

INSPECTION REPORT

St Mark's Church of England Primary School

Hatch Warren
Basingstoke
LEA area : Hampshire

Unique Reference Number: 131450
Headteacher: Mrs S Galloway

Reporting inspector: Mrs S. Browning 1510

Dates of inspection: 6th - 9th December 1999

Under OFSTED contract number: 707923

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Church of England Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Danebury Road Hatch Warren Basingstoke RG22 4US
Telephone number:	01256 346111
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Appropriate authority:	Hampshire
Name of chair of governors:	Rev Kenneth Batt
Date of the previous inspection:	Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Sheila Browning, Registered Inspector	Science Art Music	Pupils' equal opportunities Attainment and progress Teaching Leadership and management Staffing, accommodation and resources Efficiency
June Keyworth, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Norma Myers	English History Geography	Under-Fives Curriculum and assessment
Keith Homewood	Mathematics Design and technology	Special educational needs Pupils' spiritual, moral, social

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The progress pupils make is good overall.
- Pupils with special educational needs make good progress as a result of effective provision.
- Pupils have good attitudes to learning and their behaviour is very good. As a result of good provision discipline and behaviour are very good.
- An excellent ethos results in very good relationships throughout the school. The personal development of pupils is good.
- Good teaching results in good progress in most lessons. The successful implementation of the literacy and numeracy strategies is having a positive impact on pupils' progress.
- The provision for pupils' spiritual development is excellent and the provision for pupils' moral, social and cultural development is very good.
- Support, guidance and concern for pupils' welfare are very good and the partnership with parents and the community is very good.
- The school is very well led and managed and has clear educational direction.
- The school provides good value for money.

WHERE THE SCHOOL HAS WEAKNESSES

The minor weaknesses above should form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has not been previously inspected.

STANDARDS IN SUBJECTS

The following table shows standards achieved by 7 year olds in 1999 based on the National Curriculum tests.

Performance in:	Compared with all schools	Compared with similar schools	Key
			<i>Well above average</i> A
			<i>Above average</i> B
			<i>Average</i> C
			<i>Below average</i> D
			<i>Well below average</i> E
Reading	C	E	
Writing	B	C	
Mathematics	B	C	

The information shows, for example, that standards in writing and mathematics are above average and for reading they are average. Compared with similar schools, writing and mathematics are average, but reading is well below average. Standards achieved by higher attaining pupils are in line with those for similar schools for reading. Current standards indicate that attainment in reading is in line with expectations for pupils of this age. The systematic approach to the development of reading skills in the literacy hour is good. Attainment in writing at the end of Key Stage 1 is above average. In

mathematics, pupils attain levels that are above national expectations for pupils of this age. Standards in science are above national expectations particularly in experimental and investigative science.

Aspects of the work seen in information and communication technology (ICT) are below nationally expected levels, but overall attainment is in line with that expected. This is because the school had had its ICT suite installed only two weeks prior to the inspection. By seven years of age, almost all pupils progress well across the range of their work in all subjects. They revise and consolidate skills. Keyboard and mouse skills are developing satisfactorily. Word processing skills are satisfactory. Pupils are not confident in saving or retrieving data in the computer suite without support. It is important to note that of this particular group of children almost a quarter joined the school at various points of the year, some having a very low level of attainment. The children also experienced considerable changes and disruption as the school grew, both in terms of building work, mixed year group classes and new teachers as well as new systems and structures being implemented at a fast rate. This is to some extent reflected in the Key Stage 1 results.

The following table shows standards achieved by 11 year olds in 1999 based on the National Curriculum tests.

Performance in:	Compared with all schools	Compared with similar schools	<p style="text-align: center;">Key</p> <p><i>Well above average</i> A</p> <p><i>Above average</i> B</p> <p><i>Average</i> C</p> <p><i>Below average</i> D</p> <p><i>Well below average</i> E</p>
English			
Mathematics			
Science			

The grades are omitted for the standards achieved by pupils of eleven years of age. They are unreliable due to the very small entry number of pupils and are not representative of the school.

