

INSPECTION REPORT

LAUGHTON JUNIOR AND INFANT SCHOOL

Sheffield

LEA area: Rotherham

Unique reference number: 106882

Headteacher: Mrs G Ogilvie

Reporting inspector: Graham Bate
20926

Dates of inspection: 12th – 16th February 2001

Inspection number: 206708

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: School Road
Laughton
Sheffield
Postcode: S25 1YP

Telephone number: 01909 550477

Fax number: n/a

Appropriate authority: The governing body

Name of chair of governors: Mr N Elmhirst

Date of previous inspection: September 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20926	Mr G Bate	Registered inspector	Science Art and design Music Physical education Equal opportunities English as an additional language	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
12536	Ms S Bullerwell	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21858	Revd J Pryor	Team inspector	English Information and communication technology Religious education Special educational needs	How well is the school led and managed?
8845	Ms H Sumner	Team inspector	Mathematics Design and technology Geography History Foundation Stage	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Laughton Junior and Infant School is of below average size with 127 pupils on roll between the ages of four and eleven. There are currently 28 full time equivalent children under five, including those in the nursery. The school is situated in a former mining area to the south east of Rotherham. The great majority of pupils live locally, but some do travel from other local villages. Numbers in the school have fallen recently due to the demolition of a former council estate. Unemployment in the area is about three times the national average. Nearly 30 per cent of pupils are eligible for free school meals, which is above the national average. The school identifies 18 pupils who are placed on the special educational needs register. This represents a percentage that is below the national average. Two pupils have statements of special educational need. There are no pupils of ethnic minority heritage or who speak English as an additional language. The standard of attainment of the current youngest pupils' attainment on entry to the school is below average. The number of pupils who join or leave the school at times other than the ages of five and eleven is increasing. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

The pupils make good progress from the time they enter the nursery until they leave at the age of eleven. Standards at eleven are at least satisfactory in all subjects. The pupils show very positive attitudes to their work, behave well and enjoy very good relationships with their peers and teachers. The teaching is consistently good, with a quarter being very good. These two aspects, together with a commitment to raising standards by the teachers, combine to ensure learning is good. The teaching of basic skills is very good and the curriculum generally meets the needs of pupils. The pupils are well cared for and there is good provision for their spiritual, moral and cultural development. The school strives hard to involve parents in their children's work. More work is required to develop the pupils' understanding of their own work, to extend higher attaining pupils, develop further assessment in all subjects and strengthen the pupils' personal and social education. Very good leadership is provided by the headteacher. She is supported well by all staff and the governing body. The school provides good value for money.

What the school does well

- Above average standards are attained in art, music, physical education and religious education.
- The pupils make good progress through the school, including those with special educational needs. Achievement in English, mathematics and science is now good.
- The pupils behave well and relationships are very good.
- The overall quality of teaching is good. The teachers manage the pupils very well.
- The school looks after the pupils well and provision for their spiritual, moral and cultural development is good.
- The school is very well led and has a clear educational direction.

What could be improved

- Realise the full potential of higher attaining pupils.
- The pupils' appreciation of their own learning.
- Extend the good assessment procedures in literacy and numeracy to other subjects.
- Improve provision for the pupils' personal and social education.
- The presentation of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in September 1998, there has been a good level of improvement in the standards of English, mathematics and science by the age of eleven. All the areas for improvement identified in the last report have been successfully and systematically addressed. The realistic targets for raising attainment have been reached or exceeded in both English and mathematics. This has been well supported by highly effective monitoring of teaching and learning. As a result of more direct teaching, standards in information and communication technology have risen and are now average. All schemes of work have been fully implemented, as has guided reading. The overall quality of teaching has improved. The good and very good teaching has risen from 51 per cent to 94 per cent. There is no

unsatisfactory teaching. Standards in four subjects are now above average. Behaviour standards are now consistently good. The management and leadership provided by the headteacher and key staff are now very good and the school's improved position is greatly assisted by the rigorous analysis of performance and the effective monitoring of teaching and learning. There has been an improvement in the quality of the interior of the school.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E*	E*	E	D
mathematics	E*	E	D	C
science	E	E	C	C

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

E - very low*

The results in the national tests for 2000 show that standards in English are well below average when compared with all schools nationally but just below average in comparison with similar schools, that is those having 20-35 per cent of pupils entitled to free school meals. In mathematics, against all schools, standards are below average and average for similar schools. Results are average both nationally and for similar schools in science. The standards in the three core subjects show a significant upward trend since 1997 and that the challenging targets for improvement have all been beaten. When compared with their 1996 results in Key Stage 1, the 2000 cohort achieved good results in mathematics and science. There was below average achievement in English. The current Year 6 shows that there is continuing improvement, with average standards in all three core subjects. Standards are good in art, music, physical education and religious education. From entry to the nursery where attainment on entry is well below average, the pupils achieve well throughout the school, now leaving at least in line with average expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have good attitudes and enjoy coming to school. They show interest in their work and generally concentrate well.
Behaviour, in and out of classrooms	The standard of behaviour throughout the school is good. Pupils are welcoming to visitors. In the playground boys and girls mix well and play happily together. There was no evidence of oppressive behaviour.
Personal development and relationships	Relationships throughout the school are very good. There is mutual trust between the pupils and all adults in the school. Pupils of all ages have opportunities to take small responsibilities, but not for aspects of their own learning.
Attendance	Attendance has improved over the last three years but still remains below the national average. Unauthorised absence is above the national average. There have been no exclusions.

The quality of the relationships and the positive attitudes shown by the pupils contribute significantly to the good learning in the school, leading ultimately to an improvement in standards.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The overall quality of teaching is good throughout the school. All the teaching was satisfactory or better with 67 per cent good and 27 per cent very good. English and mathematics, including literacy and numeracy, are well taught. The teachers manage their classes very well and use a good range of teaching methods. They have high expectations for the standards of behaviour and a commitment to raising standards. Expectations for higher attaining pupils are sometimes not high enough. The expectations for standards of presentation are not high enough. The teachers use the time available very well and maintain a good pace in lessons. Teachers now have greater confidence in teaching information and communication technology. Their subject knowledge is very good and the teachers of the under-fives understand well how children of this age learn. The teachers, by their effective planning and teaching strategies, ensure the needs of all pupils are well met. These positive aspects of the teaching ensure that learning is good throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The learning opportunities provided for the pupils throughout the school are good. There is an emphasis on the acquisition of skills and understanding as knowledge is acquired. The curriculum is enriched by a range of visits. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Their individual education plans are very well maintained. This helps pupils to make good progress towards their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision is good. For example, teachers provide good opportunities for pupils to reflect on art, music and poetry. The provision contributes well to the quality of relationships.
How well the school cares for its pupils	The attention given to the care of pupils is very good. All staff know the pupils very well. Assessment of pupils' progress is good in literacy and numeracy and is being developed in other subjects.

The school strives very hard to work in partnership with parents by, for example, providing good quality information to them, organising literacy and numeracy evenings and consulting over the homework policy. The school hopes that it can encourage all parents to have high expectations of the children. A small informal group of parents provides help in school and raises funds to provide, for example, for pupils' parties.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management are very good. Clear educational direction is provided for the school, which has assisted the raising of standards. All adults work well as a team.
How well the governors fulfil their responsibilities	The governing body is well informed. It fulfils all the statutory obligations well and works well in partnership with the headteacher and all staff.
The school's evaluation of its performance	The headteacher undertakes very good analysis of all aspects of the school, including test results and the monitoring of teaching and learning.
The strategic use of resources	Resources are well deployed and used effectively. Financial resources are efficiently and very well managed.

The staff are suitably trained and provide a good range of experience that permits good support for pupils with special educational needs. The school is well resourced. There is quite generous accommodation which is well maintained internally. The clear and well thought out vision of the school's management has ensured that a sharp focus has been provided to all aspects of the school's improvement. The governing body is beginning to apply well the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Standards in the school are good. • They respect the values held by the school. • Achievement awards are a spur to progress. • Work is well matched to pupils' needs. • The school expects the pupils to work hard. • The teaching is good. • Behaviour in the school is good. • The pupils are given the right amount of homework. • The headteacher listens to parents. • Their children like school. • The annual reports are of good quality. • There are good relationships in the school. 	<ul style="list-style-type: none"> • Not well informed about how my child is getting on. • The school does not work closely with parents. • The range of interesting activities is insufficient.

The inspection findings agree with what pleases the parents most. Standards at the age of eleven have improved considerably since the last inspection and are now at least satisfactory in all subjects. Parental concerns are not supported by the inspectors as the school provides good quality reports to parents. The school also welcomes consultation with parents at any time and, in addition, offers three formal parents' evenings per year. The curriculum is enlivened by a number of interesting activities, a range of visits as appropriate and a good range of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in the 2000 national tests for eleven-year-olds, based on the average points scored by all pupils, were well below average in English, below average in mathematics and average in science. When compared with similar schools, mathematics and science show average results, with English just below average. Most significantly, however, when these pupils are compared with their prior attainment in the 1996 Key Stage 1 national tests, achievement in mathematics and science is good with English improved but not yet making the same degree of progress. The percentage of pupils attaining the threshold Level 4 has shown the biggest improvement, with English moving from 33 per cent in 1998 to 71 per cent in 2000, mathematics from 28 per cent to 81 per cent and science from 50 per cent to 85 per cent. This places English within four per cent of the national average, with mathematics and science above the national average. These figures confirm the significant upward trend since a low point in 1997 which placed the school in the hundred most improved schools nationally.
2. The performance of seven-year-olds in the 2000 national tests shows that, on the basis of average points scored in reading and writing, standards were well below average and mathematics was below average. When compared with similar schools, reading and writing remain at the same level with mathematics showing average performance. The overall trend in Key Stage 1 has been more erratic than Key Stage 2 but the variations in performance are within the boundaries of statistical variance with cohorts of relatively small size.
3. Inspection evidence confirms overall standards are broadly average in English, mathematics and science, at the end of both key stages, but with further challenges needed for higher attaining pupils. Writing remains a relatively weak aspect of the pupils' work, particularly at Key Stage 1. The school is exceeding its realistically challenging targets and it is clear that all pupils now make good progress through the school from a low base, aided by their positive attitudes and good teaching. Pupils with special educational needs make good progress in relation to their individually set learning targets. Their progress and attainment are aided by the suitably small steps set for learning and by the teachers' and support staff's good knowledge and understanding of their needs. These pupils, because of this good quality support and the opportunities it provides to taste success, enjoy school and respond well to their work which supports their progress and standards.
4. At Key Stage 1, from 1998 to 2000, boys outperform girls in reading, writing and mathematics. The difference is relatively small and does not exceed the equivalence of one term's progress. At Key Stage 2 over the same period, girls outperform boys in English by about one term with the reverse true in science. There is no difference in mathematical performance. Progress, therefore, is broadly similar for both boys and girls.
5. Children under five make good progress from the very low levels of attainment that they have when they start in the nursery. Good progress continues through Reception in skills such as speaking and listening, but most enter Year 1 with standards of reading attainment still below average. Mathematical development is more clearly advanced with many able to sequence numbers to 100 and count backwards from ten. They show increasing awareness of the world around them and develop well both physically and creatively. The children behave very sensibly, soon becoming conversant with school routines, that are well and effectively reinforced by the teachers. Most listen attentively, have good attitudes to learning and show growing independence.

