

INSPECTION REPORT

STOKE DAMEREL PRIMARY SCHOOL

Stoke, Plymouth

LEA area: Plymouth

Unique reference number: 113287

Headteacher: Mr A R Blackler

Reporting inspector: Mrs Lorna Brackstone
21872

Dates of inspection: 5 – 9 June 2000

Inspection number: 197841

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Collingwood Road Stoke Plymouth Devon
Postcode:	PL1 5PA
Telephone number:	01752 567686
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Alun Jones
Date of previous inspection:	6 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Lorna Brackstone	Registered inspector	Under-fives English History	What sort of school is it? What should the school to improve further? The school's results and pupils' achievements. How well are pupils taught?
John Lovell	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 the parents?
Denise Franklin	Team inspector	Art Design and technology Music Religious Education Equal opportunities Special educational needs	
William Lowe	Team inspector	Mathematics Information technology Geography English as an additional language	How well is the school led and managed?
Philip Garner	Team inspector	Science Physical education	How good are the curricular and other opportunities offered to pupils?

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stoke Damerel Primary is an inner urban school catering for children from a wide range of backgrounds. The Stoke area, in which the school is situated, borders on an Education Action Zone and some children come from this area. The school is bigger than other primary schools nationally and has 327 pupils. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. The percentage of pupils speaking English as an additional language is 2.1% and is higher than in most schools. The percentage of pupils identified as having special educational needs, including Statements of Special Educational Needs is 22 per cent, in line with the national average. The percentage of pupils with Statements of Special Educational Needs is 1.2 per cent and broadly in line with the national average. Overall, the attainment of pupils' on entry to school at about four and a half is average. Pupils are accommodated in eleven classes which, apart from one Reception class, are of mixed age and ability.

The school aims to provide a curriculum where all pupils are able to develop lively enquiring minds and to think and act creatively. Both teachers and governors feel that the pupils need to gain skills which will help them become self reliant and adaptable, and acquire skills such as numeracy and literacy. They are keen for pupils to develop an understanding of the past, which will help them live successfully in the present and plan for the future, growing in confidence and experiencing the value of co-operation. Pupils are encouraged to understand the feeling of others, respect their values and to consider thoughtfully their own attitudes, values and beliefs. Teachers and governors believe that pupils should be given sufficient opportunities to achieve their full potential and take pleasure in others achieving theirs.

HOW GOOD THE SCHOOL IS

Stoke Damerel Primary School is a good school which successfully meets its aims. The school achieves good standards in relation to the pupil's levels of attainment on entry and continually strives to further improve. The school has developed a curriculum that meets the needs of individuals and provides opportunities that benefit all pupils. There is strong leadership. The headteacher, staff and governors all work together in a cost-effective way. Overall, the quality of teaching is good at both key stages. Pupils have very good attitudes to learning and a very strong feature of the school is the very good behaviour of the pupils. Children enter the school with a wide variety of experiences but are broadly average in attainment. By the time that they leave school at age eleven, pupils have progressed well and achieve good standards in the core subjects of English, mathematics, science and information and communication technology. Good progress is being made in the foundation subjects of art, design and technology, music and physical education. The school provides good value for money.

What the school does well

- Provision for pupils with special educational needs is excellent.
- Pupils behave very well in and around the school and have very positive attitudes to their work.
- Pupils are mature and have high regard for their teachers. They use their initiative very well.
- Links with other neighbouring schools are very good.
- The provision for pupils' moral and social development is very good.
- The educational and personal support and guidance for pupils is very good.
- The overall quality of teaching is good.
- Standards in the core subjects of English, mathematics, science and information technology are good.
- The leadership and management of the headteacher and key staff are good and the governing body fulfils its responsibilities well.

What could be improved

- The use of assessment to inform planning.
- The monitoring, evaluation and development of teaching throughout the school.
- The quality of information provided for the parents on their children's progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the last inspection of October 1997, when it was judged to have serious weaknesses. A clear educational direction for the school, which is agreed by governors, senior staff and teachers has been successfully established. The school development plan now carefully ensures that the targets set are identified in order of importance. Clear time scales for these targets to be achieved have been established and success criteria are clearly identified. The roles and responsibilities of subject co-ordinators are now well defined and they give support to their colleagues throughout the school. However, the evaluation of teaching and the sharing of good practice is not yet fully in place. The governing body have reviewed their role and is fully involved in the life of the school. Governors clearly identify the school's strengths and weaknesses and have ensured that they now fulfil their statutory obligations. Standards have successfully been raised in both information and design technology and both subjects now have a high profile within school. Standards have also improved in English, mathematics, science, art, physical education and music. This is as a direct result of defining clear learning objectives in curriculum planning and providing greater rigour and challenge in lessons. All subjects now have written policies and schemes of work, which show progression in skills development and are part of a longer-term curriculum framework, which is suitably balanced. Planning is now consistent through both key stages and is regularly monitored by subject co-ordinators. Baseline assessments procedures are well established and are satisfactorily monitored in relation to prior attainment. However, information from assessments is still not used sufficiently to inform curriculum planning. The school's financial plan has improved very well. Expenditure is accurately forecast now and the success criteria to evaluate the expenditure clearly established. However, the quality of information to parents on their children's progress could be made easier to read.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	B	B	A
Mathematics	C	B	D	C
Science	D	B	C	B

Key

well above average A

above average B

average C

below average D

well below average E

In the 1999 National Curriculum tests at age eleven, pupils overall performance in English was above the national average. In comparison to similar schools, pupils' performance in English was well above average. Inspection findings confirm these standards. In the 1999 National Curriculum tests at age eleven, pupils overall performance in mathematics was below the national average. In comparison to similar schools, pupils' performance was close to the average. Inspection findings indicate that standards have improved significantly in mathematics and, by the age of eleven, they are good. In the 1999 National Curriculum tests at age eleven, pupils' overall performance in science was in line with the national average. In comparison to similar schools, pupils' performance was above average. Inspection findings indicate that there has been an improvement in standards and, by age eleven, they are now good. When all core subjects are put together, trends over time for the National Curriculum tests at age eleven indicate that during the period from 1996 to 1999, the performance of all pupils was close to the national average. In English and mathematics the performance of pupils over this four-year period was close to the national average. The performance in science was below the national average. Good improvements have been made in the standards of the core subjects. The school has set ambitious targets for overall improvement. Analysis of pupils' previous and current achievements have enabled the school to set targets which are realistic but challenging. The school is well placed to meet these

targets and to further improve attainment and progress. Standards in art, design and technology, music and physical education are good throughout the school and this is a strength of the school. Standards in history and geography are satisfactory. Pupils with special educational needs and those whom English is an additional language also achieve well in relation to their prior levels of attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to come to school and are very positively involved in a very wide range of activities. They enjoy learning.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in and around school.
Personal development and relationships	Very good. Pupils are very tolerant of each other and show a mature and growing understanding of each other.
Attendance	Satisfactory. Levels of attendance are broadly in line with the national average. The majority of pupils come to school on time.

The pupils are positively involved in a wide range of activities. They work with high levels of co-operation in groups and show a very good understanding of each other's viewpoints. Registers are completed each morning and afternoon and conform to the latest guidance.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Satisfactory	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.

Since the last inspection, when the quality of teaching was judged to be satisfactory overall, there have been significant improvements. Teaching is now frequently good and often very good. During the inspection 67 lessons were observed. Fifteen of these were very good, forty-five were good and seven were satisfactory. No unsatisfactory lessons were observed. Teaching is good overall and instances of very good teaching were observed in both key stages. All teachers introduce lessons well, often using good quality resources to gain pupils' attention, maintain interest or illustrate a point they are making. They also set high expectations. Pupils are challenged by the work set and strive to achieve their best. The school is good at developing pupils' skills in literacy. Teachers at both key stages make the best use of books to arouse children's interest in reading and help them develop important skills. Numeracy is taught well throughout the school. Pupils make good progress in understanding mathematical vocabulary and terms because teachers continually reinforce the language of mathematics and test children's knowledge of it. Pupils with special educational needs are taught very well throughout the school. They do the same work as other children but teachers adapt tasks so that they work at the right level. Pupils for whom English is an additional language are also taught well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum in Key Stages 1 and 2 is interesting and relevant and meets statutory requirements. The children under five are provided with a satisfactory range of learning opportunities. The school meets all statutory requirements.
Provision for pupils with special educational needs	Excellent. Pupils' needs are identified in individual education plans and targets set for them are regularly reviewed. Classroom assistants provide very good support.
Provision for pupils with English as an additional language	Good. Pupils are provided with work that supports their needs. Targets set for them are regularly reviewed and they are provided with good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There are significant strengths in the provision for moral and social development. The school encourages pupils to distinguish very carefully between right and wrong and encourage very effective relationships with peers and adults.
How well the school cares for its pupils	The school takes good care of its pupils. Teachers know their pupils well and are well aware of their individual circumstances. They make sure that they are safe and happy and keep a close check on the progress they are making.

The curriculum is carefully planned and it interests and excites the children. Across the school, good opportunities are provided for the pupils to use their skills in numeracy and literacy. The curriculum is carefully planned to meet the needs of all pupils and takes account of their differing abilities. Relationships with other local schools are very good and enrich the pupils' learning experiences. Both the educational and personal support and guidance for pupils is very good. The school works satisfactorily with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership & management by the headteacher and other key staff	Good overall. The headteacher provides a clear direction for the school. An able team of senior staff supports him and teamwork is well established within the school.
How well the governors fulfil their responsibilities	Good. The governing body have good levels of expertise and are knowledgeable about the strengths and weaknesses of the school. They take a keen interest in the school and meet all their statutory requirements.
The school's evaluation of its performance	The school identifies appropriate targets and reviews the progress made towards them.
The strategic use of resources	Good use is made of specific grants. The staff are well deployed to support the pupils' learning. Resources are used well. Levels of staffing are good and teachers and support assistants are appropriately qualified.

