step-by-step is enabling pupils to apply their learning successfully. Another strength is the skill and expertise of support staff, some of whom have successfully completed training courses in information and communication technology. This is invaluable during lessons and afterwards when, as is often the case, technical problems with equipment need to be resolved.
227. A scrutiny of pupils' work on file and on display shows that word-processing skills are being successfully developed alongside spreadsheet and other applications. Pupils have controlled access to the Internet and e-mails. Teachers are starting to develop the application of information and communication technology to support literacy and numeracy and extend this to other areas of the curriculum but, as yet, this is not fully established.
228. The school recognises that further investment is required to make information and communication technology readily available in all classrooms. For example, the co-ordinator has identified that a large projector would help make group teaching more effective. In addition, laptop computers, which could be used in anywhere in the school, would enable pupils to make more regular use of their skills across the curriculum. This would help pupils apply and develop their skills more systematically across the curriculum, particularly their research skills.
229. In addition to the computer suite, pupils have access to other types of technology such as tape recorders, CD players and video recorders. When the equipment in the school office is replaced in the near future, pupils will have access to a fax machine and telephones. Discussions with pupils show that they are familiar with the many different applications of computer technology and comfortable in using and handling equipment.
230. The co-ordinator has only recently taken over responsibility for this area of the curriculum. He works closely with a governor who is an IT professional. She brings a good knowledge and understanding of the wider applications of the subject as well much valued technical expertise. The school has adapted national guidelines to help it with planning and assessment. All in all, the school is keeping abreast of developments in this area

MUSIC

231. There were limited opportunities to see music lessons during the inspection but, based on the available evidence, standards at the ages of 7 and 11 years are similar to those expected nationally. Progress is satisfactory.

232. The quality of pupils' singing is good and makes a valuable contribution to acts of collective worship. Pupils' diction is particularly clear. They follow the accompaniment tunefully, maintaining a good rhythm. They listen attentively to a range of classical music in assemblies.
233. Pupils in Years 3 and 4 perform songs they have learnt in previous lessons, such as *Bobby Shaftoe* and *Li'l Liza Jane* confidently. They listen carefully to rhythmic patterns and respond accurately to them. To a piece of recorded Greek music, they fashion percussion *ostinati* using crotchet and quaver beats.
234. Year 5 and 6 pupils sing *Frere Jacques* and *Shalom* in two parts. They are familiar with such vocabulary as 'texture', 'tempo' and 'structure'. When listening to *Mercury* from *The Planets Suite*, they concentrate carefully on the music and can identify different moods in the music.
235. Pupils enjoy instrumental work. They are enthusiastic and keen to try out their composition ideas. They take turns to play and they listen carefully to what others are playing. Boys and girls take an equal part in both singing and playing and they work well with each other.
236. The quality of teaching is satisfactory. Teachers plan their lessons carefully and take care to include all pupils in lessons. They draw upon pupils' literacy and numeracy skills in lessons. Pupils' listening skills, in particular, are well practised. At present, pupils' use of information and communication technology in music is limited, but staff acknowledge this as an area for development. Pupils with special educational needs are well supported by staff, particularly in instrumental work where some need particular help in handling and controlling instruments. Teachers' subject knowledge is sound.
237. Since the last inspection, the co-ordinator has successfully introduced new arrangements for class music lessons. She has adapted a commercial scheme that gives coverage of all aspects of the curriculum. Useful guidance for teachers to assess what pupils know and can do is included in each unit taught. These arrangements work well and the co-ordinator provides valued help for colleagues in planning their lessons. She is enthusiastically developing her own expertise as a pianist and uses these skills effectively in lessons.
238. Pupils benefit from instrumental tuition provided by visiting teachers on woodwind, strings and brass. A school orchestra, made up of pupils learning instruments, meets each week and performs to parents and members of the community during the school year. Pupils value the opportunity to learn instruments at school and enjoy opportunities to make music.

PHYSICAL EDUCATION

239. Standards in physical education are typical of those found nationally at the ages of 7 and 11 years. This is similar to the findings of the previous inspection. The school plans a satisfactory physical education programme, including swimming for pupils in Year 4. Approximately three-quarters of these pupils reach the nationally expected level by the time they have completed their swimming sessions. The school offers good opportunities for the pupils to experience outdoor activities during the annual residential visit to Kingswood.
240. Pupils in Years 1 and 2 change quickly and walk maturely to the hall. They have a satisfactory awareness of space as they change their body shapes by stretching, curling and twisting movements. Pupils work with good independence and confidence as they create different shapes at different levels, responding well to the teacher's instructions.