6. Pupils in Key Stage 1 make good progress in English. However, standards in speaking and listening are slightly below expectations for pupils of this age, with many answering in single words rather than short sentences or more complex phrases. Writing, which is of just average standard, is developing well with stories having a good structure and use of a wider vocabulary. The pupils use a good range of strategies to deal with new or difficult words resulting in standards in reading that are expected for this age. Pupils at the end of Key Stage 2 are now achieving average standards in reading, spelling and writing. Many are avid readers, using books well for information and enjoyment. Standards in writing are rising with the school planning work on the sound principle that good speaking is the basis of good writing. For example, Year 6 pupils write well in the style of a myth, showing a clear understanding of the elements contained in such a story. Standards are also rising as a result of more planned time for extended writing in English which, however, remains under-developed in other subjects. The pupils in this key stage now use effective drafting techniques, resulting in more imaginative and coherent writing. Reading and spelling standards are also rising as a result of the increased focus on guided reading. Standards of presentation and handwriting are variable.
7. Progress in mathematics through the school is good. Most Key Stage 1 pupils can apply their understanding of number to solving simple problems involving addition and subtraction. There is a developing sense of place value, with a minority showing understanding in numbers up to 1000. The majority of pupils are secure in their knowledge of basic shapes. Pupils in Key Stage 2 build well on their previous knowledge and understanding, with the majority reaching satisfactory standards by eleven years of age. They use mathematical language correctly and apply their knowledge well to real life situations. Most pupils have a satisfactory grasp of, for example, simple algebraic equations and the equivalence of decimals and fractions. Attainment in data handling is, however, below average because of insufficient experience.
8. Progress in science is also good with pupils attaining average standards by the end of Key Stage 2, but with Key Stage 1 pupils performing just below that expected for their age. Key Stage 1 pupils have a sound understanding of the differences in materials. They use their early understanding of the notion of a fair test well, when examining friction and undertaking a further investigation into sound. Higher attaining pupils show an ability to make appropriate predictions. Key Stage 2 pupils' technical language develops well. They use such terms as 'permeability' appropriately, and with most having a clear understanding of prediction and setting up investigations that are 'fair'. The pupils' skills in extended writing in science, the use of research and mathematical data in their work are under-developed.
9. Overall standards in information and communication technology are now average, having been unsatisfactory at the time of the last report. Key Stage 1 pupils write short passages directly on the computer, save the work and retrieve it for further improvement. They direct the use of 'Roamers' well. At Key Stage 2, pupils develop a broad range of skills, including word-processing, using web sites for information, and arranging text with photographs. They effectively use computers in literacy when seeking, for example, to broaden the range of adjectives in their writing.
10. Standards and achievement in religious education, in both key stages, are good. This represents an improvement on the last report. Pupils through the school have a good understanding of the major stories from the Christian tradition and of special festivals. This is complemented well by a good knowledge of the traditions, values and special days of other major religions.
11. By the age of eleven, standards in all other subjects in the curriculum are at least

satisfactory. There are now above average standards in art, music and physical education. Pupils have a well-developed appreciation of art and artists' intentions. They execute their work carefully with a well-developed notion of tonal colour. Appreciation of style is also well-developed in music, the pupils having a good technical knowledge and an ability to perform, for example when singing, well. The historical and geographical skills of the pupils are satisfactory. They understand the important elements of fieldwork, know about significant historical periods and the importance of evidence, for example the place of archaeology in studying Ancient Egypt. The pupils effectively use their understanding of the design process, for example when evaluating their wooden model pulley systems. They then make suitable amendments to the design. In physical education, they develop good, imaginative control of movement in gymnastics, dance and games. The pupils respond well to instructions. Most pupils leave the school able to swim at least 25 metres. It was not possible to judge standards in history and music at the age of seven. Standards are, however, above expectations in physical education and religious education but below in geography.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, values and personal development are good. This has been maintained since the last inspection. They make an important contribution to the standards pupils attain and to their achievement.
13. Pupils have good attitudes and are happy to come to school. They are keen to begin learning and settle quickly at the start of the day and each new lesson. They are interested in their work and concentrate well. The pupils are good at listening to teachers and are keen to please them. Older pupils are confident when talking to visitors and are enthusiastic when explaining about their work, the clubs they attend and the visits they make, which are organised by their teachers.
14. Overall, behaviour is good and sometimes very good. This is better than at the time of the last inspection, when it was satisfactory and confirms parents' views that behaviour has improved. Pupils know what is expected of them during lessons and respond well to teachers' very good use of praise and consistent expectations. When behaviour is just satisfactory during lessons it is usually in response to the level of work not being matched sufficiently well to pupils' abilities. In the playground, boys and girls of all ages mix well and are happy to play together. There is no evidence of bullying or oppressive behaviour and there have been no exclusions since the last inspection.
15. Pupils' personal development is good and relationships, throughout the school, are very good. These are based on mutual trust and respect between pupils and staff, who are good role models. When children enter the nursery they are taught to share and take turns, as they progress through school they are increasingly able to work co-operatively with one another in pairs and groups. Pupils enjoy being given tasks and responsibilities, which increase as they become older. Reception children are chosen as 'team leaders' with the responsibility of checking if their group tidy away after themselves, while pupils in Class 5 help to supervise younger pupils when they remain indoors because of wet weather. However, pupils have limited opportunities to be responsible for their own learning, such as planning, organising or extending their own work or setting personal targets for improvement. Pupils with special educational needs show positive attitudes to their work and strive hard to do well.
16. Attendance has increased in each of the previous three years in line with the national trend, but still remains below the national average. Authorised absence is mainly due to medical reasons and when parents take their children on holiday during term time. Unauthorised absence is above the national average. The reasons remain the same as at the time of the last inspection, when families leave the area and the school cannot remove them from the register until they are enrolled in their new school.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching is good. It is clearly a strength of the school having a profound influence upon the overall good quality of pupils' learning. None of the teaching is unsatisfactory. In two-thirds of the lessons the teaching was good and in a further quarter it was very good. This represents a significant improvement on the last inspection. The quality of teaching was consistent in all subjects and throughout the whole school, including the nursery.
18. As the quality of teaching of the children under five is good, they make gains in the knowledge, skills and understanding that prepare them well to access the National Curriculum. The teachers of the under-fives are extremely effective planners and organisers for all areas in the Foundation Stage curriculum. A good range of teaching strategies is used which involve the children working independently and collaboratively. The opportunities to share resources or choose an activity greatly enhances their personal, social and emotional development. As well as these opportunities to enhance learning, the teachers ensure every avenue to knowledge, skills and understanding is fully explored, for example the unhealthy diet and bad manners of a story character are seized upon as teaching points.
19. Teachers have a very good understanding of how children under five learn, developing their language skills with very frequent dialogue and, for example by the demonstration of basic skills such as greeting people. Every opportunity is carefully planned to expose the children to the printed word and adults are used to scribe words the children dictate for them to recognise. The teachers effectively extend the pupils' mathematical experiences by again taking every opportunity to use number, from setting up more 'formal' shopping experiences to counting the numbers absent on the register. Very great care is taken to extend the pupils' mathematical language.
20. The teachers make good use of the carefully devised individual education plans for pupils with special educational needs when planning the work for their classes. They work well with the support staff as colleagues and together ensure that the standards these pupils achieve are as high as they can be and that the quality of their learning is good. All teachers welcome and support special educational needs pupils in their classes. The teaching strategies adopted ensure all pupils feel included in all activities. Teachers seek opportunities to involve them, for example when a pupil with behavioural problems delighted in being chosen to lead an activity. This supports their achievement very well.
21. A key to the good learning that occurs throughout the school is the very good class management skills of the teachers. The teachers adopt a consistent and whole-school approach to the management of their classes. As a result, all the pupils know exactly what is expected of them, and levels of concentration, co-operation and behaviour are almost invariably good. This is well exemplified in physical education lessons, where the response to instruction is immediate, learning is good and optimum use is made of the time available. The very good classroom management by the teachers, however, does not come at the expense of good quality relationships. In conversation with pupils and all adults working in the school, it is obvious that there is mutual respect. This has a significant impact on the quality of learning and the desire to do well. Support staff are prepared very well by the teachers, resources are readily made available and lessons begin promptly. The teachers are alert to the need to respond to learning developments in the lessons which may come about. For example, in a science lesson the pupils became very keenly interested in the detailed structure of leaves; the teacher responded quickly, supplying additional resources in order that the pace of learning did not falter. Such maintenance of good pace represents an improvement on the last inspection.

22. Not only do teachers have high expectations for behaviour but also for the extension of the pupils' technical terminology and their mastery of basic skills. For example, some of the pupils in Key Stage 1 use terms such as 'alliteration' and 'horizontal', and the notion of 'perspective' is carefully introduced when discussing maps. The very good planning in both literacy and numeracy helps to ensure that the building blocks of number and language are taught very systematically, for example in Year 6 the pupils are taken logically from the assessment of division possibilities by three to consider the same implications for nine. In Year 4, the pupils move effectively from a consideration of a wide range of descriptive words and phrases to their use in well constructed short poems. All the teachers have a good understanding of, for example, the teaching of letter sounds and strike a good balance between word, sentence and text-level work. The introduction of guided reading sessions, noted as a need in the last report, has had a positive impact on pupils' learning.
23. Although the above are good examples of where the pupils are extended by their work, the pattern is not always consistent for higher attainers, for example by the planning of extension activities, such as independent research over a period of time. The school already has very good analyses of pupils' work to form the basis of some of this strategy for higher attaining pupils. The teachers' expectations for pupils' presentation of work are generally not high enough. The lack of a systematic approach to the way in which pupils' work is retained makes it difficult for both teacher and pupil to evaluate progress in presentation and the pupils' appreciation of their own learning.
24. The previous lack of confidence of teachers' understanding of information and communication technology, noted in the last report, has successfully been overcome as a result of a systematic programme of in-service training. The teachers use information and communication technology well to stimulate and maintain interest. Work on the computer is usually well linked to the work being undertaken, for example accessing data resulting from investigations into soil. In all subjects, the teachers' subject knowledge and understanding are very good. This is beneficial to the good progress pupils make. The teachers work very well as a team, are open to constructive suggestions from colleagues and value each other's guidance. As a result there is a systematic approach to teaching skills, knowledge and understanding. The effective monitoring of teaching in most subjects and the use of demonstration lessons, for example when introducing a new approach to gymnastics, have been most effective. They have contributed significantly to the raising of standards, as has the monitoring of colleagues' medium-term planning.
25. Teachers plan well. They use well-structured schemes of work, which usually incorporate the school's own ideas with current national advice. However, in art, for example, the school's careful analysis correctly indicated that their own scheme was more appropriate to the needs of the pupils. Generally clear and specific objectives for the pupils' learning are identified in the medium-term planning. The teachers plan very clearly for the specific knowledge, skills and understanding that the pupils should acquire and not merely for the topics to be covered. Objectives are usually well set at the beginning of lessons but they are not always referred to again in the plenary sessions with which most lessons appropriately end.
26. The teachers know the pupils well. Their good question and answer skills are evident, for example in a lesson on Rosh Hasanah where the teacher very successfully built on the pupils' previous knowledge and understanding to lead them to an appreciation of the significance of the celebratory use of apple and honey. In group working, the teachers' correct emphasis when intervening is not to merely maintain pupils on task but to stimulate learning. A good deal of assessment of the youngest pupils' work is appropriately dealt with on a face-to-face basis with the child. For older pupils, marking is generally regularly done but the quality is inconsistent. The best includes helpful comments and targets for the future. The introduction of homework is relatively recent,

after full consultation with parents. Most parents approve of the school's strategy and the school is striving hard for it to be accepted as a normal part of pupils' learning. The teachers' use of homework is satisfactory and it meets the purpose for which it is intended.