The leadership and management of the school are good. The aims and values of the school are met. There is a clear commitment to improvement and the school seeks to apply the principles of best value. Levels of staffing are good and teachers and support assistants are appropriately qualified.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The behaviour in school is good. • The school expects their children to work hard. • Their children like school. • The school helps their children to become mature. • Their children are making good progress. • They feel that the teaching is good. 	<ul style="list-style-type: none"> • The information that they receive from school, particularly about their children's progress. • The range of interesting activities provided for their children. • The school working closer with parents and easier ways to approach the school when they have a concern. • The amount of homework received by their children.

The inspection agrees with the positive comments of the parents. The school provides a satisfactory range of interesting activities for the pupils and the amount of homework given is appropriate. Inspection findings cannot support the view that the school does not make themselves easily available to parents. However, inspectors do confirm that information for parents could be more informative.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children start school aged four and a half with a wide range of abilities but overall attainment on entry is broadly average. Satisfactory progress is made by the age of five. By this time pupils have gained confidence in using their speaking and listening skills and they both listen carefully and talk about their experiences. Children consolidate their number skills through counting and sorting activities. The majority show, using their fingers, the numbers that add up to five, and recognise the number of dots on a dice. They start to develop their understanding of the world around them and are able to both observe carefully and make suggestions about what they see. For example, they know that humans live in homes and are developing an understanding of where 'minibeasts' live. They are also beginning to show an appropriate knowledge of past and present events. Children learn to work confidently with scissors, and most are able to roll dough to make spiral patterns. They are learning to use the space in the hall during physical education lessons and a significant number of children are able to 'curl up'. They enjoy playing with their classmates in the role-play area and use tissue paper effectively to make pictures in the style of a famous artist. The children develop their ability to keep a steady beat using different parts of their bodies, and tunefully sing songs and rhymes.
2. In the 1999 National Curriculum tests at age eleven, pupils overall performance in English was above the national average. The percentage of pupils reaching Level 4 or above was 70 per cent and this was close to the national average. The percentage of pupils reaching Level 5 or above was 26 per cent, above the national average. In comparison with similar schools, pupils' performance in English was well above average. Inspection findings confirm that, by the age of eleven, standards in English are good. Pupils speak and listen very well in a wide range of contexts. The vast majority of pupils are able to read with both fluency and expression. They are knowledgeable about a wide variety of different authors and confidently discuss the books that they have read. Pupils confidently know how to use the library in school to find information and have developed good research skills. They write for a wide variety of purposes across the curriculum and use correct punctuation.
3. In the 1999 National Curriculum tests at age eleven, pupils overall performance in mathematics was below the national average. The percentage of pupils reaching the expected Level 4, or above, was 58 per cent, and was well below the national average. The percentage of pupils reaching Level 5 or above was 19 per cent, close to the national average. In comparison with similar schools, pupils' performance in mathematics was close to the average. Inspection findings indicate that there has been a significant improvement in standards in mathematics, and that they are now good. By age eleven, most pupils have a good understanding of place value and competently use a variety of mental and written methods to solve number problems. They draw different types of triangles, understand the concept of perimeter and clearly understand how to collect and analyse data.
4. In the 1999 National Curriculum tests at age eleven, pupils overall performance in science was below the national average. The percentage of pupils reaching the expected Level 4, or above, was 74 per cent and below the national average. The percentage of pupils reaching Level 5 or above was 23 per cent and close to the national average. In comparison with similar schools, pupils' performance was above

average. Inspection findings indicate that by the age of eleven standards in science are now good. By age eleven, pupils understand about animal classification and have a good awareness about different habitats. They know that some materials are thermally insulative and some make better electrical conductors. The majority of pupils are able to plot the results of their investigations on simple graphs, which they use to interpret patterns in their findings.

5. When all core subjects are put together, trends over time are rising. The National Curriculum tests at age eleven indicate that during the period from 1996 to 1999, the performance of all pupils was close to the national average. In English and mathematics the performance of pupils over this four-year period was close to the national average. The performance in science was below the national average. Good improvements have been made in the standards of the core subjects.
6. In the 1999 National Curriculum tests at age seven, pupils overall performance in reading was below the national average. The percentage of pupils reaching the expected Level 2, or above, was 74 per cent, well below the national average. The percentage of pupils reaching Level 2B or above was 65 per cent, close to the national average. The percentage of pupils reaching Level 3 or above was 15 per cent, well below the national average. In comparison with similar schools, pupils' performance was close to the national average. Inspection findings indicate that standards in reading at age seven have improved. By seven, the vast majority of pupils are able to read books with developing accuracy and use appropriate methods to work out unknown words.
7. In the 1999 National Curriculum tests at age seven, pupils overall performance in writing was close to the national average. The percentage of pupils reaching the expected Level 2, or above, was 93 per cent and was above the national average. The percentage of pupils reaching Level 2B was 59 per cent, close to the national average. The percentage of pupils reaching Level 3 or above was 7 per cent and close to the national average. In comparison with similar schools, pupils' performance was close to the national average. Inspection findings indicate that standards in writing are now good. By age seven, pupils write legibly, where both full stops and capital letters are used confidently in sentences.
8. In the 1999 National Curriculum tests at age seven, pupils overall performance in mathematics was below the national average. The percentage of pupils reaching the expected Level 2, or above, was 93 per cent and above the national average. The percentage of pupils reaching Level 2B or above was 63 per cent, close to the national average. The percentage of pupils reaching Level 3 or above was 11 per cent, well below the national average. In comparison with similar schools, pupils' performance was close to the national average. Inspection findings indicate that standards in mathematics at age seven have improved significantly. The majority of pupils are able to count up to 100, they know their two, five and ten times tables and recognise common two- and three-dimensional shapes. Mathematical language is used with confidence.

9. Trends over time indicate that, taking the four years from 1996 to 1999, the performance of pupils at age eleven was close to the national average when all core subjects are taken together. In English and mathematics the performance of pupils over this four-year period was close to the national average. The performance in science was below the national average. Trends over the same time indicate that performance of pupils at age seven, in reading, writing and mathematics, were close to the national average. Inspection findings indicate that there has been a steady improvement in standards in the core subjects.
10. Pupils in both key stages are achieving well in English, mathematics and science because they are taught well and are given demanding work. They are now doing better in mathematics because of the good impact that the numeracy strategy has had upon the planning and consistent delivery of the subject. Progress is particularly impressive in Key Stage 2 where pupils are now grouped for mathematics lessons according to their ability. Pupils requiring additional help have also been targeted for additional support. Reading standards have improved at Key Stage 1 as a direct result of the introduction of a wider range of reading material, which is now helping to give the pupils a broader breadth to their reading experience.
11. By the age of eleven, standards in information technology are good and the vast majority of pupils exceed expected levels of attainment. They use information and communication technology in their every day life and they confidently use a wide range of programmes to present their work. Pupils are able to produce multi-media presentations using text boxes and confidently import sound and picture boxes. By age seven, standards in information and communication technology are also good and the vast majority of pupils exceed expected levels. They know that machines can be controlled by a sequence of physical activities. They organise a set of instructions into the correct order to make things happen and retrieve and store their own work.
12. In religious education achievement is satisfactory throughout the school. Pupils reach the expected levels of the locally agreed syllabus by the age of eleven, when they show a secure understanding of the major faiths and the main beliefs of their followers.
13. Achievement in art, design and technology, music and physical education is good throughout the school. At both key stages, standards in these subjects are good and clearly strength of the school. Achievement in history and geography is satisfactory throughout the school.
14. Pupils with special educational needs are well supported, particularly in literacy and numeracy and they make good progress in relation to their prior attainment. The school also carefully identifies the needs of both gifted and talented pupils and those for whom English is an additional language. The school makes appropriate provision for them and they are supported well.
15. The school has set ambitious targets for overall improvement. Analysis of pupils' previous and current achievements have enabled the school to set targets which are realistic but challenging. The school is well placed to meet these targets and to further improve attainment and progress.

Pupils' attitudes, values and personal development

16. Attitudes to work and play, behaviour, relationships, response to displaying initiative, and for personal and social development, are all very good and make a very positive contribution to pupils' learning.
17. Pupils have very good attitudes to learning and to school and this is supported by the views of parents. Pupils generally sustain their concentration well, undertaking work with interest and enthusiasm. Pupils listen carefully to teachers and to each other. The relationships between pupils, and between pupils and adults working in the school, are very good. Pupils display consideration for other people's feelings, values and beliefs and are inclusive in their play. They take turns well when, for example, blowing bubbles in the playground. Pupils work effectively on their own and with others, sharing resources and co-operating well with each other from an early age. For example, groups of pupils in Year R/1 who were on a 'mini-beast safari' in the school grounds, eagerly shared their excitement and enthusiasm at finding snails and wood lice. As they move through the school, pupils become increasingly able to collaborate in activities, such as paired working in a Year 6 Physical Education lesson. This benefits their development of skills. Pupils respond well to challenging work and display initiative both in their work and the tasks, which they undertake within classrooms and around the school. Particularly in Key Stage 2, many pupils are able to take responsibility for their own work and effectively organise themselves when undertaking group activities, helping younger pupils and taking on roles as house and team captains. They contribute very effectively to the 'School Council', which provides a very effective voice for pupils throughout the school.
18. Pupils' responses to teaching are good or better in the majority of lessons. Pupils' behaviour is generally very good both in the classroom, in the hall at lunchtime and at play. Pupils are orderly in their movement around the school and are courteous and polite. They are trustworthy and look after equipment, resources and property. There are no signs of graffiti or litter around the school. Pupils know that bullying and oppressive behaviour is wrong, that they can ask staff for support if they have any concerns and that any incidents are dealt with effectively. One pupil was excluded for two fixed periods during the school year prior to the inspection. The very high standards of behaviour help to create an atmosphere in which they can all learn.
19. Throughout the school, pupils welcome visitors and are keen to show and discuss their work. They respond well to visiting speakers and visits, as well as identifying and supporting a range of local, national and international charities such as a children's hospice, the lifeboat appeal and the flood victims in Mozambique. Pupils play a role in the community both through their music, with carol singers raising money to support cancer research, and links with the Salvation Army, which helps with the distribution of harvest gifts.
20. Overall attendance levels are satisfactory. Those in the current year are broadly similar to those recorded at the time of the previous inspection. However, attendance levels did fall below the national average in 1998/9 when a virulent virus affected both pupils and staff during a five-week period. This halved the attendance in some classes and had a very significant impact on overall attendance levels for the year.

