

INSPECTION REPORT

**BELTON LANE COMMUNITY PRIMARY
SCHOOL**

Green Lane, Grantham, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120392

Headteacher: Mr P Cupit

Reporting inspector: Neil Tonge
1157

Dates of inspection: 10 – 13 June 2002

Inspection number: 195334

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Primary
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Green Lane Grantham Lincolnshire
Postcode:	NG31 9PP
Telephone number:	01476 400520
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Carr
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1157	Neil Tonge	Registered inspector	Geography History	What sort of school is it? School's results and their achievements How well is the school led and managed? What should the school do to improve further?
9010	Gail Ellisdon	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
5531	Janet Croft	Team inspector	Foundation Stage Mathematics Art and design Music	How well are pupils taught?
8534	David Price	Team inspector	Science Information and communication technology Physical Education Religious Education Equal Opportunities English as an additional language	
1028	David Page	Team Inspector	Special Educational Needs English Design and technology	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Belton Lane Community Primary School is situated on the northern outskirts of Grantham and serves pupils largely drawn from municipal housing estates, containing pockets of disadvantage. A private housing estate was built during the 1990s and a few pupils from here also attend the school. Attainment on entry is below that expected of pupils of this age and a number of pupils have speech and language difficulties. There are 253 pupils on the school roll with 25 full time equivalent nursery children and 9 further classes of mixed-age. The school is exclusively white with 2 pupils of other European origin, two of whom are refugees and one from South America and for whom English is an additional language. The school has a similar number of pupils with special educational needs to the national averages, but a higher than average number of pupils with statements of support for behaviour and learning needs.

HOW GOOD THE SCHOOL IS

Belton Lane Community Primary is a good school. Teaching is effective. The management of pupils, some of whom have difficult problems to overcome, is both consistent and positive. As a result, pupils enjoy coming to school and want to do well for themselves and their teachers. This good and inclusive climate for personal development and learning has been created by the very good direction of the head, senior management team, subject co-ordinators and governors and the commitment of teachers.

However, the needs of pupils with different abilities, particularly the higher attainers as well as pupils with special educational needs, are not always planned for or met adequately. In addition, whilst the school has kept pace with national trends of improvement and whilst standards in English, maths and science are improving, they are still too low. Nevertheless, taking into account the low academic starting point of many pupils and the success with pupils with difficult behaviour, the school gives good value for money.

What the school does well

- The quality of teaching and learning is good.
- Pupils enjoy coming to school, appreciating and valuing what teachers and other adults do for them. Relationships between pupils are good and they share and co-operate with one another willingly.
- The head, deputy and senior management team and subject co-ordinators have been very successful in providing systems, structures and a climate in which standards are improving.
- Pupils feel valued. The school has good systems for ensuring that the social and emotional development of pupils is well supported.
- The school has developed effective systems for monitoring and setting targets for academic improvement.

What could be improved

- Standards in English, maths and science.
- The consistency of academic challenge to enable all pupils to improve appropriately, particularly higher attaining pupils.
- The provision for pupils with special educational needs.
- Ensuring the marking policy is implemented.
- Systems for monitoring and raising attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Overall, the rate of improvement has been very good. The school was required to improve in 6 key areas and all have been accomplished. In addition, the quality of teaching and learning has improved as well as the management of pupils with difficult behaviour.

Statutory requirements in swimming are now being met. Standards of attainment in Information and communication technology (ICT) are now in line with national averages. Teachers have received

appropriate training and are confident to teach the subject. There is an established scheme of work and an appropriate use of ICT is evident across the curriculum while resources for the subject have improved. Schemes of work for all subject areas are now in place. The school has a comprehensive and detailed system of assessment to monitor pupils and to set targets for improvement but there is a need to apply this information consistently in planning work for them. A very effective management structure is now in place, which monitors the work of the school and directs improvement. The governors have improved their knowledge and skills in assisting the school to improve. They are now satisfactorily integrated into the monitoring and strategic planning for the school. In addition, teaching has improved considerably since the last inspection when 16% lessons were unsatisfactory. The role of subject co-ordinators has also improved. They are enthusiastic and have a good knowledge of how to improve standards in their subject areas.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	D	E*	E*
Mathematics	D	C	E*	E*
Science	D	E	E*	E*

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

National Curriculum results in 2001 show that pupils at the end of Year 6 achieved well below the national averages in English, maths and science and well below compared to similar schools and to their previous attainment. This is explained by the high number of special needs pupils in this group; the poor attendance of pupils in year 6; the inclusion of two pupils who had been excluded in the total number and two seriously disturbed boys who refused to do the test; and a succession of teachers from January onwards. There was also some pupil mobility in the year group and as a consequence the school failed to meet its targets of 75% achieving level 4 and above in English and 75% level 4 and above in mathematics, although many pupils achieved in line with their expectations.

Over time, standards in English, mathematics and science remain below national expectations. The trend of improvement, however, is broadly in line with the trend of improvement nationally. In the 1999 results the school received an achievement award for improved progress. Evidence from the inspection indicates that whilst standards in English and science are below national expectations, they are in line in mathematics. Pupils are making good progress in English and satisfactory progress in mathematics and science.

By the end of Year 2 pupils are below national expectations and compared to similar schools in reading and well below in writing and mathematics. This was principally due to staff changes and their replacement with supply teachers. Inspection evidence shows that pupils are below expectations in English and science but in line in mathematics. Pupils are making good progress in English and satisfactory progress in mathematics and science.

From inspection evidence the school is well placed to achieve its targets of 75% Level 4s and above in English, mathematics and science. This would be in line with the capabilities of these pupils.

In art and design, design technology, information and communication technology, physical education and religious education pupils are in line with national expectations. In geography and history pupils are below expectations, where their lower levels of literacy prevent them from attaining higher results. In music pupils are achieving above the national expectations. Pupils are making satisfactory progress in all these subjects and making good progress in music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and expect to work hard.
Behaviour, in and out of classrooms	Satisfactory. Pupils understand and follow the established routines and meet the expectations set for them.
Personal development and relationships	Relationships are very good. Pupils respect the care all adults in the school show them. Pupils willingly co-operate and share.
Attendance	Unsatisfactory. Attendance is below the national average.

The school has worked hard to develop a behaviour policy based on positive reinforcement. The consistency with which it is applied ensures a calm, orderly and productive atmosphere in which good learning takes place. As a consequence, relationships between members of the school community are very good. Attendance however, is below the national average and apart from illness is principally due to parents taking holidays during the school term. The school also needs to tighten up on procedures for registering pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Overall, teaching and learning are good, with almost two-thirds of teaching good, very good and excellent. Only one lesson was unsatisfactory. Lessons are well planned with appropriate resources. Teachers are successful in managing the behaviour of pupils, some of whom can be very challenging, by a consistent application of the school's positive behaviour policy. Learning support assistants provide valuable help in meeting the needs of pupils with learning and behaviour difficulties. All staff are skilled in teaching literacy and numeracy. However, there is some inconsistency in meeting the needs of all pupils, particularly the higher attainers and those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage. Satisfactory across the rest of the school. The school provides a broad range of learning opportunities with an appropriate emphasis on the development of literacy and numeracy.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is unsatisfactory although there are some good features, for example in leadership and the support given by the learning support assistants.
Provision for pupils with English as an additional language	Pupils with English as an additional language have made satisfactory progress and are well integrated into their classes.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall satisfactory. Provision for social and moral development is good while that for spiritual and cultural development is satisfactory. The school is careful, because of its all white population, to ensure that pupils have the opportunity to study and understand other cultures. The school offers a good range of activities beyond the school curriculum.
How well the school cares for its pupils	Good. Procedures for child protection and ensuring their welfare are effective. In particular the arrangements for monitoring and promoting behaviour are good.

Pupils experience the full range of National Curriculum but greater attention needs to be paid to meeting the needs of higher attaining pupils and improving the provision for pupils with special educational needs. A particular strength of the school is the success it has in managing the behaviour of pupils, some of which is challenging. As a consequence pupils feel valued and they respond by enjoying school and respecting the adults in the school community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, deputy and senior management team have been successful in providing systems, structures and a climate to improve standards.
How well the governors fulfil their responsibilities	Satisfactory. Governors are committed to improvement. Their knowledge of school priorities is good and they play a satisfactory role in monitoring performance and in making the strategic directions affecting the school.
The school's evaluation of its performance	Good. Procedures for monitoring teaching and learning are comprehensive and detailed.
The strategic use of resources	Excellent. School spending is carefully monitored and judged against demanding criteria. Accommodation is good and there are sufficient qualified teachers and resources to meet the demands of the National Curriculum.

The school has had many obstacles to overcome since the last inspection. The headteacher has provided both clear direction for improvement and the determination to see changes for improvement implemented. As a result he has established a shared commitment from the senior management team, subject co-ordinators, teachers and governors to monitor and improve standards within the school. Rigorous criteria have been established to ensure the school achieves the best return for its spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • The expectation that their children will work hard. • Good quality teaching. • The care of their children. 	<ul style="list-style-type: none"> • Information about the progress of their children. • The frequency and quality of homework.

Inspectors agree with parents on the points raised but do not agree with parents' views on homework. Inspectors consider the homework set is relevant and appropriate and assists the pupils in making progress. The inspection team agrees with parents that they require more information on the progress of their children through further consultation meetings.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Testing of pupils on entry to the school shows that the attainment of pupils is below that expected of pupils in their age group, especially in personal and social development and in speaking and listening skills. There are also a high number of pupils with statements of behavioural need, which affects the ability of these pupils to learn effectively. The school draws pupils from areas in which there are pockets of high social disadvantage.
2. Results of the National Curriculum tests at the end of Year 2 in 2001 show that the proportion of pupils achieving the expected levels was below the average in reading and in the teacher-assessed science, and well below the average in writing and mathematics when compared to schools nationally and with those schools having similar numbers of pupils receiving free school meals. In reading, there was a similar proportion of pupils to those nationally who achieved the higher level 3 but in writing there were no level 3's. In mathematics, some pupils achieved the higher level 3 but there were a higher proportion of pupils who did not achieve the expected levels for this age group and in the science teacher assessments. Over the last three years, results in reading have fluctuated from year to year but have shown a broad improvement from 1999. Results in writing, mathematics and science have been consistently well below compared to all schools nationally. Girls are outperforming boys in reading, writing and mathematics. The school is aware of this and has attempted to improve the performance of boys through boy-friendly materials and activities and this is beginning to improve their performance. Trends over time indicate that the school is performing below national expectations but is improving at the same rate as the national trend. Nevertheless, tests taken by these pupils on entry to the school show that 87 per cent of pupils achieved or exceeded their predicted levels in reading and 74 per cent in mathematics. Evidence from the inspection shows that pupils are below expectations in English and science but they are making good progress in English and satisfactory progress in science. In mathematics pupils are in line with expectations and are making satisfactory progress.
3. At the end of Year 6, the 2001 national test results show pupils performing well below the national average results for English, mathematics and science. The results were in the bottom 5 per cent of all results nationally. A higher proportion of pupils failed to achieve the results expected nationally for their age group, particularly at the higher level 5. These pupils had also failed to make the expected progress based on results on previous tests at the end of Year 2. There were several reasons for this. Two pupils were excluded for extremely bad behaviour but were still included in the total number of pupils doing the test. Two seriously disturbed boys spoiled their papers. The year group also experienced a number of new pupils coming to the school, two of whom were pupils with special educational needs. The Year 6-class teacher left at Christmas and was followed by a succession of temporary teachers. Due to staffing circumstances the headteacher was unable to re-deploy staff to this class. As a consequence the school failed to meet its targets for 2001. Results over time show that there is little difference in performance between boys and girls, except in English where boys do less well. However, the school has made considerable efforts to improve boy's writing and evidence during the inspection shows an improvement. Trends over time show that the school's results for 11-year-olds in English, mathematics and science taken together are broadly in line with the rate of improvement in national test results. Evidence from the inspection shows that pupils are below expectations in English and science but are making good progress in English and satisfactory progress in science. In mathematics pupils are in line with expectations and are making satisfactory progress.
4. The headteacher and key staff analyse results of standardised tests and National Curriculum tests and set targets for each pupil to improve. There is a substantial amount of information available for this purpose although the sheer volume needs to be refined further to be of immediate and practical use for teachers. There is also a need to use this information consistently beyond English and mathematics.