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

27. The learning opportunities provided for the pupils are good overall. The curriculum is broad and balanced, though slight amendments to the balance and continuity in some areas of the non-core subjects remain to be put in place. The necessary refinements are in hand at both key stages, as part of the Curriculum 2000 initiative. The school's approach to the curriculum emphasises the acquisition of skills and understanding as knowledge is acquired. It is drawing on national guidelines to develop its provision in the non-core foundation subjects, now that teaching time for them has been reduced to accommodate the increased emphasis on English and mathematics.
28. The curriculum has been significantly improved since the time of the last inspection when the National Literacy Strategy had only just been introduced. Appropriate priorities for curriculum development are set out in detail in the school development plan and carried through effectively. Following Action Plans to raise pupils' standards in English, mathematics, science and information and communication technology (ICT) the curriculum has been improved. Both the National Literacy and National Numeracy Strategies are now very firmly in place and leading to good progress by the pupils.
29. The Foundation Stage curriculum provided for children in the nursery and Reception class is very good. It is firmly based on the new system of Early Learning Goals for children's progress in personal, social and emotional development, communication, language and literacy, mathematical development, physical and creative development. They are also introduced to a range of activities which contribute well to their knowledge and understanding of the world. This prepares them well for later work in such subjects as history, geography and design and technology. Reception children are successfully introduced to the first rungs of the literacy and numeracy ladders.
30. Curriculum policies provide up-to-date and helpful guidance for all subjects except history and geography. Arrangements have been made to correct this, along with a revision of planning for these subjects. In all other cases coherent planning at long, medium and short-term levels is in place throughout the school. The objectives for the pupils' learning are identified in all medium and short-term planning, but not always in sufficient detail to provide a sharp focus for learning in the classroom in the case of non-core subjects. Teachers also evaluate the effectiveness of the planning so that necessary improvements can be made.
31. All pupils have equal access to all aspects of the school curriculum, including extra-curricular activities if the children are of an appropriate age. The provision made for pupils with special educational needs is good as the special educational needs co-ordinator is well informed and energetic in promoting this aspect of the school's life and is well supported by the special needs governor. The support staff are knowledgeable. This professional skill coupled with good quality relationships with the pupils contributes to the good progress that the very effective provision ensures. The close contact between the co-ordinator and classroom teachers ensures coherence in planning with detailed and appropriate target-setting.
32. The curriculum at all stages is enriched by a good range of visits and activities including environmental fieldwork, visits to museums and participation in local community events such as church celebrations and local concerts. Visitors to the school, especially those who are drawn from other cultural groups, are encouraged to

contribute to pupils' learning experiences on which it has a very positive impact. Extra-curricular activities include a drama club, a choir, recorder groups, opportunity for learning to follow local tradition by learning to play the brass instruments, and the chance to experience a range of sporting activities. Learning opportunities are also supported by weekly provision of homework activities and booster classes.

33. Provision for pupils' personal, social and health education (PSHE) is the least well-organised area of the curriculum but is satisfactory overall. The school relies on the impact of the school's expectations of pupils, the good quality of relationships in the school and contributions from subjects such as science and religious education, in particular, to provide for the pupils' needs. To an extent this has proved effective, as the good personal development of pupils indicates, but there is room for improvement in line with the new priority which is being accorded to this area of the curriculum nationally. Recent guidance has indicated that good practice requires an overall policy to ensure that no crucial aspects of PSHE are overlooked as well as to provide a basis for the monitoring of the provision. The school's governing body, in line with its statutory responsibilities, has already moved towards this by producing a policy statement indicating that sex education, together with health and citizenship education, are to be taught as part of an integrated curriculum, within the contexts of science and religious education in particular. It also has a detailed policy for drugs education. The school also provides road safety training and cycling proficiency opportunities.
34. The school makes overall good provision for the pupils' spiritual, moral, social and cultural development. This is an improvement on the situation at the time of the last inspection when it was judged to be sound. The very good provision in the nursery at that time has been maintained. One of the school's key aims is to recognise the individuality of every child in the school and to provide each of them with the confidence and self-esteem necessary to achieve their full potential. The friendly and supportive atmosphere which permeates the school, makes a very important contribution to the realisation of this aim and to the impact of the specific measures taken to promote pupils' spiritual, moral, social and cultural development.
35. Provision for pupils' spiritual development is good. There is systematic planning, which provides a different focus for each of the daily acts of worship. The approach is broadly Christian and a relevant, short prayer, often the Lord's Prayer, is always introduced. Pupils respond well to this spiritual opportunity, though they are infrequently given a few moments for personal reflection on the issues arising - a weakness also noted during the previous inspection. Some music is generally introduced but other measures to create an inspirational atmosphere are infrequent.
36. Religious education lessons offer further opportunities for pupils' spiritual development, especially as they include a significant emphasis on learning about the beliefs and values of people from differing religions. The comparisons help pupils to appreciate the spiritual aspects of other people's lives and to see their own beliefs and spiritual values that much more clearly. Moments, which lift pupils' thoughts above the mundane concerns which permeate everyday life, also occur in other lessons. For instance, nursery children were enthralled when they discovered that ice turned back to water in their hands. Pupils in a Key Stage 1 numeracy lesson gasped with surprise when they suddenly realised that circles have an infinite number of lines of symmetry. Classroom prayers at the end of the day also provide a spiritual dimension to pupils' educational experience.
37. Provision for moral development is good. It is promoted through example, direct teaching, discussion and opportunities to develop it in everyday relationships. The underlying principles are care and respect for others. These values are effectively communicated and quietly but persistently reinforced as pupils move through the school. In particular, they are promoted through the quality of relationships in the school

and the example of teachers as they interact with each other and the pupils on a daily basis. This process begins in the nursery, where children are treated with the utmost respect, coaxed into appropriate responses towards others and receive incidental teaching through the morals implicit in stories. They soon learn to show consideration and respect for their teachers, each other and creatures generally. Older children know the school rule - 'we are kind, helpful, polite and truthful to everyone' - which makes the appropriate behaviour explicit. Sanctions, or the threat of them, are used occasionally as, for example, in a mixed age numeracy lesson where some pupils were distracting others. However, the school practises forgiveness by employing the 'every day is a new day' approach which gives miscreants a fresh start and restores pupils' status as a valued member of the school community. Regular discussion of moral issues in assemblies, religious education lessons and in other contexts, also make an important contribution to pupils' understanding of right and wrong and the quality of their treatment of other people. Pupils are helped to understand that prejudice against people who are different, in their religious beliefs for example, is not acceptable. Boys and girls are expected to work amicably together as a matter of normal practice, which they do. Opportunities are provided for pupils to contribute to the wider community, singing for old people in a residential home, for example. Parents are happy with the values which the school promotes.

38. Provision for pupils' social development is satisfactory. Progress has been made since the school was last inspected, for example greater opportunities for collaborative working, but a few weaknesses remain in procedures to promote pupils' sense of responsibility and independence. Pupils have opportunities to act as monitors in a range of situations. For instance, they may manage the recorded music in assemblies, return registers to the office or distribute and store literacy and numeracy materials in their classroom. Some teachers appoint a daily monitor. Also, older pupils can now volunteer to look after nursery children at break times. However, pupils do not yet have enough opportunity to work without teacher support or to take responsibility for their own progress. Currently, there is no system which enables pupils to agree their learning targets or to become well informed about their progress towards them. Opportunities are also limited for discussion of issues that impact upon their daily lives. Previously there was a lack of regular opportunities for collaborative work between pupils within lessons; this has now been rectified and includes opportunities for individuals to report back to the class following group work.
39. Good social skills are modelled consistently by the teachers as they interact with the pupils and each other. Some teaching is less incidental, as in the nursery, where the children are taught by example how to exchange greetings - an early opportunity for them to learn the importance of intonation and body language in the art of personal communication. There is a good range of educational visits to places in the local community, all of which provide occasions for the practice of social skills. Opportunities to develop social confidence and competence include participation in the local church flower festival and musical performances for the whole school. The school's choir and instrumentalists also perform in local community venues, such as a residential home. The school has introduced social events into its calendar so that older pupils can learn to socialise appropriately at discos and entertainment of various kinds. These various measures are effective in producing socially assured children, many of whom were immature on entry to the school. The weekly achievement assembly, especially, provides a good opportunity for pupils to experience a sense of community as individuals are honoured for performances which celebrate the school's values. Recently, understanding of citizenship within the wider community has been promoted by the attendance of older pupils at a reconstruction of a parish council meeting. Pupils have also been involved in an educational initiative provided by the local police.
40. Opportunities for pupils' cultural development are good. The school is very conscious of its ethnic composition and the isolation of the immediate community from people of

other cultures. Particularly good provision is made in religious education for pupils' multicultural education. Besides the main emphasis on the Christian tradition, pupils are introduced to the Jewish, Hindu and Muslim cultures. The school also seeks out school visitors such as a Hindu doctor and an African drummer. Pupils receive strong support for their cultural education in art and music, as well as opportunities to study other cultures in history and geography. The school has an extensive multicultural music collection and artefacts from other traditions are on display around the school. Visits are made to the local pantomime and to musical shows, such as 'The Sound of Music' in which one pupil was due to perform. A drama club and instrumental tuition are also provided. Pupils are introduced to traditional folk dancing and have opportunities to sample a range of different sports suitable for development into leisure pursuits in the future. Local culture is also studied; a mining museum visit, for instance, fed into work in several areas of the curriculum. Children at the Foundation Stage benefit from a wide range of opportunities to explore aspects of life in the local community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The attention given to the care of pupils is very good and a strength of the school. All staff know pupils very well. The general welfare and safety of pupils is a high priority, especially on visits out of school. Risk assessment is regularly and effectively carried out. Named members of staff have responsibility for child protection issues and health and safety. Liaison with outside agencies, for example the education welfare officer, is appropriate. All staff have first aid training, updated every three years. This is an inclusive school where steps are taken to meet the needs of individual pupils, particularly those with special educational needs. Individual education plans are effective and all pupils, including those with medical needs, have access to the full curriculum.
42. The school has very good procedures for promoting attendance and good behaviour and for deterring and dealing with bullying if it should occur. Attendance is closely monitored and parents are asked to avoid taking holidays during term time, since absence interrupts pupils' continuity of learning. Registers, including the recording of visitors, are not consistently kept to enable the school to account for everyone within school, in the event of an emergency evacuation. Good behaviour is effectively promoted and supported by clear, consistent expectations, good teaching and the very good relationships that exist between pupils and staff.
43. Pupils' personal development and academic progress is recorded and monitored well to enable staff to provide good support and guidance. A pupil profile is kept for each child, starting with a home visit, before they enter the nursery. This is built upon, with the help of information supplied by parents who attend the termly meeting with teachers. Together with teachers' records this is used to show strengths and weaknesses and set targets in pupils' annual reports, however pupils' individual records are not detailed enough to give a clear focus on what they need to do to improve on a more regular basis. The Additional Literacy Strategy is providing very effective support for raising the achievement of the pupils who are taking part.
44. Procedures for assessing pupils' academic attainment and progress are satisfactory overall, with aspects of the provision good. The school has a well-established tracking system which uses all available assessment information to chart the attainment and progress of each year group of pupils and individuals as they proceed through the school. Information from end of key stage Standard Assessment Tests, and optional tests such as twice-yearly use of well-established reading tests in Years 2 to 6, as well as other formal tests of attainment in literacy and numeracy in Years 3, 4 and 5 are all included in the records. They are used to target pupils who need extra support and also as a basis for prediction of their future attainment, though in this case there is an upward adjustment to 'allow for an element of aspiration'. The analysis and application of information from these sources is good.