HOW WELL ARE PUPILS TAUGHT?

21. Since the last inspection, when the quality of teaching was judged to be satisfactory overall, there have been significant improvements. Teaching is frequently good and often very good. During the inspection 67 lessons were observed. Fifteen of these were very good, forty-five were good and seven were satisfactory. No unsatisfactory lessons were observed.
22. Teaching is good overall and instances of very good teaching were observed in both key stages. All teachers introduce lessons well, often using good quality resources to gain pupils' attention, maintain interest or illustrate a point they are making. In a Year 1/2 history lesson, for example, the teacher showed a book about the explorer Amelia Earhart. The pupils' interest was captured by the photographs and text, which included detailed descriptions of her flight. This stimulated their imagination and led them to comment on her bravery. Introductions are relevant but concise and pupils are quickly moved onto their activities. Higher attaining pupils are taken a little bit further and stretched to their limit.
23. Teachers have high expectations for pupils to achieve. They are challenged by the work set and strive to achieve their best. All pupils, for example, are extremely conscientious about the way their work is presented. Teachers work at a fast pace in lessons and organise the time available so that the best use is made of every minute. They have very clear goals for what they expect children to learn during each lesson and focus their own and the children's efforts sharply on achieving these. This means that pupils concentrate well and are keen to reach the targets set. Teaching is also effective in requiring children to both respond and give reasons for their answers, for example when undertaking mental arithmetic calculations.
24. The school is good at developing pupils' skills in literacy. Teachers at both key stages make the best use of books to arouse children's interest in reading and help them develop important skills. At Key Stage 1, they do this by developing pupils' confidence in expressing ideas about characters in stories. At Key Stage 2, teachers are skilled at showing pupils how to draw deeper meanings from what they read. Teaching for pupils in Years 5 and 6 is particularly successful in developing pupils' writing skills. Teachers are good at showing pupils how to adapt their writing depending on what the work is for. They teach the different styles of writing well, for example the difference between retelling a story and recording the working day of an inspector in school. Throughout the school, pupils' speaking skills are developed very well because teachers are constantly encouraging pupils to express opinions or engage in discussion. A great deal of attention is given to teaching pupils' how to look up information in reference books and how to use library systems. Pupils' achievements are above average in this aspect.
25. Numeracy is taught well throughout the school. Pupils make good progress in understanding mathematical vocabulary and terms because teachers continually reinforce the language of mathematics and test children's knowledge of it. Older junior pupils make good progress in numeracy because a strong emphasis is given to developing pupils' strategies for multiplying, carrying out mental calculations and understanding the value of numbers. The rate of learning is also good in Key Stage 1 where pupils are challenged in lessons by well-ordered lessons which have a clear purpose.
26. The quality of teaching for under-fives is satisfactory overall. It generally includes appropriate activities which are drawn from the areas of learning and match the

children's needs well. The recent appointment of an early years teacher has enhanced provision and plans, based on sound educational principles, are in place to develop the foundation stage further.

27. Pupils with special educational needs are taught very well throughout the school. They do the same work as other children but teachers adapt tasks so that they work at the right level of difficulty. When planning work for them, teachers closely follow the targets set out in their individual education plans. Teachers have a good awareness of the needs of pupils for whom English is an additional language and plan work for them which meet their needs. There is an adequate level of challenge for higher attainers.
28. The school has placed a high priority on raising standards in English, mathematics, science, information and communication technology and design and technology. There has been a strong focus on these subjects and this has enabled pupils to attain good standards by the time that they leave school. Teaching in the remaining subjects is also frequently good.
29. Homework is used consistently throughout the school to extend pupils' learning at home. Many pupils visit the local library to borrow reference materials, which are used to support their learning in school. The school keeps a close check on homework and teachers expect pupils to bring their work to school on time. Parents of children under five are encouraged to take their reading books home and this makes a positive contribution to children's learning.

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

30. Both the quality and range of learning opportunities provided by the school are good overall with all statutory curricular requirements being met. The curriculum is broad and balanced and provides all pupils with equal opportunities to take part in the full range of activities provided. The structured timetable and allocation of shared spaces enables good use to be made of the hall, the playground, the playing field and the music room. It provides opportunities for some specialist teaching in both music and physical education and makes possible setting arrangements in both mathematics in Years 5 and 6 and in science within Years 1 and 2. Appropriate time allocations are made for all subjects and the teaching of foundation subjects during the morning sessions provides the opportunity to retain a generous allowance of time for the non-core subjects.
31. The school has worked hard on curriculum planning since the last inspection. All subjects now have appropriate policy statements and schemes of work. Not all of these are yet fully completed but the school development plan identifies those areas which require finalising. Planning is undertaken on a two-year cycle to cater for the mixed age classes. Teachers of respective year groups meet regularly to ensure there is a clear progression of skills and equality of opportunity. Planning is monitored regularly and this has led to improvements in the coverage of topics, coverage of the National Curriculum and the learning opportunities for pupils who are under five. Governors all have a curriculum responsibility and monitor their subject on a regular basis.
32. The satisfactory range of extra-curricular activities includes a choir, guitar club, netball club, sports club, recorders and mathematics club but this is mainly for Key Stage 2. The school has undertaken a number of musical activities within the local community,

including carol singing, participation in local music festivals and school concerts. Excellent links with the local community college and academic council provide opportunities for cricket and soccer coaching, holiday activity programmes, use of specialist teaching facilities and an excellent induction programme for Year 6 pupils entitled 'Moving-On'. Recent links with a local football club are improving the opportunities for soccer coaching at the school. A number of local visits to places of interest are undertaken throughout the year and older pupils have an opportunity to participate in a residential visit during the summer term which focuses on outdoor activities.

33. Provision for pupils with special educational needs is excellent. Most pupils receive support within the classroom and this is very well planned to enable pupils to have equal access to the whole curriculum. For example, in a Year 1 and 2 class a group of pupils with special educational needs received very good support from learning support assistants during an art lesson. Pupils with special educational needs in Key Stage 2 benefit from the 'setting' system and are supported very well in a small class situation. All pupils with Statements of Special Educational Needs have their needs, as identified on the Statement, very well met through the co-ordinator's very careful planning of her own and the learning support assistants' timetables. Social skills groups are held for those pupils who require support in this area. Provision for pupils for whom English is an additional language is also of good quality and they are supported well.
34. Moral and social development of the pupils is very good, supported by formal and informal programmes of topics and activities, which endorse the caring and supportive ethos of the school. The rapport between pupils and staff, the respect for property and the co-operation shown between pupils make the school an orderly, calm and civilised community. The introduction of 'circle time', a structured personal, social and health education programme and the development of a school council further strengthen the school's commitment to continual improvement. Pupils' spiritual development is satisfactory and includes a more structured collective worship programme and a more detailed programme of religious activities than was previously in place at the last inspection. Pupils' cultural development is good and high quality opportunities are provided for pupils through visits to centres of local culture and recent visits to school from members of the Hindu and Islamic communities. Sex education and drug awareness programmes are built into the personal and social scheme of work and parents are invited to view much of the material prior to particular lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school provides a secure, happy environment, which functions as an orderly, caring community. Teachers, other staff and adults working in the school, set high standards for pupils and act as very good role models. They have a very clear understanding of pupils' progress, both academic and personal, and are very effective in promoting good standards of discipline and behaviour.
36. The school's ethos and the high expectations of all adults are successful in promoting pupils' very good standards of behaviour, in and around the school, and during lessons. The school has an effective behaviour policy, supported by a simple and readily understood six-point code of conduct, which is consistently applied by staff. It is well understood by pupils, who value the praise of staff and the rewards, such as stickers, which they may earn. They also recognise that the sanctions are applied

fairly. The effectiveness of the strategies employed and the close monitoring ensures high standards of behaviour and very good personal relationships, which together have a positive effect on attainment and progress.

37. Day-to-day management of health and safety matters is good and the issues raised in the previous inspection report have been addressed. The governing body has adopted an appropriate policy and the headteacher is responsible for its implementation. Regular safety audits are conducted and, following basic training, a series of risk assessments have been undertaken and documented. Fire extinguishers and portable electrical appliances are regularly tested. Fire evacuation procedures benefit greatly from the accessibility of a fire exit in each classroom. The school has very good arrangements for regular emergency evacuation practices. Teachers have a good awareness of safety and pupils are taught sound practices within lessons, for example moving furniture in Year 3/4 'circle time' or undertaking activities during the Year 6 residential visit.
38. Since the previous inspection, the school has reviewed its child protection procedures and has adopted the Local Area Protection Committee policy that meets requirements. The headteacher has overall responsibility for child protection and has undertaken full training to support him in this role. Staff are regularly reminded about child protection procedures. They are all aware of the need to report any concerns. The implementation of the policy is effective and the school is sensitive and vigilant in exercising its responsibilities. Outside agencies provide good support.
39. The school does not comply with Circular 10/98, issued by the Department of Education at the end of July 1998, because it does not have a policy on the use of force to control or restrain pupils, in those cases where their actions might lead to them injuring themselves or others. Neither are there arrangements to maintain a record book of incidents where force or restraint has had to be used.
40. The school provides good first aid support for pupils. There are four qualified first-aiders working within the school. The medical room provides suitable facilities for the care of pupils, and parents are contacted by telephone to advise them if their child sustains an injury. Adequate first aid supplies are readily accessible throughout the school. There are few serious accidents, which are recorded appropriately and reviewed informally to enable action to be taken to remedy any identified risks.
41. Procedures to monitor and promote attendance and punctuality are good. Pupils receive certificates for good attendance and the school is very rigorous in considering applications for authorised absence. All factors are taken into account, including attendance record and length of notice, when considering requests for holidays during term time. The school works in close liaison with the education welfare officer who visits the school weekly, provides effective support for monitoring attendance and punctuality, and reminds parents of the benefits of regular attendance at school and in taking holidays outside term time.
42. The good assessment procedures in the school are used well to identify pupils with difficulties so that support is provided to meet their individual needs. Targets set to support pupils' needs are carefully monitored to track progress, are reviewed twice a year and new targets set.
43. The provision for pupils' academic guidance is good although there are weaknesses in the use of assessment information to guide curricular planning. The assessment policy is being further developed and individual records are up to date and

comprehensive. Good use is made of a wide variety of commercially produced and school developed assessment tests, together with the optional national test material and teacher assessments to build up an academic profile of each pupil.