Current standards indicate that attainment in English is above average at the end of Key Stage 2. In mathematics and science, standards are broadly in line with national averages. In science, there are often instances when attainment is above national averages as for example in experimental and investigative science. The work seen in information and communication technology (ICT) is in line with nationally expected levels. By eleven years of age, almost all pupils progress well across the range of their work in all subjects.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 – 11 years
English	satisfactory	good	good
Mathematics	satisfactory	satisfactory	good
Science	satisfactory	good	good
Information communication technology	satisfactory	satisfactory	satisfactory
Other subjects	good	good	good

Teaching is at least satisfactory in all lessons. In 12 per cent it is very good and in 59 per cent it is good. No unsatisfactory teaching was seen.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	The behaviour of pupils is very good and their attitudes to learning are good.
Attendance	Satisfactory; attendance is in line with the national average.
Ethos*	The ethos of the school is excellent. The very good relationships throughout the school community contribute significantly to the caring and supportive atmosphere in the school.
Leadership and management	Strong leadership and management throughout the school, with a clear educational direction for the future of the school. The implementation of the school's aims, values and policies is very good.
Curriculum	The school provides a broad and balanced curriculum. Literacy and numeracy are implemented very well. Assessment in English, mathematics and science is well developed and is effective.
Pupils with special educational needs	The provision and the quality of support for pupils with special educational needs is good
Spiritual, moral, social & cultural development	Overall the provision for pupils' moral, social and cultural development is very good, with spiritual development being excellent.
Staffing, resources and accommodation	Staffing, learning resources and accommodation are good overall.
Value for money	The school provides good value for money

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards*

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the School	What some parents are not happy about
<p>II. The school gives parents a clear understanding of what their children are taught.</p> <p>III. The children like school.</p> <p>IV. The school encourages parents to get involved in the life of the school.</p> <p>V. The school enables a good standard of work.</p> <p>VI. The school is approachable.</p> <p>VII. The school promotes positive values and attitudes.</p> <p>VIII. Behaviour is good.</p> <p>IX. The school keeps parents well informed about their children's progress.</p>	<p>X. No significant adverse comments were</p>

The inspectors supported the parents' positive views of the school.

· **KEY ISSUES FOR ACTION**
·

· In order to raise standards of pupils' work and the quality of their learning, the governing body and senior management team and staff should:

XI. Ensure teachers' expectations sufficiently and consistently address the needs of higher attaining pupils particularly in reading and mathematics. (Paragraphs 19, 28, 98, 101, 102).

· INTRODUCTION

Characteristics of the school

1. St Mark's Church of England Primary School opened in September 1996. It is of average size in relation to other schools nationally. There are 271 pupils on roll, 144 boys and 127 girls. The age range of the pupils is 4 to 11 years. The school has grown from 106 pupils to 271 since September 1996. Last year was the first time the school had Year 6 pupils. The school serves the area of Hatch Warren, an expanding area of Basingstoke in Hampshire. The majority of children come from predominantly owner occupied homes, and a few from local housing association estates. The school is the centre of a thriving and growing school and church community and it is popular with parents. There is considerable movement between local schools and high mobility or 'turbulence' of pupils affects St Mark's, particularly at Key Stage 2. The pupils come from a range of different cultural backgrounds. The school serves a favourable socio-economic area. The proportion of pupils receiving free school meals, 1.1 per cent, is well below the national average. The number of pupils identified as having special educational needs is 15.1 per cent which is slightly below the national average. The number of pupils with Statements of Special Educational Need, 0.6 per cent, is below the national average. The percentage of children speaking English as an additional language, 1.1 per cent, is lower than in most schools. Attainment on entry is broadly average, with some children demonstrating above average attainment.
 2. St Mark's aims to promote and sustain continuous improvement in the quality of the education provided for all children. It intends to foster positive attitudes of mutual respect and responsibility in a happy and relaxed atmosphere. The school attaches high priority to good relationships and close links between home, school and the wider community. The mission statement is: 'Journeying together in faith and love'.
1. The Key targets for School Improvement are:
 - Numeracy
To improve all children's progress and confidence in mathematics through effective teaching and to develop the children's mental calculations and use of strategies in problem solving.
 - Literacy
To increase confidence, accuracy and enjoyment in reading and writing in all children through good teaching and a wide range of experiences.
 - Information and communication technology
To ensure that children and staff have access to high quality hardware and software and are able to develop greater skills, knowledge and understanding of all aspects of ICT.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:

Year	Boys	Girls	Total
1999	27	16	43

National Curriculum	Test Results	Reading	Writing	Mathema
Number of pupils at NC Level 2 or Above	Boys	20	23	25
	Girls	16	16	16
	Total	36	39	41
Percentage at NC Level 2 or above	School	85	91	96
	National	82	83	87

Teacher		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	23	25	26
	Girls	16	16	16
	Total	39	41	42
Percentage at NC Level 2 or above	School	90	95	98
	National	82	86	87