45. There are well-established procedures for monitoring the progress of children at the Foundation Stage. Individual records of achievement are kept in the nursery. These are frequently updated as staff record their observations of children's progress. Records are available for each parent's scrutiny and used to focus discussions between them and the nursery teachers. The records move with the children as they progress up the school. Soon after entry into Reception, a standardised assessment is made on each child's attainment in key areas of learning. These, together with ongoing record of the children's progress, are used to match learning challenges to the children's needs as they move towards Key Stage 1.
46. The teachers make full and very well organised assessments of pupils' progress in English and mathematics. The assessment of pupils' progress in the other subjects of the curriculum is not yet fully developed. Teachers' lesson planning caters for the assessment of groups of children's attainment against lesson targets so that suitable challenges can be provided in the following lessons. Informal records, together with samples of pupils' work, are kept for scrutiny. Attainment and progress in science and information and communication technology are also assessed in this way, with National Curriculum targets as guides to levels of attainment overall. The school recognises that this process needs tightening and arrangements to improve it have started.
47. All staff make every effort to support pupils with special educational needs and ensure that they get maximum access to the full range of activities. The statements of special educational need, as well as the documentation supporting the work of those identified as having a lower level of needs, are very carefully produced and cover all statutory requirements and beyond. They are shared with the pupils' parents who are well involved with the provision made for their children and in the discussions with other professionals providing advice.
48. As yet, there are no systems in place to support pupils' knowledge of their own progress. The storage of pupils' work is such that pupils find it difficult to see what they have achieved. Though teachers and pupils share the lesson targets, they have no opportunity to discuss individual targets with their teachers so that they become aware of their own progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents consider this is a good school. Almost half of all parents returned the pre-inspection questionnaire. They all agreed the school expects their children to work hard. The vast majority say their children like school, teaching is good as is behaviour and the school is helping their child to become mature. Parents are comfortable when approaching the school with any problems or questions. Parents are very happy with the good induction of their children into the nursery. Inspection findings confirm parents' positive views of the school.
50. A small number of parents do not think the school works closely with them, does not keep them informed about their child's progress and does not provide an interesting range of activities outside of lessons. However, the evidence is such that inspectors do not support the views of these parents.
51. The consistent efforts of the staff to provide parents with opportunities to be involved in their child's learning and the quality of information they receive are good. Parents are properly involved in all decisions affecting pupils identified as having special educational needs. When the offer of involvement is taken up this leads to good quality informed support for the pupils at home, and a good level of co-operation between home and school for the benefit of the pupils. There was good consultation before the introduction of school uniform, the home/school agreement and the homework policy. Teachers are happy for parents to help in classrooms or talk to them about their child's progress. The school has good provision for extra-curricular activities through a range of visits outside of school with all year groups, including the nursery. Clubs for choir, recorder and drama are held at lunchtimes and after school. There is also a sports club but few inter-school matches.
52. The school has strong links with parents. Parents have the opportunity to attend three meetings a year when they receive information about their child's progress, which is good. Most parents support the agreement to work in partnership with the school and their child. However, only small numbers of parents have attended the numeracy and literacy meetings, and literacy course held in school, therefore limiting the knowledge of most parents on how the curriculum is taught. There is no formal parent and teachers association, but staff organise Christmas and summer fairs to raise funds for extra resources. A small number of parents make a very good contribution to the work of the school including helping in classrooms and around school, raising funds to pay for pupils' parties at Christmas and attending information evenings about the curriculum.
53. Overall, parents make a satisfactory contribution to the work of the school, however, the school recognises that for parents to have an even greater impact, particularly in raising standards, they must have the same expectations of their children as the school does. Staff are striving to provide the information parents need to be able to support their child's learning at home. The school is trying to ensure that parents, with their help, understand that what has been achieved so far can still be improved upon.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The effective partnership of the headteacher, governors and school staff in the leadership and management of the school, noted in the last inspection report, has improved considerably since then and is now very good.
55. The headteacher has a clear and well thought out educational vision for the school. This encompasses both the academic and personal care aspects of the school's work. It is shared with, and supported by, the governors and school staff and has been responsible for the good improvements in the school since the last inspection. The strength of this partnership enables the school to show that it has a good capacity for

further improvements in standards. This vision has been extensively discussed with the staff and governors to form the basis of the aims of the school. These are carefully incorporated into policies and practices which are so structured that they include all pupils in every aspect of school life.

56. The governing body meets all its statutory responsibilities well through careful delegation and oversight. It actively pursues training to improve its capacity to manage the school effectively. The governing body collectively knows the strengths of the school and where it needs to develop successfully using the insights of individual members. It provides a good support for the headteacher and senior staff to promote improved standards. The governors are playing a significant role in the strategic development of the school at a time of flux and change in the locality.
57. The headteacher and subject co-ordinators keep a very good eye on the teaching and learning throughout the school. The monitoring of these aspects is very good. The central oversight of the progress and standards of pupils with special educational needs is also very well managed. The pupils' tests results are carefully and very well analysed and used in developing the curriculum of the school as well as to inform the governing body of their progress. These results are also used exceptionally well in the setting of targets for future performance. The good quality of the information makes the targets both challenging and realistic. There is the same professional approach to the development of performance management throughout the school; nine members of the governing body have also received training for this activity so that it may be appropriately informed and involved.
58. The school development planning is good in quality and sets out clearly the school's priorities for development which are clearly related to the school's future perceived needs. The good quality planning following the last inspection has been a significant factor in the good level of improvement that has been made.
59. The staffing of the school is well matched to its needs. The expertise of the teacher in charge of special educational needs is a significant aspect of the progress these pupils make. The teachers and support staff pursue, and receive, further professional training in dealing with special educational needs. Support staff are well deployed in their classes to influence standards of progress, attainment and behaviour to best advantage. The staff, especially the co-ordinators, teach to their strengths and share these strengths with colleagues. Staff have been trained as mentors by the college from whom they receive students in training, however the school lacks a formal policy for the induction of new staff.
60. The school spends its income efficiently and ensures that best value principles are applied in general to the purchase of goods and services, and consultation with, for example, parents is always applied to major changes that are financed from funds available to the school. The school accounts are very efficiently managed by the school secretary, who is also a valued governor, and the budget process supporting the school development plan maintains the school's educational vision and priorities well. All the grants received are used for the specific purposes for which they were given, and where necessary and possible funds are moved from one accounting heading to another to ensure that all funds are used effectively and efficiently. Good use is made of new computer technology in the school, and the secretary also maintains an effective backup so that the school has not been harmed by the inevitable teething troubles of a new system.
61. The school's accommodation is good overall and allows the curriculum to be taught effectively although the space available for the nursery class is a little limited. Improvements to the parents' entrance, cloakroom area and the fence around the

nursery play area, have addressed the concerns of the last inspection. Other changes include relocating and refurbishing the staff room, boys' and girls' toilets, provision of disabled toilet facilities and gas central heating. These have enhanced the learning environment, which is pleasant and bright. The buildings and grounds are well looked after by the caretaker and cleaning staff. The problems caused by the leaking roof are being monitored.

62. Learning resources in the school are good overall. They are well organised, accessible and used very effectively. Improvements since the last inspection are evident in the area of information and communication technology. There is now a good number of computers, which are being used effectively; the library is well sited with a very good collection of books, including a very strong multicultural section. Resources for mathematics, design and technology, library and the nursery are very good and good for all other subjects.
63. The strong, corporate and committed leadership of the school is the principal factor in its successful recent and continuing improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. The governing body, headteacher and staff should:
- (1) Improve the standards achieved by higher attaining pupils by:
 - using already available analyses of performance to identify aspects of their work in which they could develop further;
 - setting challenging learning targets for these pupils;
 - providing more opportunities for independent learning and extended writing.(Paras: 3, 6, 8, 23, 81, 83, 85, 89, 98, 121, 122, 128, 139, 140)
 - (2) Improve the pupils' appreciation and understanding of the work they have done and need to do in order to improve by:
 - setting and sharing short-term targets for improvement;
 - organising their previous work in a way that highlights progress and is a resource for personal learning.(Paras: 23, 38, 43, 48, 82, 99, 113)
 - (3) Extend the good assessment of the pupils' literacy and numeracy work into science and the non-core subjects.
(Paras: 43, 46, 101, 108, 113, 129)
 - (4) Strengthen the personal and social education of the pupils by considering, for example, the provision of more formal opportunities to discuss issues that confront the pupils in everyday life.
(Para: 33)

Minor issues

- a) Improve the overall standard of presentation of the pupils' work.
(Paras: 6, 23, 82, 99)
- b) Agree a policy for the induction of teachers new to the school.
(Para: 59)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27	67	6	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 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	11	114
Number of full-time pupils known to be eligible for free school meals		28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	24

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	14	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	4	6
	Girls	11	10	12
	Total	17	14	18
Percentage of pupils at NC level 2 or above	School	76 (76)	67 (71)	86 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	6	6
	Girls	11	12	11
	Total	15	18	17
Percentage of pupils at NC level 2 or above	School	71 (76)	86 (100)	81 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	10
	Girls	7	7	8
	Total	15	17	18
Percentage of pupils at NC level 4 or above	School	71 (50)	81 (44)	86 (56)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	9	9
	Girls	5	6	5
	Total	9	15	14
Percentage of pupils at NC level 4 or above	School	43 (44)	71 (38)	67 (38)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	114
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23
Average class size	23

Education support staff: YR – Y7

Total number of education support staff	4
Total aggregate hours worked per week	77

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	30

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	316,859
Total expenditure	314,965
Expenditure per pupil	1,969
Balance brought forward from previous year	4,523
Balance carried forward to next year	6,417

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

93

Number of questionnaires returned

46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	0	0
My child is making good progress in school.	54	41	4	0	0
Behaviour in the school is good.	35	61	0	0	4
My child gets the right amount of work to do at home.	39	43	7	2	9
The teaching is good.	57	41	2	0	0
I am kept well informed about how my child is getting on.	48	35	17	0	0
I would feel comfortable about approaching the school with questions or a problem.	54	41	4	0	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	37	46	17	0	0
The school is well led and managed.	52	20	9	0	20
The school is helping my child become mature and responsible.	46	46	7	0	2
The school provides an interesting range of activities outside lessons.	24	35	24	4	13

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

65. The provision for children in the nursery and the Reception class is very good. This judgement echoes that made at the time of the last inspection. Since then, the provision has been updated to match new requirements in organisation, curriculum and assessment procedures. The high quality of the leadership, together with the shared commitment and skills of all staff in the early years department, has ensured a smooth transition through these changes. Provision is supported by a detailed and up-to-date policy.
66. There is a termly intake of children, who attend half time before moving on to full-time attendance in the Reception class. Good links are established with parents who are given opportunities for pre-entry visits, meetings with staff, supportive literature, informal discussions as required and participation in celebratory events, such as sports day.
67. The attainment profile of each year's entry varies slightly, but is usually significantly below expectations for the age group, though a few children show a near average level of maturity and development. There is ongoing, informal assessment of each child's progress, records of which are discussed with parents and kept for future reference. A key priority is to establish whether or not children have special educational needs and to provide for them appropriately. The quality of provision in the Foundation Stage ensures that good progress is made by all, including those with special educational needs, though the formal assessments made soon after the children enter the Reception class indicate that the majority of children have still to achieve an average level of attainment overall.
68. The quality of teaching in the Foundation Stage is at least good and often very good. All staff, including the experienced nursery nurses, have a very good knowledge and understanding of how young children learn. Their management of the children is also very good. Children know that they are valued as individuals, so respond willingly to the guidance they receive. Lessons in both the nursery and Reception are characterised by a calm atmosphere of industry and pleasure in learning. Every opportunity for furthering children's learning is exploited. Even the bad manners or unhealthy diet of a story character is used to reinforce children's learning. This incidental teaching is a strong feature of the provision. Teachers' expectations of the children are high in every respect and the wide range of highly motivating activities provided results in the children's eager participation and co-operation. All the learning opportunities are very well organised and suitably resourced. The planning which supports the learning is very good. The new system of Early Learning Goals under-pins the apparently playful nature of many of the children's activities. It guides the discussions which the staff have with individual children, as well as focusing the whole-class sessions. Planning for the development of children's English and mathematical skills in the Reception class is based on the National Literacy and Numeracy Strategies. The well-focused planning, with its clear objectives for learning, contributes significantly to the good progress which the children make.