5. Evidence from the inspection shows improvements in writing, mathematics and science. As a result the school is well placed to achieve its targets for 2002.
6. The previous inspection report stated that standards in English were in line for pupils at the end of Year 2 and this has been maintained over the longer term in reading but results in writing have remained consistently below. Nonetheless, pupils are making good progress, including pupils with special educational needs. Many pupils are able to recognise familiar words but only the higher attaining pupils are able to use a range of methods to work out the sound and meaning of words with which they are not familiar. Results in writing have been consistently well below but are showing signs of improvement. Higher attaining pupils can form regular shaped letters, although their writing is not always joined. They can produce simple sentences but do not always remember to put in full stops and capital letters. Average pupils in the school can use simple words and phrases and spell simple words accurately. In some instances too much reliance on models for writing limits the development of pupils' writing skills. Pupils with English as an additional language make satisfactory progress.
7. By the end of Year 6 pupils' speaking and listening skills are overall below national expectations. Lower attaining pupils have difficulty in speaking words clearly. Results in reading are broadly in line with standards expected of their age group. Higher attaining pupils can read well and are above national expectations. They are able to pick out the important points from a text and explain them. Lower attaining pupils read with less confidence but are able to explain important points in texts that are appropriate to their ability. Most pupils are familiar with the layout of non-fiction books. By the end of Year 6 pupils are broadly in line with expectations in writing. Higher attaining pupils punctuate with accuracy. Middle attaining pupils can use capital letters and full stops accurately but are less consistent with other punctuation. Lower attaining pupils can use capitals and full stops accurately but their spelling of longer words is often inaccurate.
8. By the end of Year 2, the majority of pupils achieve in line with national expectations in mathematics and they make satisfactory progress. By the end of year 6 they have maintained satisfactory progress, including pupils with special educational needs, and the majority of pupils are broadly in line with the expectations for their age group. National test results for 2001 showed standards lower than national expectations but particular circumstances explain this poor performance. Evidence from the inspection indicates that pupils are in line with the expectations of their age group, particularly among the higher attaining pupils. Results on the national tests at the end of the school year prior to the inspection, showed standards lower than those observed during the inspection.
9. Attainment in science is below national expectations at the end of Years 2 and 6. This represents a decline in performance from the previous inspection report when standards were in line with national expectations. The school has consistently achieved well below when compared with schools nationally over the last four years. One of the main reasons for the poor performance in science is the lack of development of investigative skills. The school has recognised this as an important issue and has developed an action plan to address this shortcoming.
10. Standards in information and communication technology have improved considerably since the last inspection when standards were well below average. As a result of staff training, the introduction of a detailed scheme of work and the use of ICT in other subjects, the enthusiastic work of the co-ordinator and the provision of an ICT suite and computers in classrooms, standards are now in line with those expected by the end of Year 6.
11. By the end of Years 2 and 6 standards of work in art and design, design technology, physical education and religious education are broadly in line with those expected for their age group. Standards in music are above those expected nationally but geography and history are below because of pupils' limited literacy skills. Pupils are making satisfactory progress in all these subjects, including history and geography and making good progress in music.
12. Pupils with special educational needs are identified early and when they receive specific support, they make good progress in relation to their Individual Educational Plans, although

these are not always clearly written. This allows them to make the same progress as their peers.

Pupils' attitudes, values and personal development

13. The previous inspection reported that pupils had positive attitudes towards their work. This continues to be the case. Nearly all pupils say they very much like school and are proud to be pupils at the school. Their enthusiastic participation in extra-curricular activities is further evidence that they enjoy school and all it has to offer.
14. In most lessons pupils take an interest in their class activities and want to do well. They willingly and sensibly talk with visitors about what they have done. For the most part they settle quickly to their tasks and sustain concentration. However, throughout the school but especially in Years 3 and 4, there are children with low attention spans or who lack the self-discipline to apply themselves to work consistently. In a few lessons, especially those that lack pace or where pupils have not been well briefed or sufficiently challenged, this results in wasted time and hampers the pupils' progress. In general the pupils' independent learning and research skills are underdeveloped because not enough lessons are based on the key elements of enquiry and interpretation.
15. Pupils are generally supportive of those of their peers with special educational needs. Pupils with special educational needs respond well when there are high expectations placed upon them by teachers and support staff and they are keen to do well.
16. Inspection findings support most parents' view that behaviour at the school is generally good. For instance inspectors found most pupils sensible, friendly and polite when speaking with them. In many lessons and assemblies pupils are very well behaved. They sit quietly and listen carefully to teachers and each other. They put up their hands to answer questions and take turns when doing so. This is because they understand and follow set routines and codes of conduct. However although most pupils show they are capable of good behaviour, there are sometimes significant amounts of unsatisfactory behaviour in lessons particularly in Years 3 and 4. Pupils talk amongst themselves and ignore the teacher. Some fidget or wander about and try to disrupt others. Such behaviour is most obvious in lessons where activities are not appropriate or sufficiently challenging, and/or there is not enough special needs support for pupils with challenging behaviour. In these lessons pupils become distracted and noise levels build up; little meaningful work is done and progress is unsatisfactory. Most pupils move around the school in a very orderly fashion showing due regard for the needs of others, though sometimes there are unacceptably high amounts of pushing and shoving, particularly on the stairs. Despite lapses such as these, an atmosphere of calm and purposefulness predominates throughout most of the school day, and this has a positive impact on the quality of learning. Pupils behave sensibly in the dining hall showing a good understanding of appropriate social skills. They also behave well at playtimes. This is due at least in part to the wide range of small apparatus and games available, enabling them to engage in constructive play. Pupils also respond well to the positive strategies employed by the midday supervisory assistants. To emphasise that poor behaviour will not be tolerated, pupils are excluded if they exhibit particularly unacceptable behaviour such as using bad language or hitting another pupil. In the school year before the inspection, ten boys were excluded, two of them permanently. Two parents wrote in support of the firm action taken by the school.
17. Teachers provide good role models. They treat pupils with politeness and respect and this is reflected in the very courteous and considerate way most pupils behave towards staff, each other and visitors. Pupils clearly respond very positively to the school's obvious concern to provide them with a pleasant environment. They take care of the school's possessions as well as their own. No vandalism, graffiti or litter, not even pencil shavings on classroom floors, were seen during the inspection. This is a great credit to the whole school community.
18. Because they are taught about friendship and the affect of their action on others, relationships amongst pupils and with adults at the school are generally very good. Most pupils mix well, playing and working together harmoniously. Several examples of them working constructively in small groups and pairs were seen. A good example was observed in a Years 5 and 6

science lesson when pupils collaborated well to develop a 'branching' key for identifying small animals. The very effective way in which pupils from the early years onwards co-operate when tidying up at the end of lessons is particularly impressive.

19. An incident of oppressive behaviour was seen during the inspection and pupils say that bullying does occur. However most feel that cases are dealt with speedily and effectively. Through circle time and in assemblies pupils learn respect for others and their differing needs and views. This is well illustrated, for example in the interest they show in stories about other peoples' faiths and experiences.
20. Pupils of all ages respond well to opportunities for taking responsibility. They keenly volunteer for messenger and monitoring duties, which they perform conscientiously and with pride. Older pupils willingly accept greater responsibilities such as looking after the younger ones at lunchtime and in assemblies, which they do with great care, and in helping to run the school library. School council members undertake their role seriously and sensibly. The school's good arrangements for pupils to take appropriate responsibility have a positive impact on their personal development and inspection evidence supports most parents' view that the school enables the pupils to become mature and responsible.
21. Although improving, the overall attendance rate at the school is not yet satisfactory. In the year ending May 2001 it was well below the national average, but at 93.83% it is higher this year. Analysis of attendance data for the year ending in May 2002 shows considerable variation in the attendance of the different year groups. For example it is 95.67% in Year 4 but only 92.45% in Year 5. The majority of absences are accounted for. Most are for 'medical' reasons, but a significant minority are for holidays during term time, a few of which exceed two weeks. Other recorded absences are for excluded pupils or for miscellaneous reasons acceptable to the school. Not all pupils get to school on time. On most days some children arrive a few minutes after the start of the school day at 8.55 a.m. and one or two even later. A few pupils are fairly often late.
22. The school now fully complies with statutory requirements for reporting attendance data. Clear details are given in the prospectus and governors' annual report to parents and on the pupils' end of year written reports.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The quality of teaching is predominantly good or better. During the inspection, two thirds of the teaching was good or better, with almost a third being very good or excellent. About a third was satisfactory. Only one lesson was unsatisfactory. This is an improvement since the last inspection in which 16 per cent of lessons were unsatisfactory. At the Foundation Stage and Key Stage 1, teaching was predominantly good, with some very good and excellent lessons and none less than satisfactory. At Key Stage 2, teaching was predominantly good, with teaching in Years 5 and 6 better than in Years 3 and 4, where only one lesson was unsatisfactory.
24. The predominantly good quality of teaching across the school is characterised by good knowledge and understanding of children's intellectual, creative, physical, personal, social and emotional development. This is linked with good knowledge and understanding of the curriculum and results in planning that is well focused on advancing children's knowledge and skills and increasing their understanding. Learning objectives for lessons are clear and communicated well to pupils and this aids pupils' understanding of what they are learning and helps them to keep them on track in lessons.
25. Teachers plan lessons that have a good structure, with clear introductions, developments and conclusions. They move lessons along at a brisk pace and pupils are kept busy, which helps to reduce poor behaviour. Evaluations at the end of lessons lead pupils to deeper understanding about their learning, for example what it is that distinguishes good work and effort. Teachers have used the national literacy and numeracy initiatives well to develop systematic teaching of basic skills. They ensure that children build up essential understanding, knowledge and skills

in phonics, grammar and number bonds. These elements are well taught. Teaching is at least satisfactory in the other subjects of the curriculum but there is an inconsistency in planning adequately for the full range of abilities.