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key

Year	Boys	Girls	Total
1999	4	3	7

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	2	2
	Girls	2	2	3
	Total	4	4	5
Percentage at NC Level 4 or above	School	57	57	71
	National	70	69	78

Teacher		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	2	2	2
	Girls	2	2	3
	Total	4	4	5
Percentage at NC Level 4 or above	School	57	57	71
	National	68	69	75

¹ Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions)		%
Authorised Absence	School	5. 5
	National comparative data	5. 7
Unauthorised Absence	School	0. 0
	National comparative data	0. 5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
Fixed period		0
Permanent		0

Quality of teaching

Percentage of teaching observed which is:	%
Very good or better	12
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

· EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. The attainment of pupils on entry to the school is broadly average, with some pupils demonstrating higher attainment.
2. Children under five make satisfactory progress in each of the recommended areas of learning. By the age of five, the majority are meeting the desirable learning outcomes in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development.
3. Over the past three years, results of National Curriculum tests at the end of Key Stage 1 and standardised tests administered by the school indicate that the school has achieved consistent standards in literacy, numeracy and science. The trend is one of stability since the school opened. A steady improvement is seen in pupils attaining the higher levels in reading, writing and mathematics. Attainment in all subjects and in all year groups also shows steady progression. The appropriate and challenging targets for raising attainment set by the school and the local education authority (LEA) for Key Stage 1 are exceeded.
4. The 1999 Key Stage 1 National Curriculum tests and assessment results show that overall most seven-year-olds reach standards of attainment which are above average for their ages in writing and mathematics but for reading they are average. In comparison with similar schools, standards in writing and mathematics are average and in reading they are well below average. However, the proportion of pupils exceeding the expected levels in the 1999 National Curriculum tests, in reading, writing and mathematics was above the national average. In science, in the 1999 teacher assessment results were very high for nearly all pupils and were well above the nationally expected levels. The percentage exceeding these levels was average.
5. The difference in performance between boys and girls is not significant at the end of Key Stage 1. Based on average scores over the three years 1996 to 1998 together, the achievement of the pupils is close to the national average in reading, above the national average in writing and is well above the national average in mathematics.
6. The recent trend is one of steady improvement, particularly for higher attaining pupils. The performance of pupils in the 1999 national tests at St Mark's is similar to the previous year. In comparison with similar schools, results are the same for writing and mathematics; the exception is reading, where results are similar to the previous year. The school has data for the number of pupils who leave and join the school during both key stages. Analysis of school data shows that, pupils who remain at St Mark's achieve significantly higher than pupils do nationally and in similar schools.
7. The results of 1999 Key Stage 2 National Curriculum tests are not representative of future groups of pupils within the school. The school had too small a group of pupils (7) to make any interpretation of data reliable. Additionally, almost half were pupils with special educational needs. Although results were below average in English, mathematics and science they represent a considerable achievement for the few pupils involved, in relation to their prior attainment. The results indicate that overall most eleven-year-olds reach standards of attainment, which are below national expectations. In comparison with similar schools, standards in English, mathematics and science are very low. This is not an indication of current standards observed during the inspection.

8. The difference in performance between boys and girls is not significant at the end of Key Stage 2. No data on school trends or comparisons are available as yet.
9. Inspection evidence confirmed that the recent test results are a reasonable and accurate reflection of levels of attainment in the school in all three-core subjects at the end of the Key Stage 1, but they are not representative of attainment at Key Stage 2. Work scrutiny and lessons observed demonstrate substantially improved levels of attainment in English, mathematics and science at Key Stage 2. Standards in some aspects of information and communication technology (ICT) are below the nationally expected levels at Key Stage 1, but overall attainment is as expected. Standards are in line with national expectations at Key Stage 2.

12. Literacy

10. Pupils enter Reception classes with literacy skills which are broadly average. They make good progress. By the end of Key Stage 1, writing standards are above the national average and reading standards are average. Pupils start with good speaking and listening skills, and these are purposefully developed in Key Stage 1. The planning and implementation of the literacy hour has been exemplary, in both key stages, and has done much to raise standards.
11. Pupils enter Key Stage 2 with literacy skills which are above average. As they progress through the key stage, teacher expectations rise. Very good use is made of literacy skills across the curriculum; for example, pupils write recipes in food technology and record scientific experiments and archaeological reports in history. Speaking and listening skills continue to be high. Pupils are confident users of a wide range of ICT. This has a very positive impact on skill development in literacy.