Personal, social and emotional development

69. Children make particularly good progress in this area. Teachers' good relationships with the children have a very positive influence on their attitudes and social skills. They feel secure and show increasing awareness of the needs of others. They learn quickly

to share equipment, wait a turn and to co-operate in role-play situations such as the running of the 'baby clinic'. They begin to work well together in small tasks like tidying up a play area, talking to each other about the task in hand. Visits to places of interest in the locality, the sorting office and a flower shop, for instance, provide good opportunities for them to widen the application of their growing inter-personal skills. Their independence as learners is effectively encouraged through the provision of daily opportunities to make choices from the wide range of learning activities available to them. Personal development is also encouraged well by the 'team leaders for the day' where they are responsible for small tasks, such as ensuring their table is left tidy. Assessment in the early weeks of those children currently in Reception indicated that the majority was near to achieving the relevant learning targets for their age. Their confidence and growing self-esteem, their ability to make friends and to form relationships with both peers and adults continues to develop well. By the time they leave Reception, children know how to conduct themselves and to work harmoniously together, both in whole-class sessions and in group work. Most show enjoyment in learning and have learned to concentrate.

Communication, language and literacy

70. Good progress is made in this area also, as a result of the good overall teaching, though attainment by the time children move on into Year 1 generally remains below the level expected of the age group. Children make most progress in their speaking and listening skills. Early assessment in Reception indicates that their nursery experiences have helped most to reach a near average level of verbal communication for their age. Skills are furthered through frequent dialogue between the adults and the children as they go about their activities and also through demonstration of basic skills such as how to greet people. Teachers also model appropriate intonation and body language. Children practise their skills in short conversations with each other as they share in activities. Reading is less well advanced, though most children show enjoyment of stories read to them. They understand that books offer interesting experiences and they respond well to encouragement to make comments on the characters and events. Their interest is significantly enhanced by the dramatic reading skills of the teachers, who add impact by introducing relevant artefacts, often at unexpected moments. As their vocabulary increases, the children join in effectively when familiar lines are repeated, and learn to recognise rhyming words. They frequently choose to spend time looking at books in the book corner. A few show an early awareness of reading by telling a story using clues in the pictures. Taped books are also available. Children use these well on their own, turning the pages in response to instructions. Writing skills are the least well developed of the children's literacy skills, though sound progress is made as children move from making random marks to giving them meaning as writing is employed within role-play. The literacy strategy is introduced on children's entry into Reception. The link between writing and meaning becomes further established as adults act as scribes in response to children's dictation, the result being words which can be read. Children begin to appreciate that letters are linked to sounds and spelling. They gradually extend and apply this understanding to the recognition and formation of a list of familiar two and three letter words. Teachers make effective use of established techniques to promote progress in spelling.

Mathematical development

71. There is good progress in mathematical skills and understanding, though children's attainment is marginally below average for the age group as they move into Year 1. nursery teachers take every opportunity to introduce counting activities into children's activities. Registration allows for counting, simple addition and subtraction of the numbers of children absent. Informal activities include learning to recognise differences in shapes as children experiment with building bricks and junk materials. Sand and water play support early learning on capacity and weight. Number games and songs

also provide good opportunities. Sometimes a teacher will give extended attention to a particular group of children, as when some were exploring pattern making with wooden beads of different colours and shapes. With this help, the children were able to manage the two variables involved. Throughout the experience, the teacher introduced relevant mathematical vocabulary. By the Reception stage, children's attainment in mathematics shows clear progress. For example, at the half year point, a whole class insisted on sequencing numbers to 100 and were able to count backwards from 10. Children begin to understand addition by combining two small groups of objects. Shopping experiences secure an elementary understanding of subtraction. In this exercise, the higher attaining pupils discovered that if they bought two objects, their shopping led to the inclusion of both addition and subtraction in the same calculation. Extra support was available to the teacher in this lesson. This contributed significantly to the children's progress, as did the good overall quality of the teaching of mathematics.

Knowledge and understanding of the world

72. Children's progress in this area of learning is good. The wide range of experiences offered provides them with a good background to learning in science, technology, history and geography when they proceed into Key Stage 1. A striking example in the nursery was a lesson which included exploration of the changing state of water in response to different temperatures. It started with the building up of a weather chart for the day with pictures reflecting the cold weather. Having established the terms 'hot' and 'cold', the children were delighted to see ice cubes had formed from water placed in the refrigerator, but even more excited when they held them and found them to be melting in their hands. They are stimulated to think when the teacher asked 'why is that?' Records show similar experimental work, melting chocolate to cover apples on bonfire night, for instance. Frogs have been raised from frogspawn and tadpoles examined using magnifying glasses.
73. A sense of the passage of time was introduced effectively by the identification of teachers from their photographs as babies. The many visits into the locality provide children with an introduction to the wider environment. They meet service providers such as dentists, postmen and shopkeepers. Visits to a travel agent also widen horizons further. Story maps are started in the nursery. In Reception an imaginary bear travels around sending postcards back to the class. Computing opportunities are available in both classes. Children also program a Roamer floor robot. In the nursery, a well-resourced corner for construction work provides excellent support for children's junk constructions. Well-judged support from staff give rise to exciting models such as guitars and lorries as children realise their ideas. Reception pupils have produced decorated hand puppets, supporting their growing awareness of design and making processes.

Physical development

74. As a result of the good overall quality of teaching, the children's physical development is good, adding to their independence and sense of well being. They are increasingly effective in their handling of the small equipment used in writing, painting and number work, for example, and in the manipulation of materials and tools used in their construction work. They manage cutting and sticking activities with confidence and a reasonable degree of success. Children show good control when filling containers during water and sand play and when handling drinks and snacks. As they move around the nursery they manage themselves well, very rarely bumping into people or knocking things over, even when pushing dolls in prams. The outdoor play area is very well resourced with large tricycles, climbing equipment, and playground markings which provide good opportunities for them to develop control of their large-scale movements. For instance, children showed considerable skill when taking turns to ride

around a track which included a ramp. Though there was very little room for error they were exceedingly confident and made no mistakes. With one or two exceptions, the children showed consideration for others by taking turns. This level of awareness is also evident in their indoor physical education sessions. The children are well prepared to make further progress as they move into Key Stage 1.

Creative development

75. Good progress is evident in this area of learning. Children show considerable imagination within the context of the role-play opportunities that are available throughout these early years. Their painting skills are particularly well developed, especially their sense of colour. For instance, a set of paintings of babies showed soft colours for skin and clothing, indicative of good paint mixing skills. One child had also captured the movements of the limbs of a baby lying on its back. This is well above average for a child of less than five years of age. Other paintings of penguins and polar bears make good use of colour tones to convey the icy conditions in which they live. Children also produce effective work using clay, collage and model making, including the use of papier-mâché. They use the computer to paint patterns. Children achieve attractive and quite detailed pencil drawings of teddy bears, for example. Musical activities include the playing of percussion instruments, an opportunity to compare a range of string instruments and a performance of songs for the pleasure of the rest of the school.
76. Learning experiences during the Foundation Stage provide a good basis for children's further development.

ENGLISH

77. Results of 2000 national tests show that standards, at the age of eleven, were well below average against all schools and just below the average of similar schools. In the reading and writing tests for seven-year-olds, results were well below average against all and similar schools. At Key Stage 2, there has been a positive upward trend since 1997 of the percentage of pupils attaining the expected Level 4.
78. When the pupils move from the nursery into the main school, although they have made good progress in the various strands of language development, their standards in English are below that expected of pupils aged five. In Year 2 the current standards in speaking and listening are slightly lower than expected, some of the pupils answering questions with single words rather than in short sentences or more complex phrases. Their writing is just in line with the level expected of pupils aged seven years. Their reading is in line with national expectations. They have a good range of methods of dealing with new and difficult words and they use these with confidence. Their writing is developing well as they give their stories a good structure and use adventurous words. They talk through the experiences of the characters in the stories they read, like 'Six Dinner Sid' and then turn their spoken work into effective stories explaining their feelings as if they are 'Sid'. This is in contrast to the poor performance in the 2000 national tests where the poor scores were due to that group of pupils having a generally lower level of attainment than usual on entry to the school. Though they have made satisfactory progress in Year 3, these same pupils' standards are still below average.
79. The pupils in Year 6 achieve standards in reading, in spelling and in writing that are in line with what is expected of pupils aged eleven. It represents a continuing and increased rate of progress in the subject over the past two years. The improvement is the result of the developments in the planning and more structured teaching of the subject throughout the school. This development has followed the careful analysis of the pupils' knowledge, skills and understanding of the various aspects of English. The careful monitoring of the teaching by the senior staff has also contributed considerably to the overall improvement in standards in English throughout the school.