26. In the best cases pupils with special educational needs receive very good support in lessons from support assistants who work in a well -focussed way with the pupils. This gives them full and equal access to the curriculum. Communication between teachers and support staff is very good and this enhances pupils' learning. There are good opportunities for them to plan together and an effective record sheet completed by support assistants ensures teachers can maintain an up to date view on pupils' progress. The support assistants have all recently received training in issues related to teaching and special educational needs. The special educational needs co-ordinator manages their performance. This ensures that their own performance targets are well linked to the key issues for special educational needs at the school. There is a growing level of skill amongst these staff to support those with special needs.
27. Those pupils with statements of special educational need receive the support as defined in their statements. The Individual Educational Plans for pupils with special educational needs generally have clear, concise targets, which are shared with pupils and reviewed regularly. However, the quality of these plans is inconsistent. Almost all the targets for improvement on the Individual Education Plans relate to literacy and numeracy issues. However, there are a significant number of these pupils whose behaviour impacts negatively on their learning. Targets need to better reflect the specific needs of individual pupils. The special education needs co-ordinator has clear plans to review the emphasis placed on different targets in the plans. Additionally, the reviews of the plans do not currently ensure that targets and action points are modified to reflect the changing needs of pupils, or that the school is accurately prioritising those that need specific help.
28. The application of the behaviour management policy is a strength of the school. Teachers have developed an appropriate range of methods for dealing with poor behaviour that not only ensures good behaviour in lessons, but also effectively helps pupils to improve their personal and social skills. The policy is consistently used and pupils have a very good understanding of rewards and sanctions in operation. To some extent the school is a victim of its own success, in that it has gained a reputation for its work with children with emotional and behavioural problems. There is a need to monitor the number of children with serious problems in this area as this could put considerable strain on the school's resources.
29. Teachers are beginning to implement a good marking and assessment policy although all teachers do not use it adequately. In Years 1 and 2, much of the marking is general praise, such as 'Well done' and 'Good work'. It is more helpful where teachers use stamps that say such things as 'target achieved', especially when the stamp is placed on copies of targets that children have stuck into their books. At Key Stage 2, much of the marking is also written praise and encouragement, but almost all teachers require children to write the aim of the written work and some comments and stamps are being set against these. This is particularly helpful to pupils. Teachers keep records of children's progress, mostly noting attainment against targets. The generally good match of work to pupils' prior attainment was indicative of information from marking and assessment informing planning.
30. The teaching of pupils with special needs is good. It is undertaken partly by learning support assistants who work closely with teachers and, in some cases, with outside agencies. Teachers' practice of making objectives for lessons very clear helps the learning support assistants to focus their support. Teachers also share planning notes and when necessary, give short, oral briefs. Some Individual Education Plans have too many targets and some are not focused on the pupil's main problem, for example several plans focused on learning targets, when the pupils' main problems were behavioural.
31. There is a small number of children who are learning English as an additional language and teachers support these children in learning to speak and listen. They provide effective models of spoken and written language and use effective visual aids and other resources. They provide language support assistants and liaise effectively with these. There are no children identified as gifted or talented.

32. Where teaching was less good, teachers did not take sufficient note of children's stages of development and their level of skills, knowledge and understanding, so that work was set that was, in most cases, too easy. In a very small minority of cases teachers' subject knowledge was weak, resulting in unfocused teaching and support materials, such as worksheets, which were of poor quality and in some cases restricted opportunities for the children to show what they already knew, understood and could do. In other instances the quantity of work and time targets were not set, resulting in pupils producing too little work.

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

33. Overall, the quality of the curriculum is satisfactory and the school has made good improvements since the last inspection report. All subjects now have an effective scheme of work and these provide a good foundation on which teachers can plan their lessons, both in the medium and short term. The school is involved in a number of national initiatives designed to raise standards. It achieved the Basic Skills Quality Mark in 2001, which celebrates its work on literacy and numeracy. The Partners in Reading project seeks to raise standards in reading and the Family Learning Project is designed to further involve those at home in the pupils' learning. The range of learning experiences, however, need to further develop pupils' investigative and enquiry skills.
34. The curriculum is broad and balanced and includes all the subjects of the National Curriculum and religious education. An appropriate time has been given to the different subjects with priority for English and mathematics.
35. No pupils are disapplied from the National Curriculum and two pupils are withdrawn from religious education and collective worship. The school has an effective scheme for teaching personal, social and health education. This includes aspects of citizenship, as well as suitably providing for drugs awareness and sex education. The quality of work provided for these pupils is good and set in liaison with the parents.
36. Overall, the provision for pupils' spiritual, moral, social and cultural development is satisfactory. Provision for pupils' spiritual development is satisfactory. Pupils' spiritual development is supported when they are encouraged to observe flowers very closely in art. A visit to a local garden centre provided a very good opportunity for pupils to consider their ' beautiful world '.
37. Provision for pupils' moral development is good and is enhanced by the consistent display of the school rules, rewards and sanctions in classrooms. Pupils are asked to consider moral issues when they are provided with displays about the environment and land-fill sites. The school has organized a walk to school week.
38. Provision for pupils' social development is good. Pupils' social development is well supported when the school encourages them to work together in many lessons, for example, in design and technology where pupils collaborate successfully in exploring winding mechanisms. In English pupils' social skills are supported when teamwork is explicitly stressed by the teacher when they are undertaking group work. The school provides many clubs where pupils' social skills can develop, such as clubs for records, computers, board games, cricket and tennis for example. Social development is further supported through posters for parents in the nursery helping them consider issues such as postnatal depression and separation
39. Provision for pupils' cultural development is satisfactory. The attractive ' community quilt ' celebrates and values the teachers' and pupils' views on the locality and their own culture. In English pupils are given the opportunity to study their local culture when they are working on local dialects. An anti -racism poster helps pupils deal with an element of their culture. Valuing other cultures is well supported in the nursery with pictures of families and nursery rhymes from Asian and African heritages. There are many culturally sensitive books throughout the school such as the ' Caring for others ' in Reception. There was much evidence of work on world faiths in religious education. In this way the school is satisfactorily preparing pupils for living in a

culturally diverse world but there is a need to extend these efforts through direct experience of visits and visitors.

40. The generally good support given to pupils with special educational needs allows them full and equal access to the curriculum and other aspects of school life. Pupils with special educational needs are identified early and, when they receive specific support, they make good progress in relation to their Individual Education Plans and allows them to make the same progress as their peers.
41. At the time of this inspection the school has three pupils who have English as an additional language. Two of the three are brothers and their parents speak English at home. The school uses the appropriate services of the local authority to assess these pupils, offer resources and generally support the class teachers. The elder of the two has made very good progress and needs very little extra help in the classroom. The younger one is also making good progress and receives appropriate help within the school. The third pupil has just arrived and is being assessed.
42. The majority of classes in the school have two age groups in them. In literacy and numeracy lessons in Year 5/6 classes, pupils are taught in ability groups. The difficulties of providing for the needs of every pupil within such a wide age and ability range are not always successfully met in all subjects, even though most teachers are good practitioners and have good support from classroom assistants.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Staff provide pupils with very good pastoral support. They know them well and take appropriate account of individual needs. Relationships are very good and there is mutual respect between most pupils and adults. Caring and consideration pervade the school ethos and most pupils say they feel happy, secure and valued. This is reflected in the confidence with which they approach teachers – a very large number cited ‘the teachers’ as the ‘best thing about school’ – and the positive attitude most show towards learning and in their play. The good quality support the pupils receive before their transfer to the secondary school is further evidence of the school’s caring approach.
44. Having identified poor behaviour as a factor contributing to both low attainment and a negative perception of the school held by some members of the local community, the school has recently invested considerable time and resources into developing strategies for promoting good behaviour. A behaviour policy that is based on a positive approach and the development of the pupils’ self esteem has been adopted. This is supported by a clear procedure based on assertive discipline, for dealing with pupils who misbehave. Through a careful programme of ‘training’ all adults at the school, as well as pupils and parents have been familiarised with these behaviour management strategies. The policies are well embedded in school practices. Most teachers apply discipline firmly but fairly. They consistently praise good work or behaviour that are further reinforced by the carefully considered use of rewards such as vouchers, certificates or congratulations in a celebratory assembly. Unacceptable behaviour is not tolerated. Instances of poor behaviour are carefully recorded and the information used to target specific pupils for mentoring and behaviour modification with parental support. Pupils whose behaviour is particularly challenging are provided with expert special educational needs support whenever possible. The school believes that these initiatives have led to discernible improvements in both behaviour and the general morale at the school and inspection evidence supports this view. For example most parents whose opinions were obtained during the inspection expressed satisfaction with the standards of behaviour at the school and several with ‘difficult’ children praised the school’s strategies for dealing with them. A longstanding midday supervisory assistant expressed amazement at the recent dramatic reduction in the amount of ‘bad’ language amongst the pupils.
45. Teachers and support staff are well aware of the various needs of pupils with special educational needs and work hard and conscientiously to address them. There are good assessment procedures for identifying the special needs of pupils. The school keeps an

effective register of special educational needs, keeping parents informed, and reviewing progress regularly. The school meets the requirements as detailed in pupils' statements of educational needs.

46. The school's procedures for monitoring and promoting good attendance are not entirely satisfactory. A number of sound strategies are used. For example parents are frequently reminded of the procedure for reporting absences and those who do not comply by letting the school know why on the first morning of their child's absence are always contacted immediately. However attendance procedures are not consistently applied. For instance there is some variation in the time registers are marked and 'closed' and not all teachers use the standard codes. This means that attendance data may not be entirely accurate. Furthermore the school does not make it clear to parents that leave for holidays in term time is at the discretion of the governors and not an automatic right. Of particular concern is that the school's registration procedure allows for a pupil who arrives over half an hour late, to be left shown as absent in the register. This has serious implications in case of fire or other instances of emergency evacuation. The school has not had the services of an Education Welfare Officer for almost a year. Governors have not fully considered all possible strategies for improving attendance. They have not yet given sufficient attention to evaluating the attendance policy and procedures, making detailed analyses of registers to establish patterns of absence or setting targets for improvement.
47. The school's academic record keeping systems are comprehensive, accurate and meticulously kept. There is considerable information on pupil progress and this enables the school to set ambitious but realistic targets for pupils. These targets are shared with pupils and their progress toward meeting them regularly monitored. Teachers use this information effectively to plan work appropriate to the range of abilities of pupils in English, mathematics and science. However, this information is not consistently used to plan work in other subjects. As a result, the learning needs of all groups of pupils, particularly the higher attainers, are not always met. In addition there is a need to produce more manageable targets for pupils with special educational needs. Despite this, the school has made considerable progress in putting into operation an effective assessment and monitoring system.
48. The effective arrangements for ensuring the pupils' welfare and safety, reported in the previous inspection, have been maintained. The head teacher is responsible for child protection and undertakes regular training. He ensures that staff are aware of the issues and procedures involved. They in turn show great sensitivity towards the children and are quick to alert him of any concerns. There is first aid cover throughout the school. Parents are always informed in writing if their child receives a bump to the head and all incidents requiring 'treatment', however slight, are noted in the accident book. The school has cordial relationships with the school link nurse; she is always available for consultation. Fire drills are held, evaluated and logged each term. All necessary equipment and apparatus are checked regularly by outside specialists. The governor with responsibility for health and safety, together with the head teacher and site manager undertakes a formal check each term, and there is a standard pro-forma for others to report day-to-day concerns. In this way governors' ensure that the school is maintained in a generally safe condition. Risk assessments have been made for off site activities such as swimming and levels of supervision at break and lunchtimes are satisfactory. The school is aware of a few health and safety concerns, such as the tripping hazard caused by bags, coats and school equipment lying about in some parts of the school, noticed by inspectors. Personal, social and health education lessons and physical education programmes are used effectively to promote healthy life styles. Outside 'experts' such as the nurse and the community police officer, make a positive contribution to this by running health promotion and personal safety sessions for the pupils.
49. The school's procedures for monitoring and promoting the pupils' personal development are very good. Staff take care to promote each pupil's strengths, whatever these might be, and to help them become confident with others. For example 'sharing time' in Years 1 and 2 is used effectively to boost the pupils' self esteem. In 'circle time' discussion sessions older pupils feel free to express their feelings in a secure and understanding environment. Through such strategies the school is particularly concerned to help a number of essentially immature pupils learn how to manage themselves as individuals and thus gain more from their education.