Numeracy

12. Pupils use their numeracy skills well across the curriculum. Higher attaining pupils use good numeracy skills in mental and oral work. The majority of pupils are confident and competent at using numbers and measures in a variety of ways. Numeracy is given high priority throughout both key stages. Every mathematics lesson starts with mental calculations. The planning and implementation of the numeracy hour has been exemplary, in both key stages, and has done much to raise current standards.
13. In English, at the end of both key stages 1 and 2, pupils speaking and listening skills are above average. The majority of pupils speak confidently in class discussion and they listen very well. Attainment in reading is in line with expectations at the end of Key Stage 1. The systematic approach to the development of reading skills in the literacy hour is good. At the end of Key Stage 2, reading standards are satisfactory. Pupils read for a range of purposes and summarise main points in well-constructed reports. Research skills are well developed through project work. Some higher attaining pupils receive insufficient guidance about what they should do to improve their reading further. Attainment in writing at the end of Key Stage 1 is above average. By the end of Key Stage 2 it is broadly average with some examples of above average skills. Attainment in spelling is good in both key stages. Handwriting and presentational skills are generally good. By the end of Key Stage 1, attainment is above average. In mathematics, during the time of the inspection pupils demonstrated attainment that was broadly in line with national averages, in using and applying mathematics, number, shape and space. This was because at this stage of school year teachers were revising and consolidating pupils' knowledge and skills in all of the attainment targets to ensure that they had a secure foundation before moving on to new work. Attainment levels by higher attaining pupils are inconsistent with their ability. They are not always sufficiently or consistently challenged with more demanding tasks. By the end of Key Stage 1 and over time, and through the work scrutiny, standards indicate that attainment is above

national averages. At the end of Key Stage 2 attainment is broadly in line with national averages, in using and applying mathematics, number, shape, space and measurement and handling data. Pupils use and apply numeracy skills effectively. Attainment in science at the end of Key Stage 1 is above the nationally expected level and standards are often above by the end of Key Stage 2, particularly in knowledge of experimental and investigative science. Pupils predict outcomes prior to testing and they record data. They identify and classify the differences between materials and understand the basic principals of solids, liquids and gases. By the end of Key stage 1, standards in aspects of ICT are below nationally expected levels, but overall standards are in line with those expected. By the end of Key Stage 2 standards are better. Teachers are ensuring that pupils revise and consolidate basic skills before introducing them to the full range of programmes of study. Pupils use keyboard and mouse skills effectively. Most pupils use a simple database effectively to handle data and generate tables, charts and graphs. They access different programs but do not know how to use computer systems for control technology yet.

16. Progress

14. Pupils are making good progress overall. Judged by a sample of pupils' work through the key stages and the quality of their learning in lessons and over time, pupils are making good progress. In almost all lessons pupils make satisfactory progress and in nearly six out of every ten lessons seen they make good progress. It is evident from the work sampling that over a longer period of time the pupils make good progress. The school also has evidence which shows that pupils who have been at St Mark's School continuously attain consistently higher standards than other pupils do. School results are adversely affected by the high 'turbulence' of pupils.
15. Pupils with special educational needs make good progress with their individual education plans (IEPs) and capabilities. Higher attaining pupils, although progressing well, are capable of progressing at a greater rate given further challenge. They are not always consistently challenged, particularly in reading and in some mathematics lessons.
16. In English, progress is good overall. In speaking and listening progress is above average at both key stages. Progress in reading is satisfactory at both key stages. In writing, progress is good across both key stages as a result of the strong support for literacy in other curriculum areas. In mathematics, the overall progress made by pupils in both key stages is good. The progress made by pupils at Key Stage 1 during the inspection was satisfactory, as teachers were consolidating the pupils' previous knowledge and skills. Work scrutiny indicated, however, that over time the progress made was good. Higher attaining pupils in both key stages are not always making good progress in line with their ability. This is due to a lack of challenge in some lessons and too few opportunities to develop and apply their knowledge and understanding through independent tasks. Pupils' progress in mathematics is good in Key Stage 2, particularly in Year 5. In most lessons, the pupils' good progress is due to a brisk pace, their involvement in demonstrations and the good use of a range of searching questions from their teachers.
17. In science, at both key stages the progress pupils make is good and it is often very good at Key Stage 2. This is due to the teachers' good subject knowledge, the breath and balance in the curriculum and the opportunities provided particularly for investigative work.
18. In art, in both key stages progress in knowledge and skills is good. Pupils are developing an awareness of art from different periods and cultures and they explore and experiment with a range of media. In design and technology and geography, pupils make satisfactory progress in both key stages. In history, pupils make good progress in both key stages. Progress in Key Stage 2 is enhanced by opportunities to act as 'history detectives'. For example pupils use their powers of deduction most successfully, when studying the contents of an abandoned suitcase, for clues about the owner. In music, in both key stages progress is good and occasionally very good. The very good progress is evident when singing and when performing simple compositions using

instruments. In physical education, progress is satisfactory at both key stages. In a small number of lessons progress is good in physical education. Progress is excellent in dance in Year 5.