80. Many Key Stage 2 pupils read avidly. All read at least to a satisfactory level, using books for finding out information as well as for the pleasure and stimulation provided by literature. They write both informatively and imaginatively and the range of words that they regularly use is wide and developing. The younger Key Stage 2 pupils write imaginative stories about space filled with well-presented descriptions of characters and events. Older pupils in the key stage write poems stimulated by focusing on a small section of a picture they were describing in prose, while the oldest pupils create their own myths on ancient Egyptian models. These pupils use a clear analysis of the structure of the ancient myth as a framework for their own, giving each section of the tale its own characteristics, such as an idyllic introduction, followed by the tension of introduced conflict and then the resolution of the crisis. They are very sensitive to the different uses of different forms of literature. In talking about the calm introduction to his myth one boy described the situation as 'too calm, too good, something bad has to happen' and then added that that was like real life. Most pupils use the skills and rules of spelling which they are taught in their own writing. Most do the same with the good practice in grammar which they discuss in the well managed literacy hours. The twin emphases on extra time for guided reading and for extended writing planned into the English curriculum has had a marked effect on raising standards.
81. The good level of improvement in the standards of teaching and learning of English since the last inspection has been brought about very largely by the close analysis of the pupils' results and learning needs. This has resulted in well directed and planned teaching efforts and a stronger motivation to succeed from the pupils who enjoy doing well. The staff have also set challenging, but realistic targets for the Year 6 and Year 2 groups of pupils to achieve, based on this analysis, though the higher attaining pupils are not always sufficiently challenged.
82. Handwriting and spelling have also received extra attention and are improving in all classes in the school, though the presentation of work on loose sheets of paper makes comparison between present and past work difficult to sustain. The use of plastic covered sheets for use in drafting pieces of writing makes for more adventurous, and hence imaginative, writing of stories, letters, poems or accounts of events as the pupils can write quickly and correct work straight away until it is just right.
83. There is a good supply of reading and reference books both in classes and the library. However, among the older and higher attaining pupils, fewer opportunities than would be expected are provided for individual study and research to challenge them to exceed their current levels of attainment.
84. The weaknesses in the subject identified in the previous report have all been tackled effectively and in almost all cases considerable improvements have been made. This is mainly as a result of the well-planned efforts to improve the whole school character, and the quality, of the planning of English. The National Literacy Strategy has been implemented well and appropriately amended to suit the particular needs of the school and its pupils with good results from the increase in guided reading and writing time. There is a good development of specialist vocabularies used in writing for other subjects in the curriculum. In most cases the pupils are better able to express themselves about matters in other subjects through speaking than they are in writing. This is the result of the good attention paid to the development of speaking and listening skills in the teaching of English. The understanding that good speaking is the basis of good writing is a firm principle in the planning and teaching of English in the school. The school uses a range of methods to support and supplement the general teaching of English for those pupils who can benefit from them. Pupils with special educational needs as well as those needing a little extra 'push' to enable them to achieve their expected grades in tests have been supported by these methods. This has been significant in raising standards.

85. The overall quality of teaching is good; two-thirds is good and the remaining third is very good. The teachers have a good level of understanding of English and particularly of how pupils learn. The selection of resources is well done so that the activities planned match the needs of the pupils. The pupils are managed well and no time is wasted in lessons. Because the teachers know the pupils well and understand their needs, they frame questions so that pupils understand clearly what is required. Teachers plan activities so that most pupils are usually both challenged and enabled to succeed. However, sometimes the degree of challenge presented to the higher attaining pupils is less than they could manage. Good use is made of support staff. They are treated as colleagues and full participants in the teamwork which is a significant feature of the successful teaching that raises standards in the subject.
86. The quality and standard of learning of the pupils throughout the school is good. They work hard and imaginatively developing their skills in writing and reading well. They enjoy discovering words and word patterns and explore how to write effectively so that they can convey not only information but also feelings by choosing the appropriate words and sentence constructions. They learn effectively from the books they read both in groups under the guidance of the teachers, or individually prompted by the enthusiasm of the staff. They are co-operative in class both with one another and with the teachers and in all the classes work well on their own. The co-operative methods of working and the range of literature studied contribute significantly to the good quality provision for the pupils' spiritual, moral and cultural development.
87. Pupils with special educational needs are identified early and the support they receive which is carefully managed and well administered through individual education plans ensures that they make good progress in all aspects of English.
88. The co-ordination of the subject is very well managed. The quality of the teaching and learning is carefully monitored, and the analysis of the pupils' work is effectively used to develop the curriculum to produce better results. The resources for literacy have been wisely bought and are used well. All this works well towards the advance in standards in English that the leadership of the school, and of the subject, and the teamwork of the staff have combined to deliver.

MATHEMATICS

89. The 2000 results of national tests indicated that, at the end of both key stages, standards matched the average points score for similar schools. In comparison with schools nationally the average points score was below average. However, the percentage of pupils attaining the expected Level 4, at the age of eleven, is higher than the national average. This indicates that there is room for improvement, amongst higher attaining pupils, to achieve the higher Level 5. Inspection evidence indicates that pupils in Year 2 and Year 6 attain the standards expected for their ages in most areas of the mathematics curriculum. This represents a considerable improvement, at Key Stage 2, on the last inspection. The one area of weakness is in data handling by the end of Key Stage 2 where pupils' attainment falls below that expected nationally. Pupils' attainment in using and applying mathematics, number and algebra, and in shape, space and measures is generally appropriate for their ages.
90. The trend in mathematical attainment at Key Stage 1 has been erratic since 1997, reflecting the variation in the achievement potential of the relatively small annual intakes of pupils into the school. The match with the national average achieved in 1999 was not sustained but a higher target has been set for 2001 and a significantly increased one for the following year. At Key Stage 2, the trend has been one of clear improvement since well below average attainment in 1998. The target of attainment set for 2000 was exceeded and a higher target has been set for the current year, but year group

variations have led to the setting of a realistically lower target for 2002. Pupils with special educational needs make good progress towards their individual targets during both key stages, as they are well supported. The performance of the seven-year-old boys has exceeded that of girls over the last two years but there has been little or no difference among the eleven-year-olds.

91. By seven years of age, pupils are familiar with two, three, five and ten times tables, using their own calculation methods to fill in any gaps in their knowledge. They show confidence and a fair degree of clarity in explaining their techniques. A minority of pupils shows understanding of place value in numbers up to 1000. The majority can apply their mathematics to simple problems involving addition and subtraction of three-digit numbers, using inverse methods to check their accuracy. Higher attaining pupils can apply simple fractions to two-digit numbers. Most pupils have a secure knowledge of basic shapes and a good grasp of reflective symmetry. An investigative assignment gave rise to great excitement when pupils discovered that circles have an infinite number of lines of symmetry. By eleven years of age pupils can estimate number spreads, given two figures, carry out simple algebraic calculations, use multiplication in money calculations and convert fractions into decimals and the reverse. They can carry out measurements, of length and angle for example, and calculate the areas of shapes. Pupils show a good use of mathematical vocabulary both in explanation of their methods and when asking questions of the teacher. Evidence indicates that they can also apply their mathematical knowledge to a range of real life situations and carry out mathematical investigation such as one into the signs that show numbers which can be divided by three or nine, for example.

92. The quality of teaching and learning in mathematics is consistently good in both key stages. The introduction of the National Numeracy Strategy is having a very positive effect on the quality of teaching across the school. Teachers have well developed confidence in their knowledge of the subject and convey an enthusiasm for it which engages the pupils' interest. Mental and oral sessions are used to present challenges for pupils of all levels of prior attainment. Teachers match these challenges to the prior attainment of the pupils, as they do during the period of independent work. This aids significantly the quality of learning. The three final years of Key Stage 2 are taught in two mixed age groups which present an immense challenge to the teachers in this respect. Very occasionally the slower learning pupils lose concentration in the fast moving lessons. Teachers manage the independent and group work session very efficiently and effectively, adjusting their approach to the size and composition of the class. Sessions at the end of lessons are used very productively to reinforce learning, provide extra challenges in the form of applications of the new knowledge, assess progress in relation to the lesson targets and to outline next steps in learning. Currently, there is insufficient use of information and communication technology in mathematics. This adversely affects attainment in the handling of data, in particular, though some computer drawn bar charts were seen in pupils' work.

93. Teachers keep well-organised records of pupils' progress. These, and monitoring of teaching by the headteacher, co-ordinator and local advisor, have been responsible for significant improvements in key aspects of the provision for mathematics. The quality of the concluding sessions of lessons, for example, is a direct result of this monitoring. The school analyses the formal attainments of the pupils and future targets for improvement in pupils' attainment are identified. Currently, the school is seeking to improve pupils' skills in a number of ways, for example using appropriate number operation when solving problems, enhancing pupils' ability to explain their methods and reasoning. The improved handling of data is also a priority. The subject is very well led by the co-ordinator who has a very clear understanding of the future priorities, for example improving the pupils' calculation strategies when solving simple problems, the improvement of precision in measurement and in data handling. Her part in the

systematic monitoring of the teaching and learning and enthusiasm for the subject, are key to the steadily rising standards.

SCIENCE

94. The teacher assessments of standards at the age of seven in 2000 indicate performance that is well below average for those pupils reaching the expected Level 2. Assessment of performance at the higher Level 3 shows results close to the national average. These results are not as good, at this key stage, as reported in the last inspection. However, the results should be treated with caution owing to the small numbers in each year's cohort.
95. The 2000 national tests for eleven-year-olds show performance that is in line with the average for all schools and also with schools deemed to be similar. When compared with their Key Stage 1 results in 1996 this cohort of pupils made good progress; they achieved good results in comparison with previous performance. This good improvement is reflected in an upward trend in performance since a low point in 1997. The improvement in performance is better than the normal variations that may occur with small cohorts of pupils. A further encouraging aspect is the number of pupils in 2000 who attained the higher Level 5; the percentage was close to the national average. Girls under-perform slightly in relation to the boys. It is a relatively small difference and the school is taking appropriate measures to deal with the issue.
96. Inspection findings show that standards in Year 2 are just below those expected for their age, but they have made good progress through the key stage. Good progress is also made through Key Stage 2 and the pupils' standards at eleven are now those expected for their age. Pupils with special educational needs also make good progress as a result of the effective support they are given.
97. The analysis of pupils' work in Key Stage 1 shows that they have a sound understanding of the variation in the properties of a range of materials, for example those that will bend, twist and stretch. Some of the higher attaining pupils showed an early understanding of the notion of a fair test when they measured the distance travelled down a ramp by a number of toy cars. The teacher very effectively built upon this understanding when the pupils carried out an investigation into sound. They clearly thought about the investigation and made very sensible suggestions why the distance over which loud and soft sounds carry might not be entirely accurate. Most are able to record the results of the investigation pictorially, but a written statement is a problem for many. However, the good support given by the teacher to individual pupils, ably assisted by other colleagues, is beginning to develop well this aspect of their work. The good progress that most pupils make in Key Stage 1 is a result of the purposeful atmosphere created by the teacher, the very positive and enthusiastic response of the pupils and the effective deployment of support staff. This ensures that the learning is good. The pupils feel secure and able to make suggestions safe in the knowledge they will be listened to by the class teacher and their peers. This confidence led many to produce very effective drawings when challenged to consider 'how do you think your ear works?'
98. The teachers throughout the school have high expectations for the use of appropriate technical language, for example Year 4 pupils display a good understanding of such terms as 'permeability' and Year 6 use the terms 'evaporation' and 'condensation' correctly. The impact of this strategy is the good motivation of the pupils, especially the higher attainers. They show pride in their ability to use such terms correctly when talking about their work. This aspect was evident when talking to a group of Year 6 pupils who used a range of correct technical terms when explaining their understanding of friction, electrical circuits and the anatomy of the human eye and ear. However, there are currently insufficient opportunities for extended, independent writing and the use of

mathematical skills, such as the graphical representation of the results of investigations.