50. Teachers keep written records of each pupil's behaviour and personal development, and work closely together as children move through the school. This good exchange of information means that the pupils' individual needs are met effectively. Suitable comments about the pupil's personal development are included in their annual reports.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Nearly all the parents whose views were obtained during the inspection have positive opinions about most aspects of the school. They like the working atmosphere it promotes and consider the teaching to be good. They see their children as happy at the school and making good progress and getting on well there. However a significant minority of parents feel that they are not sufficiently informed about their children's progress. Inspection findings support this view. Whilst parents are encouraged to approach staff at any time to share concerns about their child's education and many feel able to do so, there is only one formal consultation evening each year. This is towards the end of the summer term. Inspectors consider that opportunities for parents to meet formally with staff to discuss their child's work in the autumn and spring terms would be more helpful in giving parents an on-going overview of their progress. Furthermore scrutiny of pupils' annual reports shows that although they are all positive and encouraging, subject comments are often too general. Only the best examples give a clear indication of the individuals' progress, their attainment in terms of the National Curriculum and targets for improvement even for the core subjects. Inspectors do not agree with those parents who say there is not enough homework; they found that relevant homework is set and marked regularly in most classes.
52. Provision for formal interviews and regular contacts with parents who have children with special educational needs are good and contribute well to pupils' learning, although a number of parents wish for an individual consultation early in the autumn term. Individual Education Plans do not currently include guidance as to how parents can provide further support at home. Behaviour records are sent home each night and provide a very good level of information for parents.
53. The school's concern to keep parents well informed about its work is evident and it uses a good range of methods to ensure they are kept up-to-date. The prospectus and governors' annual report to parents contain much useful information, though both omit one or two required details such as the school's standard attainment test targets. Regular newsletters give diary dates and reminders about such things as the importance of parental support in behaviour management. They also include details of any changes in school organisation as well as invitations for parents to help at the school. A particularly attractive feature of the newsletters is that each edition includes a sample of work done by a particular year group. Curriculum evenings, when topics to be covered and approaches are explained, are held for parents of each class at the beginning of the school year. Teachers also give parents topic sheets outlining what is to be covered each term, though they do not include any suggestions for complementary 'home' activities. Very well organised literacy and numeracy workshops are arranged for parents and meetings covering topics such as sex education and standard attainment tests are held from time to time. Regrettably, despite all the school's hard work, these events are sometimes very poorly supported by parents. Because the school appreciates the important role of parents, the school is always anxious to consider their views when developing plans and policies. For instance parents were recently invited to join the steering committee for the Healthy Schools Initiative. The school has also just set up a pilot after-school homework club in response to parental requests for one.
54. The school considers it important that parents support their children's education and actively encourages them to become involved, for example through the family literacy and numeracy projects in Reception and Year 1, and by the distribution of very useful leaflets about helping children with reading and handwriting. Some do, so for instance by listening to their child reading or monitoring homework. Many parents enjoy attending special assemblies, school productions and other special events with their children. However, relatively few are more actively involved in the life of the school. About six give valuable support on a regular basis by helping pupils on the school's reading recovery scheme. One or two give occasional help with

cooking, art or design technology or give talks about an area of expertise such as nursing uniforms through the ages. A few others help on educational visits, with sports day or in the library. The school accepts that it has not yet fully tapped the parents' potential as partners in their children's education and continues to encourage more to become involved. There are signs that the staffs' diligence in this respect is beginning to bear fruit. Twice as many parents attended the second family numeracy project course, as did the first.

55. The school enjoys the support of a parent, teachers and friends' association. Monies raised by the association through such events as fairs and cake raffles are used to purchase library books, football posts, play equipment and other resources for the benefit of the pupils and to give them 'treats'. Although primarily a fund raising group, members of the Parents, Teachers and Friends Association do sometimes help in other ways, for example by providing refreshments at parents' meetings and workshops. A grandfather has also recently made some most attractive furniture for the library and a local lady with no previous connection with the school has just become a 'volunteer' helper.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school by the headteacher and key staff is very good. This represents a considerable improvement since the last inspection when the school was required to develop an effective management structure, improve the participation of the governing body in the monitoring and strategic direction of the school and to enable curriculum co-ordinators to manage their subject and specific areas of responsibility.
57. High staff turnover and increasing pupil mobility contributed to the problems facing the school. As a consequence the local authority placed the school in its category of giving concern. The new headteacher who was appointed after the inspection provided excellent direction in which the school needed to improve. A deputy and an evolving management team that implemented a number of initiatives to address the issues the school faced ably assisted him. Staff turnover contributed to the difficulties of implementing these initiatives but much has been achieved in a relatively short space of time. Most important, a climate of self-evaluation has been created and a shared commitment to improve.
58. There are now 5 members of staff on the management team, representing important facets of the school, for example in assessment and Foundation Stage provision. The deputy head has been instrumental in developing important areas of the school's effectiveness, for example in assessment, analysis of test information and target setting for whole school and individual pupil improvement. There are detailed tracking procedures in place to monitor the performance of pupils and to set targets, which are shared with pupils. Schemes of work and subject policies have been put in place. The school has established good procedures for setting performance targets for staff and for monitoring progress toward these targets. They focus not only on the professional development of teachers but also on their contribution to improving pupil performance. Good systems are in place to support and develop the two newly qualified teachers, both of whom feel valued and appropriately supported. Appropriate priorities are identified through school development planning and the active participation of all contributors. Investment in books for the library, the installation of computer equipment and of particular importance, good quality learning support assistants, have effectively supported the learning of pupils. More learning support assistants are still required to tackle the range of learning and behaviour difficulties
59. Subject co-ordinators are playing a greater role in the monitoring and improvement of standards. Most co-ordinators scrutinize pupils' work and teachers' planning, providing informal advice and support to other teachers and have a procedure for record keeping, as well as a development plan. However, this tends to be more focused in the core areas of English, mathematics and science, which is understandable when standards in these subjects are vital and need to be improved. This means that other subject areas are not required to produce a development plan for their subject if it does not feature in the school development plan and this therefore limits the extent of progress these subjects make. Additionally, co-ordinators do not

collate record keeping in subjects other than English, mathematics and science and there is therefore an insecure view on standards in these subject areas.

60. Governors have improved their skills and knowledge of the school through a series of training programmes and from direct involvement in the school. A core of governors are particularly well acquainted with a detailed knowledge of the main issues and the day to day running of the school. Financial management of the school is very good and spending decisions are carefully scrutinized for cost effectiveness. Specific grants are used appropriately and effectively, for example in information and communication technology and special educational needs. The spending on computers and the installation of a computer suite have already had a positive effect on standards. The school makes good use of information and communication technology to support the management of the school. The school is also aware that this could be developed further, for example by using it for assessment tracking.
61. The special educational needs co-ordinator provides very effective leadership for this area of the school's work. She has worked hard in a well-focused way in the short time she has had responsibility for this area. She has already brought about significant improvements to the Individual Education Plans and to the ways in which support is deployed. She has a very clear and detailed plan for further development, which includes appropriate priorities. The school is well placed to deal with the current weaknesses in provision and to build still further on recent improvements.
62. The special educational needs governor meets with the special educational needs co-ordinator from time to time to be briefed on developments. The co-ordinator reports frequently to the standards committee of the governing body keeping them well informed. Governors' role in monitoring this aspect of the school's work needs to be further developed and has not improved since the last inspection. There are a number of increasingly well-trained learning support assistants who provide good support for pupils with special educational needs. Their work is highly valued by the school and they are respected members of the school team. Resources for special educational needs are good and are well used to support pupils' learning. Specific grants and other funds are allocated appropriately to support the learning needs of pupils with special educational needs.
63. The school has suitable teachers for the teaching of the National Curriculum and religious education but insufficient learning support assistants to meet the needs of the range of learning and behavioral needs. Staffing arrangements work well and where teachers have job share arrangements, they work and plan well together.
64. Accommodation is good. Although the school was built in 1953 and is in constant need of maintenance the school provides an attractive and spacious environment for learning. However, there are some accommodation areas of the school that are no longer required because of falling rolls and these represent a drain on the school's budget. Outside areas are extensive and attractive. Playgrounds have games painted on their surface, which adds to the children's enjoyment and there are extensive areas of grass and trees to make the environment attractive.
65. Resources are satisfactory to meet the needs of teaching the National Curriculum. The provision of books in the library is good but there is a need to reclassify the books so that they can be more appropriately chosen to match pupils' abilities. The provision for information and communication technology is particularly good. Science is also now well equipped and is beginning to make an impact on rising standards in that subject. There is a need, however, to improve resources in religious education.
66. The leadership and management of the school have made good progress in many identified areas for development in the school. There are good systems for monitoring and tracking the performance of the school and individuals. The consistent and effective implementation of the behaviour policy has provided a climate in which learning can take place. Over the longer term, there has been a modest improvement in standards of attainment in English, mathematics and science but this is still too low. The school has initiated action plans to improve standards in these important core subjects and evidence from the inspection supports the judgements that

standards in English, mathematics and science are rising. However, performance in these subjects is still too low and this remains the most important objective for the leadership and management to achieve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has achieved much in the last four years but the raising of standards of attainment in English, mathematics and science remains the most important issue for the school. All of these issues with the exception of attendance have been identified in the school development plan.

The headteacher, governing body and staff of the school should:

- (1) Raise standards in literacy by:
 - providing more challenging and demanding tasks for higher attaining pupils;
 - reducing the reliance of pupils on models of writing presented by teachers and increasing their independence;
 - implementing the school's plans to improve the listening and speaking skills of pupils;
 - improving the consistency of quality marking;
 - further refining the categorisation of difficulty of books in the library;
 - continuing to motivate boys to want to write.(2), (3), (6), (73), (74), (75), (76), (77), (78), (79), (80), (92).
- (2) Raise standards in numeracy by:
 - providing opportunities for pupils to apply their knowledge through solving problems and identifying more investigative work;
 - continuing to implement the maths action plan;
 - ensuring that extension activities challenge the higher attaining pupils.(2), (3), (8), (93), (94), (95), (96).
- (3) Raise standards in science by:
 - implementing fully the school's action plan;
 - developing pupils' investigative skills;
 - providing more challenge for the higher attaining pupils.(2), (3), (9), (98), (99), (100), (101), (102).
- (4) The provision for pupils with special educational needs by:
 - writing the targets so that they more closely describe the specific needs of pupils;
 - reviewing the Individual Education Plans more regularly so that they more accurately describe the changing needs of pupils;
 - ensuring that the Individual Education Plans include more manageable action points;
 - further refining the school's methods for identifying those that need support.(12), (15), (16), (26), (27), (30), (40), (45), (61), (83), (86), (97), (115).
- (5) Improving the consistency of marking by:
 - implementing the marking and response policy;
 - monitoring pupils' work to ensure the policy is being implemented;(29), (89), (125), (132).
- (6) Improve the attainment of higher attaining pupils by:
 - ensuring that more challenging work is set for these pupils in all subject areas;

- monitoring the work of these pupils to ensure that they are receiving work in line with their abilities;
- ensuring subject co-ordinators indicate the higher order skills in their subject advice.
(14), (32), (33), (42), (47), (106),(107), (133), (138)

(7) Improve systems for monitoring and raising attendance by;

- ensuring that the procedures for marking registers are adhered to;
- informing parents of the discretionary rights of the school in granting leave of absence for pupils.
(21), (46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	19	12	1	0	0
Percentage	2	23	44	29	2	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 percentage points.