Attitudes, behaviour and personal development

19. Pupils' attitudes to learning are good throughout the school. They are willing to listen and answer teachers' questions. For example, pupils in Key Stage 2 show particular good attitudes to learning when studying music, and personal, social and health education (through circle time), when in groups. Boys and girls, often representing a range of cultural backgrounds, work harmoniously, whether as whole class or in groups and they persevere to complete tasks co-operatively. They present their work with the care it deserves. Pupils are interested in the set tasks, they respond appropriately to challenges and are motivated to succeed in their work. Their ability to select and use relevant resources increases as they move through the school.
20. Behaviour in and around the school is very good. Pupils know what is expected of them and respond well to methods of reinforcing very good behaviour. They know and agree their Caring Code and think it is fair. They like the golden pebble awards, which demonstrate to the rest of the school some form of achievement. The school's comprehensive behaviour policy is consistently and effectively implemented. There have been no exclusions. Overall the school is a happy, caring, orderly community. Relationships with teachers and other adults are very good. Pupils relate well together, forming constructive relationships with one another and showing respect for other people's feelings, values and beliefs. They are courteous, respectful to all staff and visitors, trustworthy and have respect for property. They show respect for their school. Parents are very pleased with pupils' standards of behaviour and conduct.
21. Pupils respond well when given opportunities to show initiative and are beginning to see where they can take further responsibilities as they progress through the school. For example, pupils in Reception classes help with putting away equipment used in lessons. Pupils in Key Stage 1 begin to gain confidence by returning registers to the office. Older pupils monitor the school grounds to see if the field is dry enough to use, monitor the library, and put chairs in the hall and music room. All pupils take responsibility for seeing the school is kept in good order. Pupils develop personally and socially in working with visiting professionals.

Attendance

22. The attendance level of 94.5 per cent for the 1997/8 academic year was broadly in line with the national average. There were no unauthorised absences. Punctuality is good throughout the school.

25. QUALITY OF EDUCATION PROVIDED

25. Teaching

23. The overall quality of teaching is good and in all lessons it is satisfactory and better. In six out of ten lessons seen teaching is good and better, in one in eight it is very good or even excellent. The best teaching is found in Key Stage 2.
24. The main factors contributing to good quality teaching are the successful implementation of the literacy and numeracy strategies, the range of teaching methods used, very good organisation skills, and the very good management of pupils and planning.
25. Teachers have good subject knowledge. Expectations of behaviour are good. For some pupils identified as higher attaining pupils, expectations of work are too low, especially in the early

stages of Key Stage 2 and sometimes in Key Stage 1. For example, in mathematics tasks are sometimes similar to those planned for average attaining pupils. Otherwise, work is generally well matched and targeted for individuals, and pupils are challenged appropriately. Higher attaining pupils are not always consistently challenged when reading and in some mathematics lessons. The quality of teaching and support for pupils with special educational needs is good overall. In the under-fives, teachers and support staff work closely to provide a secure start for children. Throughout the school learning support assistants give effective help to individuals and small groups of pupils. They make a valuable and positive contribution to the school. The good quality teaching ensures the progress of lower attaining pupils. The use of specialist dance teachers, as for example to teach Indian dance, and of music teachers to teach singing and instrumental work ensures a high quality provision of expertise and skill.