99. The overall quality of teaching is good. Most teachers have very good classroom management skills and high expectations for the pupils' behaviour. As a result, practical investigations are effectively carried out, for example when Years 4 and 5 pupils investigate the observable characteristics of soil and a range of rocks. In carrying out their investigations pupils, in both key stages, have a developing understanding of the notion of prediction and a fair test. This is an improvement at Key Stage 2 on the last inspection. Expectations, however, for the standard of presentation of written work are generally not high enough. Pupils' previous work is not usually kept in a coherent fashion, reducing the opportunities for pupils to evaluate their own progress and appreciate their own learning. Few opportunities were noted for independent and extended research, particularly for the older, higher attaining pupils.
100. The objectives for learning are clearly identified in the good medium-term planning of the teachers. They are usually well reinforced by the teachers in the introduction and this has a positive impact on pupils' learning and maintains a good pace to the lesson. When this is not done, lower attaining pupils' learning particularly is inhibited, as in a lesson on the structure of plants; however, in this case an alert teacher soon rectified the situation. Most lessons end with plenary sessions where the learning is consolidated. However, reference to the earlier stated learning objectives is not always made, allowing the pupils to reflect upon what they have learned. The teachers have good question and answer skills and they use them effectively to stimulate the pupils. The use of 'open-ended' questioning is particularly well done and effective.
101. One important aspect of the overall good quality of teaching is the very good use of time. All lessons proceed at a good pace, support staff are effectively deployed and resources are made readily available. The pupils respond well to the teachers' demands and little time is unproductive, which greatly assists the overall good quality of learning in science. The marking of the pupils' work is satisfactory overall but the standard is inconsistent across the school. The best includes short-term targets for improvement. Annual assessments are made of pupils' attainment which are effectively passed through the school. Assessments are made in the 'outcomes column' of the planning sheets but there is no overall agreed practice for recording pupils' understanding during the year. The school is aware of this deficiency.
102. The co-ordinator leads the subject very well. She has played a full part in improving the standards in the subject since the last inspection. This has been due to the full effect of (a) the new policy working through, giving teachers greater subject confidence and resulting in better progression, (b) better levels of collaboration amongst the pupils, (c) more specific learning objectives in the teachers' planning and (d) an evaluation of teaching strategies, for example variation in the length of sessions to suit the desired outcomes. A weakness to be addressed is the establishment of a framework for the systematic development of investigative skills. However, the most significant reason for improvement has been the exceptionally good quality of the monitoring of teaching and learning carried out by the co-ordinator and the effective use to which the outcomes have been put.

ART AND DESIGN

103. There has been an improvement in standards in the subject at Key Stage 2 since the last inspection. They are now above average in this key stage. Standards of attainment for seven-year-olds remain in line with those expected for their age. This latter judgement is based on an examination of some previous and displayed work, as it was not possible to observe any lessons at Key Stage 1.

104. Year 6 pupils produce some imaginative drawings linked to their historical work on Egypt. They use quite sophisticated shading techniques, with good use of space, different styles of drawing and a well-developed appreciation of texture. Their teaching skills are well supported by the teachers' use and explanation of such terms as 'line', 'tone' and 'proportion'. The teachers' generally good understanding of the subject ensures that the basic skills in the subject are well taught throughout the school. The pupils have a very good understanding of the techniques of paint mixing and use this knowledge well, for example when attempting to achieve a colour match for the petals of the pot plants. Work on display around the school shows that pupils have a good appreciation of form, line and colour. These skills are well supported by evidence of good brush control and, when required, attention to detail, for example in some Year 3 drawings of Tudor houses, and when drawing the petals and leaves of a pot plant. The teacher also appropriately emphasises the importance of correct brush selection.
105. The teachers' general confidence in the subject was well illustrated in a Key Stage 2 lesson concerned with an examination of the artists' intentions in the painting of a range of historical portraits. The teacher clearly understood the attributes of the portraits and skilfully guided the pupils to an appreciation of the techniques used to convey such aspects as 'majesty', 'elegance' and 'power'. The pupils responded well to such a challenge and made their own sensible suggestions about the intentions of the artists. The teachers extend the learning and raise the pupils' achievement by reference to work of significant artists, for example working in the style of Matisse when painting leaves and by examining the work of four well known artists as a stimulus to their own work on plants. Such work contributes significantly to the spiritual experiences of the pupils.
106. The good classroom management skills of the teachers, and the positive relationships amongst the vast majority of the pupils, mean that group work is carried out effectively, for example when working on weaving wool in a circular frame. Productivity within pairs or groups is not as high if the work requires written work or language skills.
107. As a result of the good quality of teaching throughout the school, most pupils, including those with special educational needs, achieve well and experience a range of media, including collage, clay and printing. Learning is greatly assisted by the enthusiasm and obvious enjoyment the pupils show for their work. As reported last time, the pupils show interest in the work of others and are appreciative of their efforts.
108. The school has successfully built upon the standards attained in the last inspection and has addressed well the issues of sustained work and now provides opportunities for discussion and reflection. The subject is well led. The co-ordinator has introduced printing to the curriculum and recognises that more work has to be done here to bring standards in line with other aspects of the subject. The scheme of work is of good quality. The school has systematically considered recent national guidance but has appropriately concluded that the present approach currently better meets the needs of the pupils. Assessment is currently informal but the school is actively considering a new approach. The establishment of a photographic record of work is a useful development that assists the assessment of progress. The use of sketchbooks is also a helpful development. The subject is well supported by a good range of resources.

DESIGN AND TECHNOLOGY

109. Attainment at the end of both key stages is broadly in line with that expected of seven and eleven-year-olds. Though the time allocated to this subject has been reduced since the last inspection, pupils' progress, including those with special educational needs, is good. Only one lesson in Key Stage 1 was available for observation, but useful evidence was gained from discussion with Year 6 pupils and from scrutiny of earlier work. The main elements in pupils' good progress are their growing understanding of

the design and technology process, their positive attitudes to the subject and the good quality of the teaching.

110. Key Stage 1 pupils were observed making wall hangings for their bedrooms. Previous lessons had focused on the design of their pictures, examination of materials for suitability, listing of necessary components and the making of patterns for the collage, a process carried out to a satisfactory standard in most cases. The current work included the assembly and evaluation stage. Construction standards were variable, but broadly satisfactory. In evaluation, pupils showed a critical response to their own work combined with pleasure in achievement. They made suitable suggestions about improvements. This open-minded approach was supported by the good relationship between the teacher and her pupils, including shared humour, her good knowledge of the subject and her appreciation of the pupils' efforts.
111. At Key Stage 2, pupils' work in Years 4 and 5 showed a preliminary appraisal of commercial examples of purses. This, together with disassembly of products, is a frequent preliminary to the designing and making process. In this case, each pupil had prepared a design sheet showing their own design, resources needed and small diagrams detailing joining techniques. Samples of seams and fastenings completed the preparation. The teachers' expertise is the guiding force behind the pupils' sound approach to the subject. Pupils are encouraged to recognise the significance of the use of the process in the man-made world around them. By the end of the key stage, pupils understand its relevance and use it themselves to make items from resistant materials such as wood. They draw on their scientific knowledge to make model pulley systems in wood. In this case, the work had been inspired by a visit to a mining museum and the final models were evaluated for effectiveness. This resulted in the addition of a brake to prevent slippage. Pupils also have experience in food technology in the form of pizzas designed to support healthy eating. The work included a visit to a commercial outlet.
112. The co-ordinator is both well qualified and enthusiastic. The current priority for further development is the improvement of construction techniques. Resources for the subject are very good.

GEOGRAPHY AND HISTORY

113. Pupils' work in these two subjects has been restricted and accorded relatively low priority to allow for the development of literacy and numeracy. The subjects have only just re-emerged as an area for development under the school's National Curriculum. One co-ordinator covers both subjects and has a strong commitment to their revitalisation, emphasising the 'process' of historical and geographical skills-based approach which the school favours. In these cases this means the development of skills and understanding of key elements, such as enquiry methods, which characterise the subjects. These are to be a significant part in the assessment of pupils' progress, procedures which are in process of development. Previous work is retained in a variety of ways. It is sometimes difficult for pupils to appreciate their own progress. The school has begun to use nationally provided curriculum advice selectively, as in its approach to the development of similar subjects.
114. Geographical work in Key Stage 1 is insufficiently wide-ranging at present and the overall level of attainment is below national expectations. Pupils are currently engaged in elementary map work. In the single lesson seen, there was well informed teaching which included the matching of pupils' tasks to their prior levels of attainment. Careful questioning sequences also supported good progress in pupils' understanding of the nature of plans and their uses. For those pupils who were ready for it, the teacher made passing references to the need for variations in scale when making maps. Pupils responded with enthusiasm to the challenging work required. Enhanced learning was secured by the introduction of an effective discussion session at the end of the lesson.
115. Standards in geography at the end of Key Stage 2 are broadly in line with national expectations. No lessons were seen, but scrutiny of work included evidence of local fieldwork by Year 3 pupils and occasional geographical elements in history topics. The most well developed example was a large-scale map of the Nile, with captions about its importance to modern day Egypt, made to complement the study of Ancient Egypt. Discussion with Year 6 pupils showed basic knowledge of river systems generally. Fieldwork on a local river included a study of pollution, a topic in which pupils showed considerable interest.
116. Insufficient evidence was available to support judgements about attainment in history at the end of Key Stage 1, though work showed some knowledge of familiar events in British history and an introduction to the sequence of different historical periods through the use of a time-line.
117. By the end of Key Stage 2, pupils' attainment matches national expectations for the subject. Their progress in knowledge of specific periods and understanding of key elements in historical enquiry is good. Scrutiny of work indicated that younger pupils in the key stage had a good range of knowledge about the Tudor period. They had visited a Tudor house and studied paintings from the period for first hand evidence, besides searching for secondary evidence in reference books. Pupils' work included well-executed paintings of costumes, ships and houses of the time, as well as extended accounts of the supporting visit. This exercise provided a good opportunity for the development of writing skills. Discussions with Year 6 pupils show a sound understanding of the place of archaeological evidence relating to Ancient Egypt. They were fascinated by the way of life which these artefacts revealed and thoughtful about the importance of historical knowledge to our understanding of life today. Teaching of history in this key stage is good. Teachers' understanding of the subject gives it a depth, particularly in relation to the interpretation of evidence. This clearly enriches pupils' appreciation and interest.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. There has been a marked improvement in standards of information and communication technology (ICT) throughout the school since the last inspection. The school was required to improve the pupils' capability in ICT since standards, progress and the degree of direct teaching were found to be unsatisfactory. This has been accomplished well so that currently standards of attainment throughout the school are satisfactory in all the areas covered by ICT, while the breadth of work undertaken is good. The pupils make good progress and the quality of direct teaching is always good and sometimes very good. The staff are now confident in teaching the subject and the pupils are well motivated and eager to learn more.
119. The pupils at the end of Year 2 attain standards which are in line with what is expected of those aged seven in all the areas of study and skill development. They develop well the skills to organise information and present their written work accurately. They write clear, short passages directly on the computer, save the work and bring it back on screen again to improve it further. The pupils plan effectively and then direct the movements of electronic 'Floor Turtles' or Roamers and use ICT to record their findings in science creating lists and graphs. They use the medium well for gathering information which they then use in other subjects in the curriculum. They are also familiar and operate correctly other equipment, such as tape players for listening to stories. The pupils use creative software imaginatively to make pictures and to illustrate their pieces of writing. They develop their skills broadly in ICT so that it properly becomes a tool for learning and a means of expression.
120. By the time the pupils are eleven years of age they are attaining average standards. They accurately arrange text and photographs, taken with a digital camera, for example to provide an interesting account of a history visit to Gainsborough Old Hall. They have experience of e-mail and successfully use school based web-sites for gaining information which they then use for work in other subjects in the curriculum, while developing downloading skills. Information and communication technology is used well to extend the pupils' work in science, being used in the collection and comparison of data from experiments. Pupils develop good spreadsheets and graphs based on the contents of different foods and use them in evaluating healthy diets. The word processing of stories and accounts of other studies is carried out with increasing speed and sophistication. Exercises on the computer, such as the development of a richer use of words by the replacement of 'nice' as an adjective in a prepared piece of writing, are used well to extend their editing and writing skills. The pupils decorate poems they have written with pictures they have created on computers using the technology well to mix both forms of creativity. Pupils use skills developed on Roamers in Key Stage 1 to model complex diagrams.
121. The overall quality of teaching is good. The teachers have a good knowledge and understanding of the subject and of how it can best be taught. The well-planned scheme of work introduces the individual skills and areas of understanding in appropriate steps, so that the pupils' learning is well grounded. There is a good scheme for the assessment and recording of the pupils' progress, and this is used well to ensure that future work is built on a sound basis. The teachers give clear explanations and instructions, well geared to the pupils' levels of understanding. The good pace at which the lessons proceed contributes to the good progress made in the subject. The pupils are expected to work hard and to do well, and they respond by living up to this expectation, with the exception of the highest attainers who are not challenged as much as they might be.
122. The breadth of experience in ICT provided for the pupils and the improved standards that they achieve is the result of the good management of the subject. The staff have gained confidence in teaching the skills that they have developed in the well-managed programme of in-service training. The increase in direct tuition has given the teaching of the subject a sharp professionalism and contributes significantly to the raising of

standards. In those classes where the pupils use 'spare' time, before registration for example, to work on ICT projects, the pace of development is even further enhanced. There are no significant differences between the standards attained by different groups of pupils. Those with special educational needs are well supported and because they make good progress the standards they attain are not markedly lower than the other pupils in the classes. However, the higher attaining pupils are not sufficiently challenged to extend their skills and understanding as they might be through, for example, larger ICT projects perhaps involving extra voluntary activity.