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)	25	253
Number of full-time pupils known to be eligible for free school meals	0	23

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	7	72

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	14	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	14	14	12
	Total	27	28	26
Percentage of pupils at NC level 2 or above	School	82 (83)	85 (80)	79 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	14	13	12
	Total	28	27	27
Percentage of pupils at NC level 2 or above	School	85 (83)	82 (80)	82 (83)
	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	21	17	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	7	11
	Girls	12	9	12
	Total	21	16	23
Percentage of pupils at NC level 4 or above	School	55 (68)	42 (73)	61 (68)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	12
	Girls	11	9	13
	Total	22	19	25
Percentage of pupils at NC level 4 or above	School	61 (71)	51 (63)	66 (68)
	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	253
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	23	2
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)	11.6
Number of pupils per qualified teacher	21.4
Average class size	24.8

Education support staff: YR – Y6

Total number of education support staff	6.4
Total aggregate hours worked per week	175.5

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	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13.3

FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	605,201
Total expenditure	599,503
Expenditure per pupil	2,369
Balance brought forward from previous year	22,076
Balance carried forward to next year	27,774

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	12.6

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

Number of questionnaires sent out	250
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60.0	34.0	6.0	0	0
My child is making good progress in school.	42.0	45.0	10.0	2.0	2.0
Behaviour in the school is good.	29.0	60.0	8.0	0	3.0
My child gets the right amount of work to do at home.	31.0	39.0	13.0	5.0	13.0
The teaching is good.	52.0	42.0	0	2.0	5.0
I am kept well informed about how my child is getting on.	37.0	32.0	27.0	3.0	0
I would feel comfortable about approaching the school with questions or a problem.	58.0	31.0	5.0	0	6.0
The school expects my child to work hard and achieve his or her best.	58.0	39.0	0	0	3.0
The school works closely with parents.	35.0	40.0	11.0	6.0	6.0
The school is well led and managed.	45.0	34.0	11.0	2.0	8.0
The school is helping my child become mature and responsible.	44.0	45.0	3.0	3.0	5.0
The school provides an interesting range of activities outside lessons.	48.0	29.0	11.0	3.0	8.0

Summary of parents' and carers' responses

Inspectors agree with parents on the points raised but do not agree with parents' views on homework. Inspectors consider the homework set is relevant and appropriate and assists the pupils in making progress. The inspection team agrees with parents that they require more information on the progress of their children through further consultation meetings.

Several parents included written comments, which were generally supportive of the schools' efforts. Two parents, whose children had caused behaviour problems praised and supported the actions taken by the school.

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

Personal, social and emotional development

67. Children's personal, social and emotional development is well fostered and they make good progress. By the end of the Foundation Stage, the majority of children are likely to achieve all of the early learning goals in this area and the majority achieve a good standard. They show enthusiasm for learning and sustain interest for appropriate lengths of time, for example in building a tower of plastic bricks and looking at books. They are sufficiently self-confident to try new challenges and speak in front of a group. They form good relationships with each other and staff, for example they play together happily and laugh at a joke made by the teacher. They work well as part of a group and accept the need to take turns and share. They learn that routines and systems are necessary for the smooth running of a class. They develop their awareness of right and wrong and learn to behave well. Through focused topic work, stories and role-play, they develop their awareness of people's different cultures and beliefs and their tolerance of these increases. The quality of teaching in this area is good. Staff implement effectively school policies in personal and social education and in behaviour management and their teaching is clear and consistent. This is especially helpful for children who have special needs who have personal and social development targets. The school has maintained good standards since the last inspection.

Communication, language and literacy

68. Standards in communication, language and literacy are satisfactory, but this does not reflect most children's progress, which is good. Many children start below the national expectation for children of this age and by the end of the Foundation Stage, the majority are likely to achieve all the early learning goals. More able children attain parts of Level 1 in National Curriculum English. Children listen with attention to stories, information and each other, and their comments and questions show that they are beginning to understand and think about what they hear. Most of the children speak clearly and more able children are able to maintain and develop conversations, as their vocabulary increases. They enjoy rhymes and activities which focus on the sounds of letters and their phonetic knowledge increases, so that older children are able to write simple regular words and make phonetically plausible attempts at more complex words. Books and reading play a key part in the daily programme and children's early book skills are well developed. Less able children look at illustrations intently and take meaning from these and more able children focus on the text and read a number of words accurately. Teachers develop children's communication, language and literacy skills very well. They give children many opportunities to talk and listen, for example 'news' and 'show and tell'. They read stories with expression and enjoyment and ask pertinent questions that make children look at and listen to details, think about what they see and hear, and speculate and draw conclusions about meanings. Teachers also provide very good opportunities for mark making, drawing and writing. Children draw and paint and use a variety of writing materials, such as post-cards and shopping lists in their role-play. Less able children develop from scribbling to controlled marks and more able write recognisable letters. The well-planned and systematic literacy sessions enhance children's development in this area.

Mathematical development

69. Most children reach a satisfactory standard in mathematical development and are on course to achieve the outcomes expected of children of this age. More able children attain parts of Level 1 in National Curriculum mathematics. They make good progress. They have many opportunities to use numbers in various contexts, for example they count the number of children present at registration time and they count cubes, beads, pegs and many other things as they play. The majority count to 10 reliably and more able children can go further than this. Teachers provide some excellent activities, for example a 'magic cloth' game makes children say where numbers belong in the sequence to 10 and a 'bunch of grapes' game helps them to

understand why it is better to line things up to count them. Games and rhymes are an important part of early number activities and in some of these children develop understanding of adding and taking away small amounts. More able children write numbers and successfully complete simple addition and subtraction sums. In a variety of activities children gain understanding of shape, space and measures, for example in a craft activity they focus on the shape of containers, in role-play they learn to recognise coins and in the sand they say whether containers are heavier or lighter. The well-planned and systematic teaching of numeracy skills enhances children's development in this area.

Knowledge and understanding of the world

70. In knowledge and understanding of the world, children are on course to reach the goals expected of them by the end of the Foundation Stage and they make satisfactory progress. Through a wide range of appropriate topics and activities that include visits out and visitors in, they are acquiring a good foundation for later scientific, technological, historical and geographical learning. They investigate enthusiastically such things as which materials absorb water. They follow changes in the weather and seasons and identify similarities and differences in such things as animals and plants. Children show curiosity, but they are insufficiently required to ask questions and they do not develop this skill well enough. They build and construct with a wide variety of materials, such as discarded packages and wooden building bricks. They shape such things as dough and clay and they join materials like paper and textiles. They use a computer competently, controlling icons on a screen with a mouse and they learn to use other technology to support their learning, for example tape recorders. They find out about past and present events in their own lives and those of their families, and about features in their environments and the natural world. They begin to know about their own culture and beliefs and those of other people, such as the Indian and Islamic children in their class. Teachers provide a good range of worthwhile and engaging activities in this area. They ask questions that encourage children to think about why things happen and how things work.

Physical development

71. Satisfactory progress is made in physical development and children's attainment is typical of children of this age. On most days, children enjoy a good range of outdoor activities that enables them to increase such skills as climbing, balancing and sliding. As they travel up, over and through such equipment as climbing frames, large blocks and tunnels, and pedal round on scooters and bikes, they gain in confidence, control and co-ordination. They have plenty of space, indoors and out, and they develop good spatial awareness and body control. Through topic work about their bodies and emotions, they gain understanding of how to keep healthy and the part physical exercise plays in this. They use a good range of large and small equipment competently and successfully undertake such tasks as cutting, threading, interlocking, fastening and shaping with their hands. Teachers ensure appropriate safety and supervision both outdoors and in and they guide children carefully, so that they increase their skills in this area.

Creative development

72. Progress and standards in creative development are satisfactory. Children enjoy a variety of opportunities to explore colour, texture, shape and form, for example in painting, modelling in clay, printing and building. Their skill in drawing develops from an appropriate balance of opportunities for free drawing and guided representational drawing. They enjoy a variety of musical activities, including free exploration of percussion instruments. They sing many songs from memory and join in with lively actions, or percussive accompaniments. They use their imaginations in many activities, for example in role-play they make a 'den' to sleep in with their friends and they pretend they are at a café at the seaside. Children's responses are lively and successfully communicate their ideas and feelings. Teachers build up secure and relaxed relationships with children and this enables the children to respond spontaneously and express their feelings openly. Teachers also use well opportunities for focusing on the senses that occur in other areas of learning, for example they focused on the taste of grapes in a mathematics activity and on the smell of snacks at snack time.

ENGLISH

73. By the end of Year 2 in 2001 standards in reading were below the average when compared to all schools nationally and when compared to similar schools. Reading standards over the last four years have fluctuated considerably from well above to well below the national average but overall have kept in line with the national trend. Standards in writing by the end of Year 2 have been consistently well below the national average for the last three years and were well below the average for similar schools in 2001. Overall, the trend over the last five years has been lower than the national trend. Girls perform better than boys and the school has addressed this issue by the development of more boy-centred interests and activities.
74. By the end of Year 6 standards in English in national tests were well below the national average in 2001 and when compared to similar schools were in the lowest five per cent nationally. The school fell well short of its very challenging statutory target for the percentage of pupils reaching level 4 and above, 55 per cent compared to the target of 75 per cent. Standards have varied considerably over the last five years. Overall, the trend has been just below that of the national trend. However, in the last two years performance has fallen. Girls outperform boys and the school has implemented a number of strategies to improve boy's performance. The fall in performance over the last two years has been largely due to frequent changes of staff beyond the school's control. Observations in lessons indicate that the school is well placed to raise standards.
75. By the end of Year 2 pupils' skills of speaking and listening are well below national expectation although there is a wide range of attainment. Lower attaining and many middle attaining pupils have difficulty expressing themselves clearly and a significant minority talk with some reluctance and a lack of confidence.
76. By the end of Year 2 pupils' reading is below national expectation although there is a wide range of attainment. Many pupils are able to recognize familiar words in simple reading although only the higher attainers are able to apply the knowledge of sounds to work out words unknown to them.
77. By the end of Year 2 pupils' writing is below national expectation although there is a wide range of attainment. Higher attaining pupils are able to form letters accurately and of a consistent size, although letters are not always joined. They are able to choose appropriate adjectives to add interest to their work. Middle attaining pupils are able to communicate meaning through simple words and phrases. They are generally able to spell monosyllabic words correctly. Lower attaining pupils use full stops but are not yet able to spell simple words correctly.
78. By the end of Year 6 pupils' skills of speaking and listening are below national expectation although there is a wide range of attainment. Many lower attaining pupils have difficulty pronouncing words clearly, although their confidence has grown in their time at the school. By the end of Year 6 pupils' reading is roughly in line with national expectation although there is a wide range of attainment.
79. Higher attaining pupils are able to read well; the highest attaining pupils are on track to exceed the national expectation. They are able to confidently read challenging texts written in stylised non-standard English, understanding the key points and quoting from the text to explain their views. Most pupils are able to refer to the text to some degree but are less clear concerning key themes and characters. Most pupils are familiar with the structure of books and can use contents pages and glossaries. Lower attaining pupils demonstrate understanding of the text but their reading is not always accurate and is sometimes halting as they experience difficulty with long and unfamiliar words.
80. By the end of Year 6 pupils' writing is broadly in line with national expectation although there is a wide range of attainment. Higher attaining pupils punctuate correctly with capital letters, full stops and punctuation within sentences. Middle attaining pupils are able to punctuate the beginning and end of sentences accurately and the punctuation within sentences is developing and basic sentence structure is usually accurate. Lower attaining pupils are generally able to

use capital letters and full stops and the basic grammatical structure of sentences is usually correct but spelling of complex words is not always correct or phonetically justified.