26. Teachers' planning is good. Teachers identify clearly what pupils should learn in lessons. They prepare their lessons thoroughly and group pupils carefully. Lessons are well planned and are well structured and show a logical progression of activities so that pupils' skills are developed and reinforced. The planning for teaching literacy and numeracy is meticulous. Joint planning by year group teachers is a strength of the teaching.
27. Relationships are very good. Teachers generate a good response from their pupils. The use of praise supports pupils: they are made to feel secure and their confidence grows. Knowledge is consolidated through effective use of question and answer sessions and by appropriate tasks. Teachers frequently reinforce good use of subject specific vocabulary, as for example in science, art, and music. Teachers provide many opportunities for speaking and listening through discussion. In the best lessons teaching is enthusiastic and stimulates the pupils' interest. Teachers have very good organisational skills in practical subjects. The management of behaviour is very good: a calm and purposeful learning atmosphere is achieved. Staff provide many opportunities for under fives to acquire self-discipline, autonomy and independence.
28. The pace of lessons is often brisk. Teachers use a good variety of methods. Resources are used well, particularly in English, science, ICT, geography, art, music and physical education. The use of classroom space and access to resources are maximised.
29. The quality and use of day-to-day assessment are satisfactory. Marking generally confirms pupils' achievements with some reference to their next learning targets. Teachers mark regularly. Oral evaluations are good and they are used successfully in all subjects. Opportunities for pupil self-assessment are good.
30. Homework given at Key Stage 2 is satisfactory. Across the school pupils are encouraged to take reading books home.

33. **The curriculum and assessment**

31. The school has developed a curriculum which is balanced, broadly based and relevant to pupils' needs. It effectively promotes their personal, physical and intellectual development and fully meets the requirements of all subjects of the National Curriculum. There is a sound equal opportunities policy and the school provides all pupils with good access to the curriculum and other activities, regardless of their gender, background or level of attainment. The school effectively teaches pupils about drug misuse. There is a planned programme to teach sex education as part of curriculum provision in science. Personal and social education is enhanced by circle time in both key stages.
32. The curriculum for children who are under five is well planned according to the desirable outcomes for children of this age. There is no early years scheme of work to support teachers' planning but the school has an action plan in place to remedy this. Links to both literacy and

numeracy strategies are clearly outlined in planning for the under-fives. Provision for pupils with special educational needs is good. The Code of Practice for special educational needs is fully implemented. Pupils with special needs are fully integrated into classes and have the same curriculum entitlement as all other pupils. Their individual plans contain specific and relevant targets. These are reviewed regularly by teachers. Parents are fully involved in supporting their children. Curriculum planning for some higher attaining pupils lacks challenge, especially in numeracy and reading.

33. The curriculum in Key Stage 1 and Key Stage 2 is rich, broad and balanced. Teaching is organised through a range of topics and good links are established between subjects, for example, pupils in Year 5 cook Indian food in design and technology, create Indian dances in physical education and, in geography, learn about environmental problems in India. The literacy hour has been implemented very successfully and literacy is also well taught in other areas of the curriculum, for example through evaluation of work in art and physical education. The numeracy strategy is in place and numeracy is applied well in other subjects, such as geography. Both strategies have had a positive impact on both teaching and learning. Pupils are taught in ability groups for literacy and numeracy and this has raised standards. Appropriate targets have been set for improvement in literacy and numeracy, in agreement with the local education authority.
34. Policies and schemes of work are securely in place for core subjects. In this new and expanding school, policies and schemes of work are still being developed for foundation subjects and Early Years. There is a good curriculum overview for each year group, which summarises what is taught in each subject area, through topic themes. Detailed subject planning, including well-matched work, is followed consistently by all staff. Cohesive year group planning and evaluation of outcomes, ensures equality of opportunity for all pupils. Curriculum plans are well monitored by curriculum managers to ensure that there is progression in learning. Tasks set for homework do not develop systematically, as pupils progress through the school. There is a structured approach to homework in Years 5 and 6.
35. There is a good range of well-attended extra-curricular activities. They include football, netball, a physical education club, recorder groups, country dance and outdoor games. Residential visits occur at Key Stage 2. Many visits are made in support of curriculum areas and the wide range of linked activities successfully reinforces both literacy and numeracy skills, as well as enhancing subject specific knowledge.
36. The school has an effective assessment policy. Assessment procedures for core subjects are secure. In addition to statutory tests in Year 2 and Year 6, standardised assessment tasks for years 3, 4 and 5 in English and mathematics have been introduced. Assessment information in these areas is now well used to inform future planning of the curriculum. Results are effectively used to form ability related groups for these subjects and to set work at the right level in other curriculum areas. Individual pupil assessment files now include results and targets for each core subject. Teachers keep ongoing records of pupils' ICT key skills. Baseline assessments are used effectively to identify children's academic achievement and social maturity when they first enrol. Teachers hold frequent planning meetings in their respective year groups to assess work in core curriculum areas, to monitor coverage, to plan future work and set targets.
37. Careful analysis of results obtained in national tests has informed curriculum planning. Goals are set and regularly evaluated for Years 5 and 6.
38. The marking policy is clear and carried out effectively by most teachers. It provides details of pupils' strengths and weaknesses.