44. Individual targets for improvement are set and made known to the parents and carers. Pupils are arranged in groups according to their ability in mathematics in Years 5 and 6 on the basis of the assessment procedures. The school marking policy is clearly displayed in classrooms but its application is inconsistent. Little guidance is given to pupils in terms of grades, marks and levels of attainment. Formal records and exemplar material are maintained for each pupil. Teachers' plans clearly indicate both objectives of lessons, the desired learning outcomes and the assessment criteria. Appropriate targets are also set for pupils with special educational needs and those for whom English is an additional language.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Partnership with parents is good and makes a positive contribution to pupils' learning and standards attained. An effective partnership between the school and parents is promoted through satisfactory communication of information regarding pupils' progress and the good involvement of parents in the life and work of the school.
46. Parents generally express positive views of the school, although they express concerns about the information which they receive on their child's progress, the closeness of the way in which the school works with parents and the range of extra-curricular activities. 'Settling-in' reports are produced and consultation meetings are held and end-of-year reports are issued. Inspectors found that the school is successful in actively encouraging parents to become involved in its life and work and to support pupils in their learning. Inspectors found that a satisfactory range of extra-curricular activities is provided and that, to ensure the safety of pupils and equality of access to clubs such as the gym club, which is heavily oversubscribed, membership may be limited to one term.
47. The information provided for parents is satisfactory overall and some elements are good. Many of the issues identified at the time of the previous inspection have been addressed, and reports and other documents now meet requirements. However, some information, such as the booklet entitled 'Information for Parents', is still not 'user friendly' or easy to understand. Staff are very accessible to parents, to discuss any concerns, and parents' attendance at consultation meetings each term is very good. The school seeks to contact those parents who do not attend the organised consultation meetings, to make alternative arrangements. Parents receive annual reports that are carefully written and provide a satisfactory outline of the areas of work covered and of pupils' knowledge and understanding. They describe a limited number of broad targets for improvement, usually associated with literacy and numeracy. Parents can use the targets to help them support their child's learning at home. Parents receive a good overview of the topics which pupils are to study, which helps them in providing opportunities to support learning or when making family visits. They are given information about expectations in respect of homework. Workshops are organised to inform parents about supporting their children in areas of work, such as that organised for parents of pupils in Years 1 and 2 to help them support the school's work in the Literacy Strategy. This meeting was attended by almost three quarters of the parents. Very good letters about visits: detail links with the curriculum, and frequent, informative newsletters are circulated. Letters about specific events are provided and parents are regularly invited to events and performances.

48. Parents are fully involved in annual reviews of statements for pupils with special educational needs. The special educational needs co-ordinator has worked hard to involve parents of all pupils with special educational needs in the process of setting and reviewing targets. The school receives good support from outside agencies, such as the educational psychologist. It has very good links with the local secondary school to ensure that pupils continue to have their needs met in their next school.
49. The impact of parents' involvement on the life and work of the school is good and staff and pupils value their contribution. The school's home/school agreement, which was introduced after consultation with parents, seeks to constructively build upon the good partnership which exists with parents for the benefit of pupils' learning. About 20 parents and other members of the local community provide regular, effective assistance in classrooms with activities such as reading, craft activities and baking. Other parents provide assistance with the supervision of pupils participating in visits. Parents provide valuable practical assistance in a number of ways, such as through work to improve the environment of the playground and by organising extra-curricular activities, such as an after school club which is run on Fridays. The School Association is made up of parents and many other 'friends of the school'. It raises money through events such as an Easter egg hunt in a local park, barn dances and a Christmas craft fayre, and this is used to make valuable improvements to the learning environment and to educational opportunities for pupils. For example, the School Association has recently contributed to the leasing costs for computers and to the development of the library areas. They have also provided covered outside tables and indoor game boxes for each class as well as paying for the local 'animal man' to visit the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides good leadership and management with the active support of the governing body and senior staff. The school has clearly stated and attainable aims and are committed to maintaining an active partnership between teachers, pupils, parents and governors. This partnership has been instrumental in raising the standard of management within the school from the serious weaknesses identified in the report of October 1997 to the effective instrument for change and improvement it is now. There is a high level of commitment within the school to the raising of standards. The school has responded well to the key issues raised in the last report. Forward planning and the role of subject co-ordinators are both areas, amongst others, that have been developed. Subject co-ordinators have reviewed their areas of responsibility and developed action plans that reflect the school's commitment to improve the attainment of its pupils through the effective use of teachers and resources. The school is still developing monitoring in the classroom and a formal system for evaluating teacher performance is not yet in place. However, subject co-ordinators regularly review teachers' planning and there is an established system of governor classroom monitoring. The monitoring of numeracy, for example in Key Stage 2, has led directly to the introduction of setting for the subject.
51. The governing body is one of the strengths of the school. It takes a pro-active role in the school's development. Governors monitor standards by visiting classrooms and through a curriculum sub-committee that reports to the full governing body. Governors are very much involved in the life of the school, with some of them regularly helping in the classrooms. Collectively the governors bring a good range of expertise into the school and are fully aware of its strengths and weaknesses. Through various sub-committees the governors have strengthened their role in the management of the school by implementing the recommendations of the report of

October 1997, the follow up report and the financial audit. There is a good working relationship between the governors and the headteacher and his staff.

52. The school's development plan is a good working document that provides a blueprint for the future. It ensures that the school's educational priorities are supported through careful financial planning. The principle of best value is maintained in all decisions about expenditure and subject co-ordinators have delegated budgets that are based on their individual action plans. The financial resources available to the school are used effectively to ensure that teachers are able to concentrate on their classroom work. The recommendations of the local authority audit report have been dealt with appropriately. The headteacher provides governors with regular up-to-date information on the school's financial position. The services of a finance officer from the local authority are well used by the school and many of its financial decisions are taken in consultation with her. Funding that has been allocated to the school for specific purposes is used effectively for the purposes for which it is given. Those funds given for special educational needs and additional literacy work are particularly well used by the school. There are good financial systems in place and the school makes effective use of new technology to support its administrative procedures. The school carefully monitors its performance in relation to both national and similar trends and ensures that principles of best value are maintained.
53. Management of provision for pupils with special educational needs is excellent and has been maintained since the previous inspection. All necessary written procedures are in place and organised very efficiently by the co-ordinator. The co-ordinator manages a very good team of learning support assistants extremely well and she works extremely hard to ensure that the individual needs of pupils are fully met by careful deployment of her staff. The special needs co-ordinator is employed on a part-time basis. She is fully involved in teaching the numeracy strategy and other support groups as well as ensuring that the pupils receive excellent support, which is having a very positive impact on their learning. However, as no non-contact time is available she is unable to support teachers further by providing individual observations and assessments needed to support them in planning to meet the needs of the pupils.
54. The effectiveness of the schools policy for teacher development is clearly demonstrated by the improvement in the overall standard of teaching since the report of October 1997. Staff training in the implementation of the literacy and numeracy schemes of work has been a major priority of the school. The development of the information and communication technology skills of the teaching staff has been identified as an important area of focus. New appointments to the school, including newly qualified teachers, are made aware of its routines and procedures. They are fully supported and provided with a mentor who ensures that they are able to settle into the life of the school quickly. External factors have prevented the appraisal of staff taking place, but the management of the school is very aware of the strengths and weaknesses of individual teachers and tries to ensure that their specific training needs are met.
55. The number of staff at all levels within the school is good and provides a wide range of expertise on which management can call when necessary. The level of provision of suitably qualified support staff within the classrooms is good. The accommodation, which is maintained to a good standard, is satisfactory and has recently been subjected to a local authority asset survey, which identified the classrooms as being too small. However, the building presents a very pleasant appearance that is enhanced by the quality of the displays of pupils' work. The school uses the

accommodation available to it well, for example the use of the corridor as a temporary information technology suite. The school is well resourced and equipment is efficiently organised, clearly labelled and easily accessible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to further improve standards of attainment and progress, the school should:

- develop a shared understanding of good teaching practice and introduce consistent methods of monitoring and evaluating the quality of teaching by: (Paragraph 45)
 - a. agreeing a common format for evaluation and identifying clear targets for improvement;
 - b. ensuring that both the headteacher and subject co-ordinators systematically monitor the quality of teaching;
- ensure that assessment is used to inform curriculum planning to enable pupils to build on previous knowledge and understanding. (Paragraph 38)

In addition to the key issues above the following less important weakness should also be considered for inclusion in the action plan:

- ensure that all documentation for parents is written in a style that is easy to understand. (Paragraph 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	45	7	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	326
Number of full-time pupils eligible for free school meals	N/a	50

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	5
Number of pupils on the school's special educational needs register	N/a	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	21	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	24	24
	Girls	14	19	19
	Total	34	43	43
Percentage of pupils at NC level 2 or above	School	74(77)	93 (92)	93 (85)
	National	82 (73)	83 (92)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	24	24
	Girls	16	17	17
	Total	38	41	41
Percentage of pupils at NC level 2 or above	School	83 (77)	89 (94)	89 (92)
	National	82 (81)	86 (85)	87 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	24	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	18	13	19
	Total	30	25	32
Percentage of pupils at NC level 4 or above	School	70 (79)	58 (78)	74 (82)
	National	70 (65)	69 (69)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	18	19	18
	Total	30	31	30
Percentage of pupils at NC level 4 or above	School	70 (79)	72 (78)	70 (82)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	1
Indian	3
Pakistani	
Bangladeshi	2
Chinese	4
White	315
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	29.6 : 1
Average class size	29.6

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	70

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	560,280
Total expenditure	571,339
Expenditure per pupil	1753
Balance brought forward from previous year	19248
Balance carried forward to next year	8189

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	6	0	0
My child is making good progress in school.	43	46	9	1	1
Behaviour in the school is good.	40	56	1	1	1
My child gets the right amount of work to do at home.	35	50	14	0	1
The teaching is good.	40	48	4	3	6
I am kept well informed about how my child is getting on.	29	46	21	4	0
I would feel comfortable about approaching the school with questions or a problem.	51	34	14	0	1
The school expects my child to work hard and achieve his or her best.	46	49	1	0	4
The school works closely with parents.	24	54	18	4	1
The school is well led and managed.	34	49	6	5	6
The school is helping my child become mature and responsible.	45	49	1	1	4
The school provides an interesting range of activities outside lessons.	21	43	18	5	14

All comments at the meeting for parents were supportive and very positive of 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

57. Children under five who started school at the beginning of the spring term are currently accommodated in a Reception/Year 1 class. Children who started in September are in a separate Reception class and are all five. This section focuses on the children in the mixed Reception/Year 1. At the time of the inspection there were eight children who were under five. The results of the baseline assessment indicate that children enter the school with a wide range of abilities but, overall, their attainment is average. Inspection findings indicate that most of the children are likely to achieve the desirable learning outcomes for pupils entering compulsory education in all of the areas of learning. There has been an improvement in the quality of teaching and learning since the last inspection. This is mainly as a result of the recently appointed early years co-ordinator. She is gradually bringing staff to work together as a team and planning is effective in providing children with appropriate learning opportunities.