81. There have been good improvements made in the subject since the last inspection report. The role of the co-ordinator has been significantly strengthened with much more monitoring of teaching, learning and standards now taking place. Pupils' enthusiasm for reading has been significantly improved.
82. The teaching of English is never less than satisfactory and is generally good with much very good teaching. The very good teaching is characterised by introductions that are lively and engage the pupils' interest. In these lessons teachers make it clear to pupils what they are going to do and what they are going to learn and opportunities are given for pupils to reflect on their previous learning. Good use is made of ICT to support the development of pupils' literacy skills. These lessons move at a brisk pace with teachers setting timed deadlines for the completion of tasks and work is well matched to the needs of individual pupils. Learning support assistants provide well -focussed support for the targeted pupils with whom they are working. In such lessons pupils make very good progress and the support for those with special educational needs ensures that they make progress in line with their peers.
83. In the best lessons teachers have well planned introductions, which engage the pupils quickly in the lesson and their attention is held by good use of the teacher's voice and by the lessons moving at a brisk pace. In such lessons the teacher's own enthusiasm for the subject is apparent and contributes effectively to the levels of motivation of the pupils. Activities are well chosen to support the pupils' learning and the lesson is very effectively driven by the learning objectives, which are shared with the pupils. In this way they are clear both as to what they are going to do and why.
84. Good, and sometimes excellent classroom management strategies ensure that pupils who have difficulty controlling their own behaviour are well managed and involved in the lesson. Well-targeted support from classroom assistants ensures that pupils with special educational needs make progress in line with their peers. However, many Individual Education Plans contain targets, which are insufficiently specific to allow staff to support pupils effectively.
85. In a very good Year 5 and 6 lesson about understanding an author's intentions in their writing, pupils were excited, enthusiastic and well engaged throughout the session. They made very good progress in line with the lesson's objectives because the teacher was enthusiastic, well focussed and used a broad range of effective class management strategies. One pupil with a statement for special educational needs made very good progress and was very well integrated into the lesson by the dedicated support from the teaching assistant. Where teaching is less effective the short attention span of pupils leads to them shuffling while listening on the carpet and requires the teacher to control their behaviour.
86. Where there is no support from teaching assistants available in a lesson, the quality of some Individual Education Plans leads to teachers providing unsatisfactory support to pupils with special educational needs. The action points on these plans are often insufficiently precise to provide clear guidance to teachers on how to support the pupil. On occasion, the action points do not relate closely enough to the specific needs of the pupil. In addition, in some lessons the number of pupils with special educational needs makes it unmanageable for one teacher to reasonably provide adequate support.
87. The teaching of literacy across the school is good. The National Literacy Strategy has been well integrated into the teachers' work and opportunities to develop pupils' literacy are created in other subjects of the curriculum. For example, pupils were given the opportunity for creative and imaginative writing about warfare in one Year 5 and 6 topic on Ancient Egypt.
88. The planning for English is detailed and thorough and is largely based on the National Literacy Strategy. It provides an effective guide for staff and ensures that the Programme of Study is tackled appropriately. The school's participation in national events such as National Poetry Day; book fairs; World Book Day and national competitions effectively enrich the English curriculum.

89. In the best cases pupils' work is marked well and the comments provide pupils with clear guidance as to how they can improve their work. However, too often marking comprises of ticks and encouraging comments. While these give confidence to pupils and are worthwhile for that reason, they do not directly contribute to raising the standard of pupils' work.
90. The co-ordinator provides very good leadership and management of the subject. She has provided detailed in-service training for colleagues on the school's focus of writing, and on the need to ensure the best performance of boys in the subject. The services of the local education authority have been well used to support this work. As a consequence of this support there is widespread use of modelling of writing in pupils' work. When this technique is used exclusively it restricts the opportunities for some pupils to work in a more open way and develop some of the more challenging writing skills.
91. The co-ordinator has had the opportunity to monitor teaching and learning in the classroom and is collating the curriculum planning of colleagues to support the planning for future years. The pupils' performance in national tests is analysed by the co-ordinator and as a consequence the school's work in English has been revised to focus on speaking and listening. The outcomes of the school's assessment of pupils' attainment as they enter the school have also identified this as an area, which needs to be supported. The co-ordinator has clear plans to develop the library and pupils are already involved in responsible positions as librarians helping to develop the provision. A computerised loan and record system is being introduced and resources are well targeted on identified areas for development such as non-fiction books for the younger children.
92. The library is a very attractive facility, which makes a significant contribution at the heart of the school. The library is generally well stocked with a good range of fiction and non-fiction books. There are many books dealing with issues that are very pertinent to the age group of children at the school, helping them to deal with such things as bullying, divorce and death. A very pleasant corner is dedicated to the younger readers. A good system of classification uses the standard classification of libraries augmented by a colour coded system to help pupils navigate their way round the shelves. The books are attractively laid out to entice pupils to read and their love of books and reading is well encouraged by the library. The school has attempted to structure the library in such a way that pupils choose books well suited to their level of attainment. On occasion this intention is not fulfilled when pupils choose books that have been wrongly classified and then experience difficulty reading them.

MATHEMATICS

93. By the end of Year 2, the majority of pupils achieve in line with national expectations and they make satisfactory progress during this stage. This represents a maintenance of standards since the last inspection. They maintain steady progress through Years 3 to 6 and the majority are likely to attain the level expected of pupils at the end of this stage. Pupils with special needs achieve standards and progress that are broadly in line with their capabilities. Results on the national tests at the end of the school year prior to the inspection showed standards lower than those observed during the inspection. These results were for a different cohort of children and there have been changes in school policy and in teaching staff since that time. In those tests, there were no pupils achieving Level 3 and Level 5, but the inspection found evidence that a few pupils are capable of achieving these levels.
94. By the end of Year 2, pupils use mathematics in various classroom activities, for example in shopping role-play and using a computerised floor vehicle. They represent mathematics findings in such things as block graphs and tables of results. They discuss their work and are able to explain their thinking using mathematical terms. They are beginning to use symbols and simple diagrams, for example to classify shapes according to the number of sides and vertices. They count, order, add and subtract numbers to 20 competently. They memorise addition, subtraction and multiplication bonds and use these satisfactorily in oral problem solving. Average and more able pupils handle numbers to 100 satisfactorily and are beginning to understand place value. A few pupils were able to handle larger numbers and needed more challenge in their number work.

95. By the end of Year 6 pupils develop the various elements of mathematics, for example they represent and interpret data in frequency tables, line graphs and pie diagrams. The majority successfully add, subtract, multiply and divide whole numbers to 1000 and handle decimal notation in the contexts of money and measurements. In oral sessions, they develop their own strategies for solving problems and use mental recall of addition, subtraction and multiplication facts. Most pupils identify common regular shapes and can describe the properties of these in terms of faces, edges and vertices. They reflect 2D shapes in mirror lines and read scales of measurement. They calculate perimeters and areas by counting squares. More able pupils order, add and subtract negative numbers, and plot and translate shapes in all four quadrants, which forms part of the higher Level 5 work in National Curriculum.
96. At the end of Years 2 and 6, cross-curricular work is good, particularly in ICT, in which pupils effectively handle, represent and interpret data. Mathematics was also being applied in science, history, geography and design technology work.
97. In almost all of the lessons observed, teaching was good. It was never less than satisfactory. Since the last inspection, teachers have implemented the national numeracy initiative and this is well embedded in practice and is helping to raise standards, especially in oral and mental work and in developing pupils' abilities to describe their mathematics. Also since the last inspection, teachers have begun to set pupils in Years 5 and 6 for mathematics and this was seen to be working very well. Within each group, teachers were preparing work on at least three levels, with the result that most pupils were set work that was well matched to their abilities. Teachers assess pupils' progress against lesson objectives thoroughly and this informs their planning. If they think it beneficial, they move pupils from group to group. They implement the school's behaviour management policy consistently and this is helping to improve standards, by reducing disruptions from incidents of poor behaviour. Pupils show positive attitudes to learning mathematics. They pay attention to teachers, try to answer questions and apply themselves well to written tasks. Lessons have a brisk start and follow a clear structure at a good pace. Resources are used effectively to engage pupils' interest and clarify their learning. Learning support assistants are well briefed and enabled to support and develop the understanding and application of pupils with special needs.
98. The mathematics co-ordinator has release time to monitor, review and develop mathematics. This has enabled her to build up a good knowledge and understanding of teaching and learning in mathematics in the school. She has a clear vision of future development and a good plan of action. The school is well placed to improve standards in this area.

SCIENCE

99. Standards in science are below national averages and national expectations. This represents a decline in performance since the last inspection where standards were recorded as in line with national expectations by the end of Years 2 and 6. Results of the 1997 standard assessment tests in science, for Year 6 pupils, and the teacher assessments at the end of Year 2, indicated that standards were well below the level expected for their age. Results since 1997 have indicated that standards continue to be below national averages. The inspection findings show that investigative skills in particular, are below average. The school is aware of this, especially in the need to encourage pupils to set up their own experiments and learn from these.
100. By the end of Year 2, pupils develop an understanding of life processes and living things through their study of plants and seeds. They consider human beings and what foods constitute a healthy diet. They are beginning to understand how materials can be changed, for example by seeing the change to water when it is put in a kettle and boiled. Pupils visit a local supermarket where they cover their hand with margarine and find out how this can be removed by using appropriate cleaning products. Pupils have a basic understanding of electricity and which appliances in the home work by electricity. They have an understanding of sound as they consider the volume of a sound heard at various distances. They are beginning to understand how pushing and pulling can move objects. They are learning to sort objects into those which move more easily by either pulling or pushing.