Pupils' spiritual, moral, social and cultural development

39. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good. Provision for pupils spiritual development is excellent and a strength of the school. The strength is the school's caring ethos through which it promotes positive attitudes and values, and establishes a purposeful community spirit for all pupils.
40. Provision for spiritual development is excellent. The school provides many opportunities for spiritual development through assemblies, acts of collective worship and the prayer board. Acts of collective worship provide pupils with valuable opportunities to reflect on what they have heard and how this relates to their own lives. Stories are appropriate and there are frequent opportunities for pupils to think about the meaning and purpose of life and to consider values and beliefs, for example, when comparing the birth of Jesus with that of a two-week-old baby brought into assembly. Periods of reflection are greatly enhanced by the use of candles, particularly at Christmas time. These form a key focal point and the pupils' sensitive singing of 'light a candle' creates a very moving atmosphere. Well-chosen music is used effectively to set a mood. An excellent feature of the school is the prayer board. Pupils place thoughtful prayers of thanksgiving and prayers for others on the board. It is a shining example of pupils showing care, consideration and gratitude through faith. Teaching in religious education lessons provides planned opportunities to learn about practices in other religions and explore similarities and differences. Pupils' well being and sense of worth is encouraged with praise and their efforts are celebrated, for example, through the range of displays around the school. Acts of collective worship and hymn practices always end with a suitable prayer.
41. The provision for moral development is very good. Teachers and adults in the school are good role models. The pupils are provided with very good opportunities to develop their understanding of right and wrong. The school's well-established and respected behaviour policy and classroom rules provide a clear moral code for pupils to learn and make their own. The code, which is based on reinforcing positive behaviour, is used consistently and sensitively by all staff and is well understood and accepted by parents. Pupils are expected and encouraged to behave sensibly and politely. This ensures that everybody is respected and unacceptable behaviour and attitudes repressed. Circle time provides pupils with meaningful opportunities to discuss moral issues. In Year 6, moral issues are further developed through investigating the impact of newspaper stories and television news on values and beliefs. The school's success in this area is clearly evident in the calm, purposeful and cheerful atmosphere that is widespread throughout the school.
42. Provision for social development is very good. The school is very successful in encouraging pupils to relate positively to each other. For example, Year 6 pupils work well with Early Years pupils during a range of shared activities, such as team games. Most pupils understand that the school will only function successfully if each individual accepts their responsibility for caring for one another and the school community. Pupils mix well together at play and lunchtimes. In the dining room, pupils eat and socialise well and demonstrate good manners. Year 6 pupils participate in a residential visit. In 1999, this was to an outward bound and technology centre at Hindhead, Surrey. Opportunities for pupils to represent the school in sporting activities are underdeveloped. There are few competitions between schools, although pupils do attend football coaching at a local club. Pupils are very active in their support of charities. Pupils frequently share celebrations and special occasions with members of the community. They give harvest parcels and send Christmas boxes to under-privileged children. Visitors to the school, such as the police, provide very good opportunities for pupils to develop social skills and a sense of citizenship.
43. Provision for cultural development is very good. Other cultures and religious traditions are recognised and respected. Pupils are aware of the rich diversity of cultures in this country. These are regularly celebrated through a range of well-planned activities. The school is currently

celebrating Indian culture. There are bright and attractive displays supported by a range of practical activities. Pupils have the opportunity to meet members of the community from different cultures. They discuss values, share beliefs and the visitors frequently provide opportunities for pupils to experience different cultures in practical ways. Pupils enjoy being shown how to put on a sari, how and why Diwali is celebrated and how to set up a Hindu shrine.

In classwork, pupils investigate and write about life for Indian pupils compared to their own. They are aware of art from different cultures and traditions. In music, they listen to music from different ethnic groups. In physical education, pupils are currently learning about the true story of a Kesharpur village. An Indian dance teacher from the local community is teaching them an Indian dance, Thengapalli. In music workshops, pupils successfully compose and play Sambas.