Personal and social development

58. A successful induction policy ensures that the children settle in quickly and good relationships are established with their families to ensure that the transition is smooth. By age five, children understand the differences between right and wrong and relationships between them are good. They share resources, listen to one another with interest and co-operate well together. Children all gain from broadening cultural experiences, for example sharing artefacts that are representative of other religions. Children settle into the routines of the class when the teacher and support staff show sensitivity and care. They are generally provided with motivating learning experiences and purposeful play activities. However, when the provision is more appropriate for the older Year 1 pupils, children are less focused and either adopt a more passive role or become disruptive. For example, during the inspection this happened in a physical education lesson when the differing stages of development were too wide for the lesson to be really effective, children became easily distracted and their co-operation was limited.

Language and literacy

59. By the age of five, most children are working within the early stages of the National Curriculum. They listen with attention, speak with confidence in whole class discussions and both ask and answer questions. They have acquired early literacy skills and take books home to share with parents. They display an appropriate knowledge of letters and sounds in their writing and know that print carries meaning. All children write their name and are able to make marks on paper, and draw pictures to share ideas. Most draw and trace letters correctly. More able children are beginning to recognise familiar words and know that a story is structured with a beginning and an end. In this area of learning, teaching is good and there is a clear emphasis in daily planning to ensure that these skills are developed appropriately.

Mathematics

60. The children are making satisfactory progress in mathematics. Through small group work and class activities they extend their mathematical language and learn to count, sort and measure. The quality of teaching is good and ensures that children become familiar with mathematical language through stories, rhymes, discussions and activities. The teacher has high expectations of both behaviour and challenge and takes every opportunity to develop mathematical skills. For example, when the role-play area was created into a 'Baby Clinic', the children were given opportunities to measure their babies and compared the lightest with the heaviest. By five, many children count to ten and beyond, and higher attainers confidently use their fingers to work out numbers that add up to five.

Knowledge and understanding of the world

61. Children develop an awareness of places in and beyond their own environment. They are taken on walks to observe the changes in the seasons and have visited a local church to look at the stained glass windows and the pulpit. They are developing an appropriate understanding of maps and have drawn their journey from school to home. They study topics such as 'mini-beasts' and use appropriate language to describe where these creatures are to be found. Children have an appropriate understanding of the past and the present and understand chronology in relation to their birthdays and families. Many children are able to name and order the days of the week. Children solve simple problems by making and modifying simple models and have designed seed packets from paper and glue. They learn to use the mouse to operate a number of simple computer programs. The staff plan effectively to cover all of the different aspects of this area of learning. Appropriate opportunities are provided for the children to work individually and in small groups to carry out investigations with water and sand. The quality of teaching is satisfactory.

Creative development

62. Children have appropriate opportunities to experiment with colour, texture and shape, and achievement is satisfactory. They use their imagination to print pictures such as snowflakes and storms. They handle pencils and crayons appropriately and produce well-proportioned drawings. Children are encouraged to listen to music and are given opportunities to sing songs and rhymes. They tap out simple rhythms on different parts of their bodies. There is an area in the adjoining corridor for imaginative play. During the inspection, the children demonstrated appropriate skills of co-operation. The teaching in this area of learning is satisfactory overall. The class teacher gives the children appropriate songs and rhymes to learn but, during a music lesson which was observed during the inspection, the songs planned were not suitable for children of this age. Insufficient support was provided for children with special educational needs.

Physical development

63. Although the children do not have access to a wide range of equipment in an outdoor space to develop strong movements, appropriate activities are planned for sessions in the hall where good use is made of the equipment. The small, secure space outside the classroom is used satisfactorily for a range of activities that promote co-operative play. Manipulative skills, seen in an art lesson, are developed appropriately. Overall, the children make satisfactory progress. Teaching is satisfactory and on most occasions the children enjoy physical activities and respond appropriately to

their tasks.

ENGLISH

64. Throughout the school, all pupils, including those with special educational needs and those using English as an additional language, achieve well in English and standards are good. By age eleven, pupils are able to contribute very well to discussions with both confidence and enthusiasm. They listen very carefully to each other and all pupils respond maturely to the comments of their classmates. For example, in an English lesson in Year 5/6 class, pupils were given a selected sample of work, which had been completed in a previous session. The pupils competently pointed out successful features from the extracts and also highlighted where the writing could be improved.
65. By age eleven, the majority of pupils are reading with fluency and expression. They confidently discuss the styles of different authors and talk about the very wide range of books that they have read. The majority of pupils use their reading skills to support their learning. They have a good understanding of indexes and glossaries when researching their topic work. Pupils successfully use the Dewey classification system in the school library to find relevant books for their work.
66. By age eleven, the majority of pupils write confidently for a variety of purposes. These include detailed and structured story writing on themes such as 'The Haunted Hole'. Pupils also write biographies with developing confidence and construct detailed factual reports, such as articles suitable for a newspaper. They use their skills well to analyse text. They understand the use of technical vocabulary and know that the 'past, present, and future' tenses are used for different purposes and for creating effects in writing. Pupils confidently make up their own 'Mnemonics' which enables them to remember difficult spellings. For example, in one Year 5/6 lesson one pupil suggested that the word 'charity' could be remembered by saying 'cats have a right in tracking yo-yo's'. They also use their ability to spell correctly when they construct crosswords as a homework exercise, and which are then shared with friends. Pupils in Years 3 and 4 develop their writing skills well and confidently write for a range of purposes in a lively and thoughtful manner. Punctuation is used accurately and the majority of pupils use speech marks to denote spoken remarks. For example, they write postcards in an imaginative style about exotic holidays in the Caribbean and use appropriate words to create a realistic setting. All pupils in Key Stage 2 use a fluent handwriting style, and their work is neatly presented.
67. By the age of seven, standards in English are also good. The majority of pupils reach the required standards in both reading and writing. Pupils develop ways to understand unfamiliar words. They talk about different books they like to read and the higher attaining pupils discuss their favourite authors. Pupils confidently write for a variety of different purposes, which include stories, poems and personal 'news' reports. For example, they write with developing imagination stories about 'My Midnight Feast' where words are correctly spelt and sentence structures are firmly in place. This skill is developed well in both Reception and Year 1 where pupils gain an appropriate understanding of the use of writing as a means to communicate. By age seven, the majority of pupils are forming their letters clearly and legibly.
68. The overall quality of teaching is good and this has a direct impact on the standards being attained by the pupils. During the inspection, 13 lessons were observed throughout the school and 70% of these are of a good standard. Approximately 15%

of lessons were of a very good standard and no unsatisfactory teaching was observed. Teachers have a good understanding of the literacy strategy and through very well planned lessons, they are using it well to improve standards throughout the curriculum. For example, teachers use the structure of the literacy session to teach history and science. Group tasks are very well matched to the needs of all pupils and teachers use the literacy hour effectively to teach appropriate skills. Teachers are skilled in asking questions which require pupils to think carefully, and use praise and encouragement to build up pupils, self- confidence. High standards of behaviour are expected and the work planned challenges and excites the pupils. For example, teachers ensure that the text chosen for guided reading sessions is interesting and stimulates the pupils. Teachers relate very well to the children and this helps to establish a positive environment and commitment to hard work. Pupils are progressively taught how to search for information. For example, older pupils in Years 5 and 6 were observed learning to skim and scan for information. This had a positive impact on their learning.

69. The newly appointed co-ordinator is working closely with another colleague to ensure that coverage throughout both key stages is consistent. She has a clear understanding of the areas of the subject that require attention. For example, shortly after her appointment she recognised that the reading material was not sufficiently broad enough, with teachers too reliant on using just one reading scheme. Their plan to provide pupils with a wider range of books to read, which raises standards in reading, is based on a good knowledge of the needs of the pupils and a careful analysis of performance in National Curriculum assessment tests over time. The immediate introduction of a wider range of reading material has already had a significant impact on reading standards. Two libraries are centrally located in Key Stage 1 and 2 and both are carefully classified and catalogued. They promote very good opportunities for pupils to independently research information.
70. Since the last inspection, standards in both key stages have improved significantly. The progress of higher attaining pupils was criticised but provision for them is now good. At both key stages pupils speaking and listening skills are very good and commendable progress has been made with the improvements in both reading and writing. The quality of teaching has improved from satisfactory to consistently good and no unsatisfactory lessons were observed. In the last report it stated that no schemes of work were in place for the subject. This has been improved and there are detailed schemes for all aspects of the subject. Arrangements for homework have been formalised and teachers mark the pupils work thoroughly and consistently. Resources for English are now good and there is a suitable number of books that represent a range of different cultures.