101. By the end of Year 6, pupils further develop their knowledge of life processes. They study, in some detail the life cycles of plants and humans. They understand procreation as part of the natural cycle. Pupils learn to identify and classify plants and animals through the use of branching keys. In Year 5/6 classes, some higher attaining pupils are beginning to devise their own branching keys to identify a variety of animals and other creatures. Only a small amount of work has been recorded or seen on materials and their properties, as there is an imbalance in coverage of the Programmes of Study over a two-year cycle. This year the concentration has been on life processes. There is some evidence of experimental work on how materials change through mixing, and how to separate an insoluble material from water. Pupils' understanding of forces is further developed as they experiment with toy cars being moved over a variety of surfaces and deciding which surface is the easiest or hardest on which to move the car. Work on light is developed as pupils consider various sources of light and how we see things. Pupils use bar magnets to discover that when certain ends are put together they are repelled and that by turning them around they are attracted. The understanding of electricity is developed as pupils complete a variety of circuits using batteries, wire and light sources. Pupils have an understanding of the sun, earth and moon and the solar system. They understand the causes of day and night and that times are different in different parts of our world.
102. Teaching and learning are satisfactory overall. Teachers plan lessons that include clear learning objectives and these are conveyed effectively to the pupils so that they understand what they have to do and how they are to do it. Lessons are usually well balanced to include whole class teaching and activities in which pupils investigate and find out some things by themselves. In a number of cases the investigative work is too teacher directed and there is not sufficient scope for higher-attaining pupils to show initiative and independence of learning. The majority of pupils are interested and show some enthusiasm about what they are doing. Pupils are taught appropriate scientific vocabulary which they are encouraged to use. Pupils are, rightly, required to write about their experimental work. This is difficult for lower-attaining and special educational needs pupils and frequently leads to poor presentation of work. Other pupils tend to write about what they had to do, rather than concentrating on results and their evaluation.
103. The science co-ordinator took on this role in January and she has made a good start. She has worked extremely hard to audit science work throughout the school and to find ways of raising standards. She has worked closely with the local authority science advisory teacher to look at the questions of differentiation, assessment and the imbalance currently in the coverage of units of work. The co-ordinator continues to organise and equip useful boxes of materials suitable for experimental work. Science is a priority in the school improvement and development plan. There has been a detailed analysis of pupils' answers to questions in their standard assessment tests to find out in which areas teaching should be concentrated. Booster classes are used to help raise standards. The co-ordinator has not yet had the opportunity to monitor teaching through lesson observations.

ART AND DESIGN

104. At the end of Years 2 and 6, the majority of pupils make satisfactory progress and achieve standards in line with expectations of children of their age. Only two art lessons were observed during the inspection due to timetabling. Most evidence was taken from analysis of work, teachers' records and talking to pupils and teachers.
105. By the end of Year 2, children use a variety of materials, tools and techniques to record what they have experienced and observed. For example, they make self-portraits in paint and careful drawings of flowers in colouring pencils. Through such work as printing with blocks and making collages in fabric, they learn about pattern and texture. They explore three-dimensional media such as clay and discover how they can create different effects in this with various tools. The majority illustrate and decorate work in other areas of the curriculum carefully. There were some good examples of drawings of people in evidence.
106. Pupils consolidate and extend their knowledge and use of materials and tools as they progress through the school and they add to their techniques, for example in computer-generated art.

Their drawings are increasingly detailed and many are beginning to show movement and facial characteristics. They experiment with ideas suggested by other media, for example they were making hats for characters from 'Alice in Wonderland'. In this work, they gathered resources and materials to express their ideas and they used a combination of techniques to achieve the required effect. They reviewed and modified their work as it progressed.

107. At the end of Years 2 and 6, there was very little evidence of pupils describing and comparing images and artefacts, or of them developing their appreciation of the work of well-known artists, craftspeople and designers. Much of their work is representational and directed by teachers and in order to improve standards, pupils must be given more opportunities to express their own ideas, thoughts and feelings.
108. In the two lessons observed, teaching varied from very good to unsatisfactory. Where teaching was good, the teacher enabled the pupils to increase their art, craft and design skills. She praised creativity and originality and enabled pupils to share ideas and evaluate each other's work in an appropriate way. Where teaching was unsatisfactory, the teacher gave too many instructions and this had the effect of restricting the development of pupils' own ideas. She did not sufficiently teach the skills required for the task and she evaluated the pupils' work for them, interpreting their intentions.
109. The co-ordination of art is good. The co-ordinator has a good knowledge of the subject and a clear sense of the direction for improvements.

DESIGN AND TECHNOLOGY

110. By the end of Year 2 pupils are able to understand the good features of their work and higher attaining pupils are able to suggest improvements. The school has made good improvements since the last inspection. Standards of these pupils are around the national expectation for pupils of their age. Lower attaining pupils were able to use tools to join card using a variety of techniques and were below the national expectation.
111. By the end of Year 6 higher attaining pupils are able to generate ideas from a small range of sources and can make labelled sketches to show what they want to do, successfully communicating design details. Their level of attainment is around the national expectation. Lower attaining pupils require much greater levels of teacher support to complete the same task and have difficulty labelling their diagrams. Pupils respond very well to the subject. In a piece of work in Years 1 and 2 on designing a healthy meal pupils demonstrated obvious enjoyment at the results of their work!
112. Teaching in design technology is generally good with some satisfactory and some very good teaching. Where teaching is very good teachers introduce lessons in a lively fashion, which ensures that pupils are well engaged from the outset. Planning is very detailed and leads to well-focused lessons, which move at a lively pace. Timescales to complete work are made clear to pupils and opportunities are created in order for pupils to review their learning.
113. In one good Year 3/4 lesson on the production of prototypes, the very good use of assertive discipline ensured that pupils' behavior was effectively controlled. The teacher's circulation around the class was well focused, and questioning was well sequenced, leading pupils to make good progress. A good review of learning half way through the lesson helped the pupils to focus on what they had learned so far.
114. In one very good Year 5 and 6 lesson on developing a design, the very detailed planning ensured the lesson had a clear purpose and moved with a good pace. As a consequence pupils were interested and well engaged in the activity. Clear time scales were given in which pupils had to complete their tasks and this produced a good pace to the learning.
115. In a good Year 1/2 lesson in which pupils investigated winding mechanisms, the teacher's planning was well linked to the national Programme of Study. Learning objectives were detailed and effectively informed the lesson and teacher's questioning. This led to a deepening

of pupils' understanding. The tasks were well matched to pupils' prior attainment and as a consequence the level of challenge was appropriate for all.

116. In some lessons, particularly those where there is no learning support assistant, the nature and number of action points on the Individual Education Plans of those pupils with special educational needs are too great for the teacher to effectively manage. As a consequence the action points are not addressed and support for these pupils is less effective as a consequence.
117. Teachers in Years 1 and 2 use a very good pro-forma, which supports pupils effectively by identifying the need for the object; designing the item; thinking about the techniques they will use and evaluating the success of their work. Marking is generally carried out well although there are inconsistencies across the school. On occasion marking is restricted to ticks and encouragement without explanations as to how pupils might improve their work.
118. The organised visit of a helicopter to the school provided an excellent stimulus for pupils' work on flight. They were able to produce and evaluate model helicopters and rockets using a variety of materials and techniques.
119. The scheme of work for design technology is based closely on the nationally recommended scheme. As a consequence there is a very good coverage of the national Programme of Study for the subject and progressive acquisition of skills and knowledge across the years is effective. The co-ordinator makes colleagues aware of resources from government websites, which helps support the quality of provision.
120. Leadership and management of the subject is very good. The subject co-ordinator has a very clear view of the current provision and of the priorities for development. There is a very detailed action plan, which addresses the pertinent issues for development and identifies appropriate actions to bring these about. The specialised and relevant educational experience of the co-ordinator makes a significant contribution to the competence with which she plans both the curriculum and the subject's development. There is currently no formalised way in which the high quality of her curriculum planning can be more broadly shared with staff. The co-ordinator has monitored the quality of teachers' planning and provided a demonstration lesson for colleagues.
121. The curriculum policy for design technology is exemplary. It is a comprehensive statement of what skills and knowledge teachers should be helping their children to acquire. It encompasses, amongst other issues the contribution, which design technology can make to other subjects of the curriculum.
122. Resources for the subject are good with a recent audit carried out matching the needs to that of the scheme of work. While the co-ordinator does not have a clearly delegated budget, adequate funding has been provided to ensure resourcing fulfils the needs of the curriculum. Teaching resources have been especially modified for pupils with special educational needs. For those with restricted development of motor skills there are especially adapted scissors and different ways of presenting information are provided for pupils with poorly developed skills of literacy.

GEOGRAPHY

123. Standards in geography are below what is expected for pupils at the end of Years 2 and 6. This represents a slight decline since the last inspection. During the week of the inspection only two geography lessons were observed but it was possible to come to judgements about standards through an examination of pupils' work, a scrutiny of documentation and in discussions with pupils. The school has adopted the government's scheme of work. The work is divided into topics, which are allocated across the year groups. A two-year cycle of topics has been put into place in an attempt to avoid a repetition of topics for the new mixed age classes. However, there is some overlap and during the course of the inspection a class repeated a lesson they had done a year earlier. Teachers plan together and this enables expertise to be shared and for

pupils in parallel classes to receive similar lessons. Satisfactory attention is paid to covering the content of geography in the National Curriculum and the development of geographical skills. There is, however, a lack of depth to the work produced, produced by those with relatively low literacy ability. Nevertheless, the adoption of a detailed scheme of work and the quality of planning in the short term are leading to improvements.

124. By the end of Year 2 pupils have a satisfactory knowledge of the immediate areas through guided walks. They explore and identify physical and natural features in their immediate environment by drawing and describing their route to school. They understand the use of particular buildings such as churches, shops and factories. They can express their opinions about what makes an environment attractive and can offer sensible suggestions for improvements. Only the higher attaining pupils could explain the four points of the compass. Through their study of 'Where in the World is Barnaby Bear' they understand that there are different climates in the world and people with different ways of life.
125. By the end of Year 6 their geographical knowledge and skills are developing satisfactorily but their attainment is below the national expectations for pupils of this age. Above average pupils can identify most of the continents and oceans of the world and the countries that make up the United Kingdom. Average pupils at the school are less certain and below average confuse capital cities and countries. All can use simple two figure co-ordinates and understand the use of symbols on maps. Average and above average pupils at the school can identify and name the features of a river and explain how the water cycle works. Most pupils can explain some of the differences between ways of life in a village in India and with their own environment.
126. The teaching was satisfactory but in one example pupils were being taught a science lesson on purifying water under the belief that it was geography. In another example the pace was rather slow and groups of pupils were required to share one text -book, which made it difficult for all pupils to contribute effectively. Marking of pupils' work is inconsistent and generally insufficient to provide pupils with guidance on how they might improve. Most written comment refers to an encouraging remark, some improvement in English or merely a tick. Assessment is based on the government's guidance but the co-ordinator does not collate this information and it is therefore difficult for the school to know the standards achieved by pupils.
127. The co-ordinator satisfactorily provides advice and support. There is no mechanism as yet for the co-ordinator to examine pupils' work in order to obtain an accurate view on standards in the subject. An audit has been carried out and an action plan for resources has been produced.
128. There are adequate resources to teach the subject. Fieldwork, such as studying the river flow of the local River Withan, enhances the pupils' knowledge and understanding. However, the management do not require the co-ordinator to produce an action plan for the development of the subject and this limits the opportunities for systematic improvement.

HISTORY

129. Standards are just below those expected of pupils at the end of Years 2 and 6. There is a lack of depth in some of the topics covered and poor literacy skills amongst the average and below average pupils limit the quality of work produced. The school has adopted the national guidance for planning the teaching of topics in history. The scheme of work is organised into a two-year cycle in order to prevent repetition or omission of topics. Planning is done collaboratively by teachers which helps to ensure that expertise is shared and pupils in parallel class groupings receive the same curriculum. The establishment of a policy and a scheme of work are distinct improvements since the last inspection.
130. In Years 1 and 2, pupils develop an understanding of then and now through a topic such as 'A Seaside Holiday Long Ago'. Pupils could point out some of the differences and the higher attaining pupils could give simple explanations why there were these differences. Pupils are developing a simple chronology based on long ago and very long ago. They also appreciate the passing of time through a study of their own families. They learn about important people in the past such as Florence Nightingale and can say why she is remembered. However, their work

on this topic was largely confined to a drawing and there was little written work to accompany it. Lower attaining pupils were only able to copy from a sentence provided by the teacher. Only the higher attaining pupils could produce a simple sentence of their own.