123. The good quality of teaching and learning is maintained through an effective scheme of monitoring, the results of which are recorded well so that the future development and progress of the subject is clearly understood. The funds provided for the subject have been well used with an eye to future developments and the extra equipment is distributed in the various classrooms where it will be best used.

MUSIC

124. Key Stage 2 pupils attain standards that are generally above those for their age. This is particularly the case in the Year 4/5 class where their appreciation of music is clearly above average. This is an improvement on the standard attained in the last inspection. It was not possible to observe Key Stage 1 music and, therefore, to judge standards; these younger pupils did, however, join in singing in assembly with enthusiasm and obvious enjoyment.
125. The overall quality of teaching and learning in Key Stage 2 is good and the enthusiasm the teachers have for the subject has a very positive impact upon the pupils' learning. The teachers' generally good knowledge and understanding of the subject give them confidence to widen the pupils' appreciation of a range of musical terms, for example pitch, tempo, ostinato and timbre. Higher attaining pupils use these terms easily when explaining their ideas about the music. In one lesson, linked effectively to the pupils' work in history, the pupils pick out and replicate the ostinato rhythm of some music from the Tudor period. They recognise the musical structure and follow the pattern accurately.
126. The good management of the pupils by the teachers permits the stimulation brought about by the use of instruments in lessons and to work in groups when required. This too adds significantly to the pupils' learning. Most lessons proceed at a good pace, in the best motivation and, therefore, learning is maintained by appropriate changes in tasks and activities. Where there is a lack of reinforcement of the objectives for learning before the pupils undertake the task, achievement is reduced, for example when they are asked to produce a performance in the style of an animal. When clear about the task, some pupils produce effective performances well related to the composer's intentions.
127. The teachers use an effective range of strategies to motivate their pupils' learning, for example quietly raising a hand when a repeated pattern is recognised when listening to a piece of music. Such strategies maintain pupils' interest and enthusiasm. Most pupils enjoy their music lessons and are keen to take part in the activities. The good relationships in the school allow pupils to volunteer to perform with confidence in front of their peers. This allows all pupils to feel included.

128. The musical experience of pupils is widened by the opportunity to join an open access choir, a recorder group and to play a brass instrument through lessons provided by the peripatetic music service. All pupils who attend these groups enjoy the experience and are motivated by the opportunity to prepare performances for parents and in the wider community. Singing in assembly is enthusiastic, generally in tune and with an early appreciation of the importance of dynamics. However, there were some lost opportunities to extend pupils' learning during assembly. First, an absence of the explanation or identification of the music played when they enter and leave the hall. Secondly, despite the school being very fortunate to have four pianists amongst the teaching and non-teaching staff, there was no singing in one assembly.
129. The subject is very well led by an enthusiastic and knowledgeable co-ordinator. She provides good support for her colleagues and is effectively evaluating recent national guidance and the school's current subject policy. The subject is well supported by a good range of resources. The assessment and recording of pupils' progress through the year is currently informal and is not consistent through the school providing inadequate information of achievement. The school is aware of this and is investigating a possible strategy.

PHYSICAL EDUCATION

130. Standards in physical education are above average in both key stages. Outdoor games or activities were not planned for the inspection week and the swimming pool used by the school was closed for repair. However, the school's framework for physical education indicates a broad range of activities is undertaken. The school's records show that a minimum of 95 per cent of pupils achieves the National Curriculum 25 metre target for swimming by the age of eleven. The curriculum is supplemented, mainly for Key Stage 2 pupils, by an extra-curricular sports club and the occasional netball and soccer inter-school matches. The club's activities include a wide range of team games. There is open access to these activities.
131. The standards now achieved represent an improvement since the last inspection. This is mainly as a result of the focus on developing teachers' skills and understanding through an effective programme of in-service training, for example demonstration lessons by the subject co-ordinator. The high expectations now placed by the teachers upon the pupils result in very good standards of behaviour and very positive attitudes to the subject. The resources made available through a commercially sponsored support scheme have also had a positive impact upon the range of activities available and the standards attained.
132. The overall quality of teaching and learning, in both key stages, is good. The very good class management skills of the teachers ensure, for example, that the pupils respond immediately to instructions, which leads to lessons being conducted safely, for example in movement around the hall during warm-up sessions and when deploying gymnastic apparatus. The warm-up and cool-down sessions are well constructed ensuring a systematic approach to this important aspect of the lesson, for example in a Key Stage 1 lesson, the pupils show considerable imagination in devising and holding a range of stretching positions. Good planning by the teachers results in a structured development of the pupils' skills, for example in a Year 3 lesson the pupils control a basketball when standing and bouncing, first with both hands, then with two, moving to a similar activity at the trot. As a result, learning and refining of the skill is good. This is also true when pupils, at both key stages, use imagination to develop and refine movement around the hall, holding positions on two points of balance and catching and aiming first a large ball and then a smaller one.

133. All teachers maintain a good pace throughout the lessons by keeping explanation to a minimum. They generally use pupils well to demonstrate skills. On a small number of occasions, however, the lack of demonstration or clear setting of an objective resulted in confusion and a lack of learning. Their peers respond well to the demonstrations and show appreciation of the pupils' efforts, occasionally by spontaneous applause; a clear indicator of the good relationships within the school. The teachers involve all pupils in activities and are quick to spot opportunities to develop self-esteem, for example when selecting a pupil with behavioural problems to take a significant lead in a dance activity. Pupils with other special educational needs also make good progress in the development of their skills by the inclusive approach of the school to all individuals and the effective deployment of support staff during the lessons. Progress in the development of skills is greatly assisted by the teachers' encouragement of all pupils to evaluate their own and the performance of others.
134. Learning is also greatly assisted by the willingness of the pupils to work in pairs or other groupings. This is especially notable when the class is working with gymnastic apparatus. Optimum use is made of the apparatus, as the pupils are very keenly aware of the need to allow for others both in space and opportunity. As a result there is no queuing for apparatus nor periods of inactivity. This supports the pupils' learning very effectively.
135. The co-ordinator has a good understanding of the subject. She supports her colleagues well and is aware of the development needs of the subject, for example less use of prescription in dance activities in order to develop the pupils' opportunities for expressive movement. The opportunities for her to monitor teaching contribute well to the standards attained.

RELIGIOUS EDUCATION

136. The standards achieved by pupils aged seven and eleven in religious education are higher than those anticipated for pupils of that age by the local syllabus of religious education. The careful planning of the subject, its treatment as a full and significant part of the curriculum and the development of a good range of resources to support the teaching, which is good overall, contribute to these good standards.
137. Pupils in Years 1 and 2 make good progress and show a good knowledge and understanding of stories taken from the Christian tradition. They set them into the pattern of Christian special days and festivals such as Christmas and Easter. They are also familiar with aspects of Islam and Judaism. They relate the special character of the Holy Book of Islam, the Koran, to the Bible which they see when they visit the local church. They demonstrate an understanding of what is special about the Shabbat, the special day in the week, for Jews through looking at, and talking about, artefacts related to that day displayed in the classroom.
138. The older pupils in Key Stage 2 develop well their understanding of Christian beliefs and practices as the lessons in the classes build effectively on the work done earlier in the school. They study the Jewish Shabbat in greater depth and reflect on its significance for the Jewish way of life, linking it with the idea of gatherings of families and friends with which they are familiar. They make very perceptive comments about the nature and importance of such ceremonies. They learn quickly and well from handling religious objects and from watching and thinking about a video of a Shabbat meal. They also have a good level of understanding of the celebration of Rosh Hashanah and make the link between the use of special foods, apple and honey, with the hope for a good future and the idea of forgiveness for past misdeeds for which regrets have been expressed. This is linked well to earlier work undertaken on the Torah identified as 'rules for our world'. Pupils in Year 3 develop a good understanding of the Hindu belief in a continuous cycle of creation, they also understand the significance of the formal

greeting, namaste, and discuss examples of good and bad Karma. Pupils with special educational needs play a full part in the subject, in discussions their contributions are often good and thoughtful.

139. There has been a steady development of the subject since the last inspection where it was identified as a satisfactory part of the curriculum. Standards are now above expectations, and the subject plays a very significant part in the good provision that the school makes for spiritual, moral and cultural development. The developments in the subject have been the result of a refinement in the planning of the curriculum and the staff's increased confidence in the use of the agreed syllabus of religious education on which the school bases its planning. There has also been extra attention played to the opportunities provided for the pupils to reflect upon the topics in the subject that are studied. This has led to a deepening of the levels of understanding that the pupils possess. It also enabled the higher attainers, particularly in oral work, to be challenged to think more deeply. This is not necessarily transferred to the written work that follows.
140. The teaching of the subject in Key Stage 2 is never less than satisfactory and frequently very good. Overall, the standard of teaching is good. No teaching was observed in Key Stage 1. The teachers are confident in their knowledge and understanding of the topics studied. The use of artefacts and other well planned teaching resources, enables them to make full use of their teaching skills of pupil management and the organisation of material to be learned to good effect. Good use is made of support staff to help those pupils with special educational needs to make good progress. The teachers are skilful in relating the beliefs and practices of believers in Hinduism or Judaism to everyday matters with which the pupils are familiar enabling them to understand complex ideas more readily. The management of the lessons makes good use of time and the good quality resources that are available for the subject. The teachers have a sound knowledge of their own pupils' abilities, though formal assessment is not used. Generally they challenge them to produce the best work of which they are capable, however some of the older, higher attainers, could produce work of a higher standard if challenged more.
141. The subject is well supported throughout the school and is recognised for its educational content. The co-ordination of religious education is well managed and the school is kept up to date with developments in the subject. It plays a very full part in the general education of the pupils and particularly in aspects of their personal development. There is a good link between religious education and the teaching elements in the well-planned assemblies and acts of collective worship.