MATHEMATICS

71. Inspection findings indicate that the level of attainment achieved by pupils at the end of both key stages is above that expected nationally for seven and eleven year olds. Pupils with special educational needs, and those for whom English is an additional language, also achieve well. At the end of Key Stage 1, pupils in Year 2 identify odd and even numbers and understand the concepts of halves and quarters in area and number. They can count in tens to one hundred and do addition sums involving two-digit numbers. Pupils perform the calculations necessary to solve simple number problems. They can identify two-dimensional shapes, such as a square, a rectangle, a hexagon and a circle. The majority can use tally charts to gather information and then present it in the form of simple block graphs.
72. Pupils in Year 6, the end of Key Stage 2, solve number problems and select the correct method for dealing with them. They can convert from fractions to decimals and then to percentages, for example $\frac{1}{2} = 50\% = 0.5$. Pupils can calculate using their knowledge of place value in such sums as 10×340 . They understand the concepts of factors and prime numbers. In work on shape pupils can name different types of triangles such as scalene and equilateral. They can calculate the area of a simple shape by either counting the squares or by using the formula $L \times W = A$. Pupils collect information in a variety of different ways and reproduce it in line or block graph form.
73. There has been a significant improvement in the levels of attainment at the end of both key stages. This good level of achievement overall results from a number of factors, the most important of which are teaching, planning, 'booster' groups, setting and the development of the numeracy scheme within the school. A significant feature of the teaching, which is never less than good, with a significant amount of very good, is the high level of lesson planning. Lesson plans identify clear objectives and these are communicated to the pupils at the beginning of numeracy sessions so that they know exactly what is expected of them. Care is taken to match the work given to the ability of the pupils. Pupils are subjected to lessons, which follow the provisions of the National Numeracy Strategy, are well structured and take account of the need for progress. The provision of booster groups for pupils nearing the end of Key Stage 2 has had a marked effect on the overall level of attainment. As a result of an audit of the school's provision for mathematics, carried out by the subject co-ordinator, it was decided to introduce setting into Key Stage 2. Setting has allowed for a much closer match between the work given to pupils and their abilities. A programme of teacher training, which has clearly improved teachers' ability to teach the subject, accompanied the introduction of the national numeracy scheme into the school.
74. The quality of learning in the lessons observed is good, with a significant percentage of very good teaching in both key stages. This is in the main due to a high level of teaching skills that have a significant impact on the quality of learning. In both key stages the work given to the pupils is challenging and is built on a good foundation of previous knowledge. Teachers begin lessons with a revue of previous work and then proceed in logical steps to meet their objectives. For example, pupils in a Year 5 group considerably improved their ability to calculate using inverse operations. Pupils in Year 6 improved their knowledge of the relationships between percentages, decimals and fractions. The ability of pupils to calculate mentally is developed well through start of lesson mental arithmetic tests. During the mental arithmetic sessions pupils are encouraged to explain their thinking processes. The work given to pupils is suited to the varying ability groups. More able pupils are given work that is

both stretching and encourages them to think mathematically. A significant feature of some lessons is the high level of support given to pupils with special educational needs. What soon becomes apparent when observing number lessons in the school is the very high standard of pupil behaviour. This enables teachers to concentrate on lessons and therefore has a direct effect on the quality of pupils' learning. Pupils show an enthusiasm, which reflects that of their teachers, for the subject. They are quick to respond to questions and try very hard to please their teachers. They settle quickly into lessons, listen attentively and remain on task during work sessions. Pupils work well together and co-operate when working in groups. Homework is a good feature of the school's provision in the subject at Key Stage 1 and is very good at Key Stage 2. The homework provided is relevant to the work being done in numeracy lessons.

75. The ability of pupils to think mathematically is further enhanced by work in other subjects, which gives pupils opportunities to apply their knowledge of number to different situations. For example, in a literacy lesson Year 4 pupils produced bar graphs to show the frequency of words used in the text they were studying. In Year 6, pupils carry out a weather survey recording their results in the form of line graphs and pictograms. They develop their ability to read dials, compasses and wind vanes.
76. The teaching of mathematics throughout the school is good. Approximately 30% of lessons were of very good quality and in the remainder of the sessions observed, teaching was never less than good. Teachers demonstrate good subject knowledge and an enthusiasm for the subject. They plan carefully and are very aware of the abilities of individual pupils and plan work accordingly. Lessons are very well planned and teachers make good use of the resources available to them. The activities provided are focussed on the objectives of the lesson and are designed to maintain the interest of the pupils. The very good level of pupil behaviour is due in part to the ability of the teachers to develop good relationships both with individual pupils and their classes as a whole. Lessons have a brisk pace and questioning is used well to probe pupils' knowledge and understanding. The quality of marking varies over both key stages, with some giving detailed feedback to pupils whilst other examples are confined to ticks and crosses.
77. The subject is well managed by the subject co-ordinator who has a good knowledge of its strengths and weaknesses. There is little opportunity for the subject manager to monitor teaching within the classrooms but all planning is reviewed, as are the results of regular assessment tests. The progress of pupils is recorded. However, these records and the results of assessment tests are not being sufficiently used by the school to help with future planning. The subject co-ordinator is aware of this deficiency. The resources made available for teaching the subject are good, well organised, clearly labelled and readily accessible.

SCIENCE

78. Standards of work seen during the inspection, both in lessons and through a detailed scrutiny of work, were broadly in line with national expectations at Key Stage 1 and just above national expectation at Key Stage 2. Since the last inspection considerable progress has been made to further develop the science policy and the scheme of work. Particular attention has been paid to ensuring all the aspects of the section relating to scientific enquiry are incorporated into the programmes of study and that the previous weakness in the work on materials has been addressed. Assessment of the pupils is not consistent throughout the school. End of topic tests provide valuable information but the school marking policy is not applied consistently. Assessment is

not used to best advantage when considering future planning. There is no significant difference between the performance of boys and girls. Pupils with special educational needs perform well in this subject with teacher intervention, collaborative pupils and support staff contributing to the significant progress made by these pupils within the lessons. Pupils with special educational needs were observed drawing complex line graphs during Year 5 and Year 6 lessons and interpreting the graphs to draw some valid conclusions. Progress for pupils for whom English is an additional language is also appropriate.

79. Pupils in all years demonstrated an ability to undertake practical work, appreciate the need for 'fair testing', make predictions, use resources efficiently and record their work effectively. Pupils in Year 6 were familiar with the concept of conduction and convection and they showed a good understanding of the principles of thermal insulation. Pupils in Years 3 and 4 showed a good knowledge of the use and variety of teeth and the functions of the tongue, saliva and jaws in the process of chewing and swallowing. Pupils from Years 1 and 2 discussed the difficult concepts of sound production and sound effects and they were aware of the differences in pitch of sounds and how sounds travels by vibration. Pupils in Year 3 produced good examples of creative writing using complex vocabulary related to teeth and the process of eating. Written work is of a good standard showing a variety of reporting styles, attention to detail and a scientific approach to recording results and interpreting data.
80. The pupils are keen and enthusiastic and enjoy the lessons. They work well both individually and within small groups demonstrating a high degree of support, co-operation and collaboration. They share resources and materials without any fuss and show respect both for the feelings of other pupils and the opinions offered in response to both questions and written tasks. Pupils listen attentively to instructions and information. They respond energetically to questions and show good understanding when drawing conclusions from their practical work.
81. Teaching at both key stages is good, with all teachers demonstrating a good knowledge and understanding of the work together with a determination to focus on the basic principles of scientific investigation and accurate recording. The planning is detailed with identified learning objectives, opportunities for extended vocabulary, well-researched activities and an emphasis on investigative work. Setting in Years 1 and 2, together with tasks matched to the needs of the differing levels of ability ensures that the work is appropriate for the majority of pupils. Teachers plan together to ensure that all pupils get full access to the curriculum and that the work is closely allied to National Curriculum requirements. Clear whole class explanations are given, practical activities are well managed, focused and resourced, with plenary sessions used to good effect in reviewing work and reinforcing new learning.
82. The subject is managed effectively and the teacher is aware of the need for some restructuring of the programmes of study to include the new requirements and the need to monitor teaching more effectively. The subject is well resourced, good use is made of the limited accommodation and information and communication technology is being used in a limited but expanding capacity. The co-ordinator has begun to analyse test data to modify curriculum planning and address weaknesses in the teaching programme, but this requires further development. Displays in science are good and have a positive, supportive impact upon teaching.

ART

83. By the time they leave the school pupils attain standards better than expected for their age and progress in learning is good. Evidence for this was taken from samples of pupils' work and lesson observations. Standards have improved overall since the previous report and all pupils are making good progress in learning.
84. The five year olds in Reception use a range of materials well, including felt and dough, to make 'mini-beasts'. They produce an attractive display in the primary colours from materials, paint and coloured paper. By the end of Key Stage 1, pupils can create brightly coloured Aztec art designs in pastels and chalk for shields and a piece of clothing. Some pupils make close observational drawings in pencil of a small area taken from an Aztec painting. Another class experiment effectively with mixing colours used by the Aztecs in their painting. Pupils demonstrate good pencil techniques for observational drawings of animals during a visit to a wild life park and from looking at pictures of castles. Some pupils have produced good mono-prints from the viewfinder drawings of castles.
85. Many good examples of pupils working with a range of media and using a variety of skills and techniques can be seen in Key Stage 1. In Years 3 and 4, pupils continue to develop their observational skills well through the use of chalk and charcoal, paying particular attention to light and shade. They know the correct type of pencil to use when drawing. When studying the artist William Morris, pupils design their own patterns in the style of his works, outlining in black ink and painting using watercolours. They make good Egyptian patterns and use them effectively to decorate pictures of Egyptian mummies and to make Egyptian colours in a range of media. Pupils in Years 5 and 6 design and produce a rainforest picture using some of the techniques of the Impressionists. They make close observations of the details of the animal or bird through a viewfinder. In a topic on the Greeks, pupils used artefacts to copy designs and used them well on clay tiles. They use a variety of techniques for self-portraits, including pencil drawings and watercolours, and have studied techniques for drawing particular parts of the body in detail, for example hands.
86. The quality of teaching is good in both key stages. Subject knowledge is secure and teachers are confident and enthusiastic. This has a positive impact on pupils' attainment and learning. The good resources available are well organised and skills and techniques are explicitly taught and demonstrated. Teachers value pupils' efforts and they give pupils lots of confidence to try hard. Pupils take great care with their work and are keen to do well. Teachers' planning is good and they use the scheme of work recently provided by the co-ordinator very well. The co-ordinator provides good support for colleagues and the scheme has ensured the teaching of skills progressively. This has enabled the pupils to make good progress in their learning and to produce work of a high standard. Teachers use the co-ordinator's own artwork very effectively to demonstrate techniques to pupils. This is a meaningful experience for the pupils and has a positive impact on their learning. Sketchbooks are used well to enable pupils to experiment and practice skills and techniques. Pupils with special educational needs receive very good support from learning support assistants in some lessons. Samples of pupils' work are being collected and carefully presented by the co-ordinator to support teachers with planning and expectations of attainment. Displays in the classrooms are bright and attractive and celebrate pupils' achievements well. The weekly art club for older pupils is usually well attended and, together with the links with the local community college and involvement in local projects such as 'The Millennium Art Project', makes a good contribution to pupils' progress in this subject.