- They begin to link movements into simple sequences. Pupils in Year 2 practise throwing and catching balls and learn the difference between an underarm and overarm throw.
241. As pupils get older, they practise and develop their previously acquired skills. For example, in Year 3 planning shows that pupils develop the skills needed to play hockey. They learn to push and then stop the ball with a hockey stick. Pupils in Years 4 and 5 develop satisfactory sequences during a dance lesson, depicting the growth of plants. They work well together with a partner and talk enthusiastically and with enjoyment about the music by Vivaldi. In Year 6, a dance lesson was linked to the science topic on 'Living Things'. Pupils worked co-operatively in groups as they explored which movements to use to describe the images they wanted to re-create. They worked hard at improving their movements and making good use of space.
242. The quality of teaching, and the progress made by pupils as they move through the school, is satisfactory. One dance lesson seen in Years 4 and 5 was very good. In this, the progress of pupils was enhanced by the teacher's effective demonstration, which showed the pupils exactly what was expected of them. It resulted in the pupils exaggerating their body movements well, using all parts of their bodies.
243. Teachers manage pupils well and have satisfactory subject knowledge. In the best lessons, teachers ask pupils to demonstrate regularly and this develops their ability to appreciate the skills of others and celebrate their own achievements. Teachers expect pupils to listen carefully to instructions and they respond well. Teachers often link physical education lessons to other topics. For example, last term Years 5 and 6 linked their dance lessons to the geography topic about the Rainforests. Pupils with special educational needs make similar progress to other pupils because staff support them well and other pupils value their contributions.
244. Pupils play in games and competitions against other local schools. They have recently represented South Yorkshire in the North of England Championships in a six-a-side football tournament. Older pupils have the opportunity to be involved in a residential visit to Kingswood where they have the opportunity to develop skills in outdoor, adventurous activities such as rock climbing. There is a satisfactory range of sporting activities for older pupils to take part in after school, including football, rounders, netball and badminton and cricket coaching.
245. The subject co-ordinator is enthusiastic and has a clear vision of what is happening in physical education lessons. She monitors teachers' planning and has begun to monitor teaching. She has an accurate idea of the standards achieved by the ages of 7 and 11 years. In addition, she has reviewed the school's policy and teachers' guidelines. A satisfactory range of small and large equipment is easily accessed. The subject promotes pupils' social skills well as pupils work together developing skills, knowledge and understanding in many activities inside and outside school.

RELIGIOUS EDUCATION

246. At the ages of 7 and 11 years, pupils achieve the standards expected in the locally agreed syllabus. Progress throughout the school is steady.
247. Standards in religious education have improved since the last inspection, when the content of lessons and the development of pupils' spirituality needed improvement. The subject co-ordinator has produced a new policy and guidance in schemes of work, which provide a clearer structure for teachers to follow. Throughout the school, religious education is now regularly taught and teachers systematically follow the guidelines of the local agreed syllabus. Many 'circle time' discussions, which provide good opportunities for pupils to talk

over issues that face them as part of everyday life, also have a religious and spiritual focus.

248. School and class assemblies successfully promote a sense of spirituality and provide a quiet time for pupils to consider their own place in the world. This was evident in an assembly produced by Years 3 and 4 pupils, who used the theme of pebbles and a paper chain as a focus for reflection. They led others to consider that while each one of us is unique, we must learn to work and live together in harmony.
249. Whilst lessons in religious education follow a broadly Christian theme, the study of other faiths and beliefs is built upon in greater depth year on year as pupils move through the school. In Years 4 and 5, pupils learn how prayers and holy places, such as shrines, are important to Hindus. They successfully linked this learning to their own experiences. They reflected on how people and special things, important in their own lives, are treated with love and respect. Although resources were available for this lesson, they were restricted in number and range and thus had a limited influence on enhancing the quality of learning.
250. In one Years 3 and 4 class, the teacher effectively used music to set the scene for quiet reflection. With her guidance, pupils maturely considered how they could make a fresh beginning and perhaps make the world a better place. Good teaching effectively drew upon a story from the Bible and opened up discussions about making a new start.
251. A scrutiny of work in pupils' books shows that they study important celebrations and festivals, such as Christmas, Diwali and Hannukah in depth. In the juniors, pupils are encouraged to look at different symbols and holy books of other faiths along with their own study of the Bible. Whilst discussions in class are lively and show a good depth in learning, written work is often disappointing both in terms of its quality and the amount of work produced. Pupils do not systematically develop their literacy skills in religious education lessons.
252. Pupils listen and behave well in lessons and are keen to share their own experiences with others. Staff support pupils with statements of special educational needs well and help them to make good progress because, for example, of the help and prompting they give to help pupils take a full part in discussions.
253. Teaching is sound. Teachers have good subject knowledge and because they value pupils' individual responses, discussions are interesting and lively. Teachers plan with the guidance of schemes, but assessment of pupils' learning is not clear enough to help with planning the next steps.
254. The subject co-ordinator has produced new schemes of work which follow the locally agreed syllabus more closely than at the time of the last inspection. As a result, there is more consistent coverage of agreed themes. Although resources reflect faiths other than Christianity, their quantity and range is limited.