131. As the pupils progress through the school their knowledge deepens. The higher attainers can place some periods of history in the correct sequence. In a Year 3 and 4 class pupils enjoyed learning about the Greek alphabet and language and how it contributed to the English language. They worked conscientiously and with enthusiasm but the work set did not cover the range of different abilities in the class and this limited the progress the higher attaining pupils could make. Year 3 and 4 pupils also attempted to identify the differences between the Greek states of Athens and Sparta and the average and higher attainers were able to complete this task successfully. Low attaining pupils were unable to sort these categories successfully. Higher attaining pupils were also able to identify and explain the use of Greek objects.
132. By the end of Year 6 pupils are beginning to organise class enquiries by indicating the direction of their investigation on a spider diagram. Timelines help the pupils to locate the period of history and all pupils are able to offer some explanation for the range of Ancient Egyptian objects, which they study. There is some direct copying from books.
133. Only two lessons were observed and in both instances the lessons were satisfactory. The lessons were well planned and the appropriate resources were available for the pupils to develop their learning. However, the rate of learning of the high attainers could have been accelerated if they had been set a harder task. Work is not always marked with helpful comments on how the pupil might improve their work. Visits to the local museum for Greek workshops enhance the enjoyment and knowledge of the subject.
134. The co-ordinator's role is developing and currently covers advice and support to colleagues on an informal basis. An audit of resources is made and submitted to the management for approval. Currently resources are adequate for the teaching of history.. However, the co-ordinator does not examine samples of pupils' work and does not collate the records kept by teachers. For these reasons there is no clear view about standards in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Evidence from lessons seen in the new, very well-resourced computer suite and from observations of pupils working at computers in classrooms in other curricular areas, indicate that pupils make satisfactory progress and that attainments meet national expectations at the end of both Year 2 and Year 6. This is a marked improvement on the last inspection report where pupils' standards and progress at the end of Year 6 were described as unsatisfactory. This notable improvement in standards can be attributed to the very conscientious work of the co-ordinator for the subject, the training of staff through the New Opportunities Fund and the opening of the computer suite introduced to extend teachers' and pupils' skills.
136. By the end of Year 2, pupils understand how to 'log on' to computer programs and how to use the mouse with increasing accuracy. They are sufficiently confident in the use of the keyboard to enter simple text and know how to edit it. When using paint programs, pupils select different options to create pictures and patterns, and print out their work. Pupils understand how information can be collected and then entered and stored in a computer for later retrieval. Pupils are able to program a floor robot, estimating how many lengths it will take to get to a certain point and programming this into the robot machine, enabling it to travel to selected places with some degree of accuracy.
137. By the end of Year 6, pupils have made further progress in word processing. Pupils know how to type their own stories and poems accurately and using different fonts. They learn to produce notices and to write up experimental work in science. In one class pupils are producing a graphical model of the school site. They know how to retrieve their previous work and how to change it, where necessary. They understand how to incorporate labelling into their work. At the end of a lesson they know how to save their work and log off. Pupils are familiar with the Internet and many can explore it as a source of information. Evidence in classes and around

the school, show how pupils make models and use control systems to change lights and to control the speed of a chair- o- plane.

138. There is good evidence of computers being used effectively in other subjects. Bar and pie charts are produced in mathematics lessons. CD-ROM's are used for finding information for example about the Ancient Greeks in history. Some pupils explore the Internet for information on their study of Sikhism in religious education. There are several examples of computers being used to print out work produced in literacy lessons. During the inspection, pupils are seen to be making satisfactory progress overall. Access to computers has improved and pupils are now getting regular opportunities to develop their skills in the suite. This is starting to improve the rate at which pupils learn. Pupils with special educational needs and those who speak English as an additional language make similar progress to that of their peers.
139. The quality of teaching and learning is satisfactory overall. Generally teachers have good classroom management skills and lessons are well planned, enabling pupils to understand what they are expected to learn during a given lesson. Teaching is best, as seen in one lesson, when expectations are high, subject knowledge is good and when appropriate help can be given quickly to pupils. There is on-going training for teachers through the new Opportunities Fund scheme and in school by the co-ordinator.
140. The majority of pupils enjoy using information and communication technology and respond well to their teachers' instructions. They can be trusted to work well in pairs in the computer suite. They are keen to investigate new programs and have good attitudes to learning.
141. The subject is very well managed by an eager and enthusiastic co-ordinator who has given a very effective lead in managing recent developments within the subject. She has a clear understanding of pupils' and teachers' current needs and areas in which further developments can be made. Curriculum planning is based on national guidelines and covers all the requirements of the national curriculum. The co-ordinator, together with other members of staff, has been successful in raising attainment and progress overall, but particularly for pupils in Years 3 to 6.

MUSIC

142. Pupils' attainment and progress in music is good by the end of Years 2 and 6. This represents a maintenance of the good standards as reported in the last inspection. Pupils with special needs show good interest in musical activities. They are well supported, make good progress and attain mostly in line with what is expected of children of their age.
143. At Key Stage 1, pupils sing a variety of songs tunefully and show awareness of pitch, duration, dynamics and tempo. For example, in a singing activity they were able to make high, low, loud and soft, whispered and hummed responses, and in an activity with percussion instruments they were able to copy rhythms and repeat patterns of notes. They perform individually and with others, for example playing accompaniments to songs. They recognise how sounds can be used to achieve particular effects, such as the sound of thunder and rain, and they use this knowledge when they compose simple tunes. They listen attentively and describe and compare sounds, for example of different styles of music. By the end of the key stage, they sing songs in two-part rounds and evaluate and adjust their performances.
144. By the end of Year 6 pupils sing tunes accurately, varying the speed and volume, sustaining and shortening notes. They respond well to music, identifying changes in character and mood. For example, they compared the character and mood of a current popular song with one from the 1930s, identifying the ways in which the music reflected the time and place in which it was created. They explore musical structures and create short compositions, for example using the pentatonic scale. A number of pupils play the recorder and by the end of Key Stage 2 they read music and reach a good level of competence. Many pupils join the school choir and develop their awareness of audience by performing in school, at the local senior citizens home, local schools music festival and an annual jamboree of 5000 children. They rehearse and present their own performances to parents and enjoy regular performances by the local

amateur operatic society who rehearse in the school. School assembly provides further opportunities for pupils to listen to music from different times and cultures and the school dance club offers the experience of moving to different styles of music.

145. Only two music lessons were observed during the inspection and judgements were made mainly from analysis of pupils' work, teachers' records and talking to teachers and pupils about music in the school. In the two lessons observed, the quality of teaching was very good. The teachers were enthusiastic about music and they enabled their pupils to improve the quality of their music making and music appreciation. At the time of the inspection, music was being well co-ordinated by two members of the senior management team, but a teacher who has a particular interest in music had been appointed and was due to start at the beginning of the following term.

PHYSICAL EDUCATION

146. Pupils' attainment in physical education is in line with national expectations by the end of both Year 2 and Year 6 and they make satisfactory progress. Swimming takes place throughout the year and involves pupils from Years 3 to 6. At the time of this inspection 73 per cent of Year 6 pupils had already gained the 25 metres award and more were expected to do so by the end of term. This is a vast improvement on the last inspection when swimming did not take place.
147. Overall, physical education is well taught to all pupils throughout the school and they are acquiring a good range of physical skills. The quality of teaching ranges from satisfactory to very good but overall is good. Teaching is mostly bright and stimulating with pupils kept busy practising skills and always encouraged to improve their performance. Pupils, including those with special educational needs achieve well. Pupils in Years 1 / 2, for example, develop accuracy and control as they throw and catch bean bags and later aim at throwing bean bags into a hoop. Pupils in Years 3 / 4 take part in gymnastic activities, dance and games and during the inspection are seen swimming. Swimming lessons, which take place at the local Sports Centre, show pupils being taught in well differentiated groups. Some pupils are developing water confidence, whilst others are swimming confidently and attaining badges and certificates for swimming various distances. Pupils in Years 5 / 6 further develop their skills of catching and throwing and use these skills as they work in teams playing rounders on the school field. In all physical education activities there is a clear emphasis on safety, which is thoroughly explained and discussed. Pupils understand the necessity for warm-up and cool-down routines and carry them out, as seen in one lesson as older pupils complete aerobic exercises led by the teacher.
148. The majority of pupils demonstrate their enjoyment of physical education activities by responding positively and generally behaving well in lessons. The majority of pupils work very well in groups whilst engaged in games and gymnastics. For example, pupils in Years 1 / 2 work co-operatively in pairs to practise their throwing and catching skills.
149. The physical education curriculum is broad, balanced and relevant. The subject is managed skilfully and takes account of the needs of the pupils to learn and develop new skills and work together in pairs, groups and teams. Assessment is not currently used to identify the pupils' aptitude and progress in the subject. The school is appropriately provided with a satisfactory range of equipment and there is good outdoor accommodation, including a hard surface and a field, which augment the subject.

RELIGIOUS EDUCATION

150. Standards and progress have been maintained since the last inspection. By the end of Years 2 and 6, pupils achieve the standards expected for their ages, as set out in the locally agreed programme of work. Teachers plan their lessons with due regard to the programme and cover all the required aspects of the subject. Throughout the school, pupils study Christianity. Appropriate aspects of Buddhism, Hinduism, Islam, Judaism and Sikhism are also taught during a pupils' time in the school.

151. Much of the work in the younger classes is covered through discussion and activity and there is not a great deal recorded in books. Sometimes stories are represented mainly pictorially, with some writing. A good example of this is seen where pupils record the story of the Prodigal Son. Pupils have a sound basic understanding of Jesus' life and teachings. They are familiar with accounts of his birth at Christmas and his death at Easter. They know that Jesus told stories to teach them how to live. In the story of the Prodigal Son, Jesus teaches them to say 'sorry'. Pupils are familiar with festivals such as the Christian Christmas, the Hindu Diwali and the Islam Eid. They also think about leaders, such as Florence Nightingale, and how they help other people.
152. By the end of Year 6, pupils have some knowledge and understanding of the special places to which believers in a particular faith will go and worship with others. They know, for example that Christians go to churches, Jews go to synagogues and Muslims go to mosques. They learn of rules and symbols associated with various faiths such as the cross and ten commandments for Christians, the five pillars of wisdom for Muslims and the five 'K's' for Sikhs. In their study of Hinduism they use the Internet to find out about the teachings of Guru Nanak. Pupils deepen their understanding of the Christian Bible and its links with Judaism as they study the Old Testament of the Bible. They study the account of the Israelites' escape from Egypt and the pointers to knowing right from wrong through the giving of the Ten Commandments.
153. As only one lesson was observed during the inspection it is not possible to make a judgement on teaching and learning.
154. At the time of the inspection the headteacher is the co-ordinator for this subject, but another member of staff is to take on this role at the start of the next academic year. The co-ordinator understands the need to develop staff subject knowledge, particularly of faiths other than Christianity. There is also the need to improve resources, particularly objects of other religions.