DESIGN AND TECHNOLOGY

87. Standards in design and technology are better than expected of pupils at the age of both seven and eleven. Pupils make good progress in their learning. No lessons were observed during the inspection because the school had already decided to take part in a week's design and technology project involving many schools in the city later in the term. This project is intended to raise the profile of design and technology within the curriculum and support pupils in their learning. Evidence of standards was obtained from samples of pupils' work, listening to pupils and looking at teachers' planning.
88. There has been a significant improvement in levels of attainment and the progress pupils were making at the time of the previous inspection. The issues of time allocation and a scheme of work to ensure acquisition of skills, knowledge and concepts in both planning and making have been addressed well.
89. The five year olds in Reception use a range of materials to successfully design and make homes through the ages. Some pupils make their buildings effectively using large bricks and 'Lego'. There are some good designs for a school badge. In Years 1 and 2 pupils design and make castles which have two sorts of moving parts, a hinge and slider. Some pupils made and tested windmills, related to their work in geography, to test the strength of the wind.
90. In Key Stage 2 pupils in Years 3 and 4 investigate different types of levers and use the information gained to design a 'mini-beast' with a moving part. Pupils use a range of materials effectively to design and make a photograph frame with a stand. In Years 5 and 6 they design and make good shelters with a specific design brief. The shelter has to seat four people, be fixed to a place, and be waterproof and durable. They experience aspects of investigating, testing, designing, constructing and evaluating. They design, make and evaluate models of chariots that move using an electrical control. Other projects in Key Stage 2 include designing and making a healthy sandwich in a box, making a section of a sampler linked to their topic about the Victorians, and designing a Millennium garden, which was constructed in the school grounds.
91. No judgement can be made on the quality of teaching of design and technology, but evidence from planning indicates that the curriculum is taught well in a two-year rolling programme, with clear objectives and progression of skills. Good use is made of the scheme of work provided by the co-ordinator to support teachers, which has a positive impact on pupils' learning. A useful portfolio of pupils' work is being developed and the co-ordinator gives good support to colleagues in both planning and teaching of skills. Resources available are good and easily accessible for both teachers and pupils.

GEOGRAPHY

92. At the end of both key stages, pupils attain the standards expected for seven and eleven year olds. This judgement is similar to that made in the inspection of October 1997. Pupils in Year 1/2 to explain the differences and similarities between an imaginary island and the area in which they live, describing the important features of both areas. They made windmills to test wind speed and develop an understanding of the effects of weather on people and places. In Year 3/4 pupils define the meaning of

co-ordinates and describe how they are used. Given simple co-ordinates, pupils can find a position on a chart. They understand symbols on a map and know how to use keys to identify them. Pupils have produced maps of an imaginary farm and have identified different features by using symbols with a key showing what they represent. Pupils in Year 5/6 have conducted extended studies on Stoke Damerel, with particular emphasis on their own streets and houses. These well-produced pieces of work include the use of maps, both modern and dating back to 1860 and 1881, photographs and a plan of the pupils' homes. There are lists of the people who live in the area and what amenities are available to them.

93. Pupils in Year 5/6 have been studying the rainforests of South America, with particular emphasis on the effect that man is having on them. They are aware of the destruction now taking place and the economic and social reasons for it. For example, they are aware of the effects of forest clearance for mining, cattle raising and for roads and railways. They empathise with the native peoples. They have produced maps of the region showing the position of the rainforests. Pupils understand the effect of water on the environment and the meaning of words such as 'estuary', 'gorge' and 'rain cycle'. Other pupils in Year 5/6 have studied Spain in terms of its position and the way of life of its people.
94. The lessons observed in both key stages during the inspection all provided a good learning experience for the pupils. They make good progress in their acquisition of knowledge and their understanding of the world about them. The progress that pupils make is very much influenced by the overall good teaching of the subject. Teachers have high expectations of their pupils and maintain a good learning environment within the classrooms. There is a relaxed, pleasant atmosphere in which pupils work and express their feelings about what is happening in their world. For example, pupils in Year 5/6 were encouraged to talk about how they felt after watching a video about the destruction of the rainforest. It was clear from their responses that they had listened and watched attentively and had assimilated a great deal of the information given. Planning is good and lessons have a brisk pace, with the use of resources that are well organised. Teachers use good questioning to draw out pupils' ideas and assess what they know and understand. When considering the quality of learning and perhaps just as important as the good teaching are the attitudes displayed towards the subject by the pupils themselves. Pupils became very involved in the activities during the lessons observed in both key stages. They try hard to please their teachers, and many produce a good standard of work. A particularly strong feature of pupil involvement in lessons is the very high standard of behaviour, a feature of the majority of lessons; it was never less than good.
95. Geography is linked to other subjects. For example, Year 5/6 have produced extended pieces of writing about their environment. They used their number skills during a study of the weather produce line graphs and pictograms to illustrate their findings. There is a clear link to design and technology in the work done by reception children in producing windmills to test wind speed.
96. The management of the subject is generally satisfactory and the subject manager is clear about what has been and still needs to be done. The subject co-ordinator works closely with the governor responsible for the subject. Governors have been provided with a written account of the progress of the subject. Illness has prevented the subject manager from developing geography over the past year. The scheme of work and policy for the subject are fully in place. The resources for the subject are generally good.

HISTORY

97. Pupils in both key stages reach expected levels and achievement is satisfactory. By age seven, pupils have developed an understanding of why people in the past acted as they did and what happened as a result. For example, pupils in a Year 1/2 class have studied both the life and work of the pioneering nurse Mary Seacole during the Crimean war. They also understand that historical information can be gained from a wide variety of sources such as artefacts, buildings, photographs and books. For example, they have studied different types of castles and know that different materials were used over time to construct them. They also know about a variety of famous people, such as Sir Francis Drake, Captain Cook and Neil Armstrong.
98. Pupils in Years 3 and 4 understand the concept of a time line and highlight major events, from the building of Great Pyramid in 3600 B.C to the present day. They know that Egyptians communicated using pictures and signs and discuss the tomb of Tutankhamen. By age eleven, pupils are able to discuss life in Ancient Greece. They understand that the Greeks started many of the things that are present in today's society, such as the Olympics, the theatre, government and currency. This is an improvement since the last inspection when it was considered that pupils were not aware of the legacy that Ancient Greece has upon life today. They confidently compare Greek houses with those of their own and express their feelings on dislikes and likes of the times. They are developing a competent understanding of the importance of evidence to support their opinions of Greek times. Major events in Greek times are illustrated through a detailed time line.
99. The quality of teaching is consistently good throughout the school, and this is an improvement since the last inspection. Planning is good and learning objectives are both clearly identified and shared with the pupils. This also promotes the pupils interest and enables them to sustain concentration. Staff have good relationships with their class and good use of praise promotes the pupils self-esteem. This has a good impact on their learning. Pupils with special educational needs are clearly identified and support assistants are well deployed. Work is suitably differentiated for higher attaining pupils and this ensures that they are applying their knowledge at a level and pace appropriate for their ability. Questions are set for pupils at the beginning of topics and they are encouraged to return to answer these at the end of the topic.
100. The development of a comprehensive policy and scheme of work by the co-ordinator has enabled historical skills to be taught progressively through the school. This ensures that the pupils acquire new knowledge and skills consistently and increase their understanding at an appropriate pace. The use of suitable resources and visits to historical sites of interest promote both enthusiasm for the subject and enhance the quality of learning. Displays throughout the school promote pupils' interest in the subject and make a contribution to pupils' cultural development. For example, extended writing about life during the Second World War is tastefully displayed on corridors and this is a strength that has been well maintained since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. Standards of attainment in information and communication technology at the end of both key stages are above those that are expected nationally. This judgement is based on a limited number of lesson observations, discussions with pupils in groups and individually and a survey of the school's provision for the subject. Given the fact that pupils' performance was below national expectations in the report of October 1997 and their progress was unsatisfactory, the current judgement represents a

considerable improvement in the school's provision for the subject. The report of October 1997 highlighted three principle factors which were judged to be the cause of the school's poor performance in the subject. These were staff confidence and expertise, the age of the equipment and the lack of a subject policy and scheme of work. The training of teachers is an on-going process and the school is committed to the further development of staff expertise in the subject. The co-ordinator is very aware of the training needs of the staff and has drawn up a programme of skill development. Courses covering spreadsheets, databases and using email, amongst others, have already taken place and more have been planned for the future. The school has very much improved its resources for the subject and pupils are now using equipment that is as up-to-date as it can afford. The comparatively new equipment, when linked with a good selection of relevant software, provides pupils with a resource base that allows them to develop their information and communication technology skills. The co-ordinator, in co-operation with colleagues, has developed the use of a commercially produced scheme of work within the school that helps pupils to build on their skills from the reception class through to Year 6. The scheme has clearly stated aims, a list of objectives and a detailed set of guidelines for implementation. When the improvements outlined above are linked to the enthusiasm of the pupils for the subject then the reasons for the raising of standards since the last report become clear.

102. Pupils at the end of Key Stage 1 discuss information technology in terms of why it is useful to us. For example, they know about the use of e-mail and the use of the Internet for shopping and information. They are aware of the need to control the technology available to them, for example the correct use of a tape recorder. Pupils understand that they must enter the correct sequence of instructions if they want the machine they are using to work efficiently. They know that compact discs have a number of uses, such as music and voice reproduction and storing information. When using computers pupils access menus with the mouse and are generally confident in using basic word processing procedures. They have experienced the use of control technology using modelling programs.
103. At the end of Key Stage 2 pupils work confidently, using a range of different programs. For example, pupils in Year 6 were observed using a range of programs to organise and present information about the rainforests of South America for presentation to younger pupils. They are aware of the importance of considering their potential readers when producing work for others. When using word processing programs they are able to insert different elements, for example sound and pictures. They can seek, add and amend information when using databases. In Year 3, pupils are producing a database on the physical characteristics of people in the class. This work has been extended to the production of pie charts and pupils were observed analysing the database, extracting specific information from it. Pupils access the Internet and send e-mails. The school has links to local schools and pupils exchange messages using e-mail. Pupils use information and communication technology to aid their learning in a number of different curriculum areas, for example, in geography, literacy and numeracy.
104. The quality of pupils' learning is good in both key stages. Pupils benefit from good overall teaching and a scheme of work that enables tight lesson planning. The methods used by teachers ensure that pupils of all abilities have worthwhile learning experiences. For example, teachers have clear lesson objectives that reflect the high level of expectation that they have of their pupils. Good lesson planning provides structure to information and communication technology sessions. Clear explanations of new skills is a feature of lessons, as is good questioning, which allow pupils to put forward their ideas and discuss their problems. Pupils are very much involved in

lessons and teachers use praise well to reinforce their confidence. Less able pupils are given the support they need to progress. A feature of the work in the subject is the way in which pupils are encouraged to take charge of their own learning. An important contributory factor to the good level of pupil learning is the very good behaviour which is a feature of all the work observed in the subject during the inspection. Pupils work hard and are attentive to their teachers. The relationships between pupils and teachers are good. Pupils work well together and share equipment sensibly.

105. Information and communication technology is well managed. The co-ordinator reviews lesson planning, holds regular discussions with the teaching staff and carries out some in-service training. However, at the present time there is no formal monitoring of teaching within the classrooms. The school makes good use of volunteer help to ensure that all aspects of the subject are taught. The temporary information and communication technology suite, which is situated in the main school corridor, is not ideally placed, but the school is in the process of developing a new area that will allow for whole class lessons.

MUSIC

106. Pupils have access to a wide range of musical experiences and have opportunities to control sounds through singing and playing, to create and develop musical ideas, to evaluate their own performance and the performance of others, to listen and to perform. Visiting music teachers give small group lessons to a number of pupils at Key Stage 2 in both string and woodwind instruments and both these sessions are oversubscribed. There is a club for younger pupils, up to Year 3, to learn the recorder and a guitar club for pupils in Years 5 and 6. A thriving choir meets once a week and contains a similar number of boys and girls from Years 4, 5 and 6. The school has participated in a wide range of musical activities within the local community including 'African Jigsaw', 'For Steven' and carol singing in Stoke Village, Astor Hall and Stoke Business Centre.
107. The standards of attainment observed in music lessons, clubs, instrumental tuition and singing practices were good with some very good work seen in both singing and the playing of tuned instruments. This is an improvement since the last inspection. The pupils sing with enthusiasm and expression, demonstrating clear diction, good rhythm and very good pitch control. Pupils relish the opportunities to perform, which they do with enthusiasm, expression and creativity. A dance lesson with pupils from Years 1 and 2 on the theme of 'The Teddy Bears' Picnic' demonstrated good rhythm, lovely facial expressions, creative response and thoughtful interpretation of the music.
108. Pupils' attitudes to music are very good. They listen attentively, respond enthusiastically and apply themselves diligently and imaginatively. In a Years 5 and 6 lesson, following a review of previous work, pupils were observed improving group compositions. Their attitudes towards each other, their encouragement and collaboration were very good. The use of a specialist music room, access to a good range of instruments and the rapport between pupils and teachers all enhance the quality of the work seen.
109. Although the quality of teaching is good overall, some very good teaching was observed in Key Stage 2. The keen efforts of the two specialist teachers provide good planning, support for the non-specialist, appropriate activities, a range of extra-curricular activities and suitable resources. All the lessons seen were well planned, the pace of the lessons were good and the pupils knew what was expected of them. Tasks were appropriate to the needs of the pupils and teachers gave good support to

individuals. There were opportunities for higher attaining pupils to work on tasks suited to their needs, particularly in a Year 5 and 6 lessons on group composition.

110. The co-ordinator is a music specialist and has drawn up the policy and scheme of work in consultation with the teacher in Key Stage 1 who has musical expertise. The co-ordinator has no non-contact time, which makes monitoring teaching difficult, but planning is monitored regularly and all pupils are observed in singing practice and assemblies. Resources are very good, with a good range of tuned and untuned instruments. The co-ordinator can request extra monies for particular items. The specialist room and hall are both used to good effect. The music specialist within that age group currently teaches this subject to all Key Stage 1 pupils.

PHYSICAL EDUCATION

111. Standards of work seen during the inspection were broadly in line with national expectations at Key Stage 1 and generally above those expected at Key Stage 2. Lessons observed included dance, games and gymnastics. Swimming is taught in a block period to older pupils at a local leisure centre. During games sessions, pupils in Year 1 and 2 send and receive balls with confidence. In dance lessons they travel and balance on different parts of their bodies and show good levels of expression as they move in response to specific themes such as a 'Teddy Bears picnic'. Pupils in Key Stage 2 catch and throw with some degree of consistency and show good progress when striking a ball with a bat. In gymnastics, pupils in Years 5 and 6 were observed during the inspection performing sequences and evaluating their work. In dance lessons, pupils throughout Key Stage 2 were seen using varying speeds of movement, good interpretation of music and an appreciation of space and different levels in their performances. The improvements in planning have enabled all staff to raise standards and ensure good progress in this subject.
112. Pupils are very keen to participate in the lessons, show good collaborative skills, very good standards of behaviour and a great respect for equipment and apparatus. They are very well motivated, listen attentively, concentrate well and make a sustained and determined effort throughout the lesson. They are co-operative and apply themselves diligently to all the activities. These qualities were seen to good effect in Year 5 and Year 6 dance lessons on the theme of samba rhythms, in a Year 4 lesson during conditioned games of non-stop rounders and a Year 6 lesson involving catching and throwing a tennis ball in pairs. However, at times, higher attaining pupils lack opportunities for more challenging activities which would enable them to achieve even higher standards of performance.
113. The quality of teaching is always at least good at both key stages. The good class management skills, the rapport with pupils, the collaborative planning, the good pace of lessons and the provision of sufficient and appropriate resources all contribute to a good working environment. Pupils are keen to learn and the teachers match the activities to the needs of the majority of pupils. Teachers are secure in their subject knowledge, make good use of support materials and are willing to ask for advice. Teachers' planning is very good and clear learning objectives, appropriate vocabulary to be used and reviews are built into each lesson. Assessment is not yet fully developed to allow it to inform future planning but this is a focus of the subject development plan.
114. There is no significant difference between the performance of either boys and girls or pupils from different ethnic groups. However pupils with special educational needs perform well and achieve good standards of performance. The co-operative,

supportive pupils and appropriate teacher intervention, together with structured planning help those pupils who need extra support.

115. No extra-curricular activities were seen during the inspection although there is a regular sports club and netball club. Football and athletics are to be reintroduced in the near future. There are excellent relationships with the local community college, with pupils actively involved in cricket and soccer activities. Further liaison is being developed with a local football team where professional soccer players are developing coaching sessions with the local schools.
116. The subject is well led and the co-ordinator ensures the planning is monitored, appropriate resources are provided and the best use is made of teacher expertise and available accommodation. The teaching is insufficiently monitored at this time, and assessment procedures are not sufficiently developed to ensure such evaluation further improves the quality of teaching and learning.

RELIGIOUS EDUCATION

117. Standards in religious education have been successfully maintained since the previous inspection and are as expected according to the Devon syllabus, which has been adopted by Plymouth schools. All pupils, including those with special educational needs and those for whom English is an additional language, achieve appropriately.
118. The pupils in reception class gain a satisfactory understanding of the need to treat living things and their environment with care. They join in a role-play activity to retell the story of 'The Labourers in the Vineyard' and link this appropriately to their own experiences and give examples of being generous and being greedy. Pupils in Years 1 and 2 know some of the stories about Jesus from the New Testament and Christian festivals, such as Pentecost. They look at special places such as the local church. They understand some of the beliefs of other world faiths such as the Islamic faith and Hinduism.
119. In Key Stage 2, pupils in Years 3 and 4 know some of the similarities and differences between the Hindu and Christian creation story. They discuss the link between the rules broken in the story and the need for rules in our community. Working in pairs, pupils make a list of their own rules for the local and school community. Pupils in Years 5 and 6 can satisfactorily relate the journey of St Paul to Damascus to their own journey of life. They can complete a time-line to illustrate important events in their lives. They understand some of the customs and festivals celebrated by Jewish people and compare with those of Christians.
120. Although some good teaching was observed during the inspection in both key stages, evidence from scrutiny of work throughout the school indicates that the quality of teaching is satisfactory overall. Good response from pupils has a positive impact on their learning. Lessons are well planned using a scheme of work prepared by the co-ordinator following the new locally agreed syllabus and teachers subject knowledge is secure. The issue from the previous inspection, of not having a recent syllabus has been appropriately addressed. Teachers have a sensitive approach to the subject and value pupils' contributions. Good questioning promotes discussions well. The pace of lessons and management of pupils are good. Pupils' response in lessons is good, which has a positive impact on their learning. Resources are good and have improved since the previous inspection. They are used well to enhance pupils' learning. There are good links with the local parish church and pupils visit regularly as part of the curriculum.