46. **Support, guidance and pupils' welfare**

44. The school's provision for pupils' personal support, guidance and welfare is very good.
45. The identification and provision for pupils with special educational needs is good overall. Pupils with special educational needs are well integrated in all classes; there is very good, well-targeted classroom support. Pupils make satisfactory progress in Reception and good progress in Key Stages 1 and 2. Monitoring of their attainment and progress is well developed in the core subjects.
46. Pupils are given a clear sense of how well they are attaining and 'goal cards' are used successfully as an extra incentive. The school carefully analyses its intake in terms of attainment and this information is always highlighted in whole-school plans or teachers' plans and is used to group pupils by ability.
47. The school's provision for pupils' general well being is very good. In this calm, caring and orderly community, adults know and care for their pupils well. Pupils feel safe and secure as the school provides very good levels of pastoral care. The school's health and safety policy is promoted successfully. Appropriate arrangements are in place for administration of first aid and medication.
48. The school has effective measures to promote very good behaviour and succeeds in this. Sanctions for unacceptable behaviour are appropriate. All staff, including lunchtime and playground supervisors, are suitably involved in monitoring behaviour. Bullying is not a problem because it is handled so well. Staff and pupils know what to do should it occur. The school has an anti-bullying policy, but a few parents are unclear whether or not the school has one.
49. The recording and monitoring of attendance is good. Registers are marked in accordance with guidelines and the school meets its statutory requirements. Procedures for monitoring absence are clear.
50. Arrangements for child protection are very good. The designated teacher has received relevant training and all staff are aware of the need for vigilance in this respect. The school provides appropriate personal, social and health education for all pupils. It addresses the wider issues that affect pupils such as the dangers of inappropriate substances. The governing body has agreed sex education will be part of the curriculum and a policy is in place. Planning for what is to be taught and when is scheduled in the school's improvement plan for year 2000.
51. The pupils who are under five are quick to establish confidence when relating to adults and they feel safe and secure in school. Older pupils are caring towards them and this contributes to the strong family ethos. In lessons, the under fives have appropriate attitudes to learning, they listen attentively and follow instructions well, and they persevere at tasks.

54. **Partnership with parents and the community**

52. The school has a very good partnership with parents and the community. It has an open door approach and parents feel welcome. In the main parents find it easy to approach the school with questions and problems to do with their children.
53. Information to parents is very clear, helpful and informative. The 1998/9 governors' report to parents has been deferred until the spring term 2000 and therefore current statutory information is not available to parents and the community at large. Information about the school's behaviour policy has been given to parents.
54. Parents and friends of the school are encouraged to help in the school. Many offer active support including helping in class, in the library and in the food technology room. Parents' collections of tokens from retail outlets, for a computer and books for the school, have been very successful. The quality of support has a positive impact on standards overall.
55. The school's Friends' Association has raised a considerable amount of funds for the school. It makes a very good contribution to the school and the community, through a very imaginative variety of social activities. It has provided books for the library and funded the mathematics garden. Additional aid has been provided for various charities in war torn countries. Generous monetary gifts, lighting equipment, a scanner and a digital camera have been received from benefactors. Business links are mainly with large shopping outlets and local garden centre. The school looks for every opportunity to expand their involvement to the benefit of the children.
56. The quality of information provided to parents about their child's individual academic progress is good. Pupils' individual annual reports provide clear details of what pupils know, understand and can do and how they can improve. Parents report that review meetings to discuss pupils' individual reports are good as teachers are forthcoming in explaining the reports. Children are able to be present at one of the three meetings to review the year. Parents who wish to discuss important issues in private may approach the school.
57. Homework is provided in accordance with the school's policy. Parents have been informed about the National Literacy Strategy and the National Numeracy Strategy through school workshops. The school endeavours to encourage parents to assist in their children's learning and form a partnership with the school to raise standards. For example, daily reading is expected and younger pupils have spellings and multiplication tables to learn. More formal homework is provided for Year 6. Leaflets for Key Stages 1 and 2 give guidance to parents as to how informal homework for their child can be done with their help at home, for example: encouraging a child to handle money when out shopping or weighing ingredients when cooking.
58. The school makes good use of the local community, a lot of which is focused on the local church. It takes every opportunity to enrich the curriculum and pupils' personal and social development. For example, visits to, and visitors from, St Mark's church, the Anvil theatre and Basingstoke musical festival, have had a considerable impact on pupils' attainment and progress.
59. The headteacher has close links with many pre-schools, with the primary cluster group and with secondary schools. Information is given to parents about secondary schools and pupils attend the induction day of the school of their choice, to try to ensure a smooth transition to their new school.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

62. Leadership and management

60. The leadership and management throughout the school are very good. The headteacher has a very clear vision for the school's future educational direction. As the school grows the role of head is developing and changing. The headteacher is a very good manager and uses her strong leadership qualities to motivate her team effectively. She delegates well and enables staff to maximise their strengths and this is vital to the success of the school. A strength of the school is its determination to achieve high standards from all pupils. Much has been achieved since the school opened in 1996. The excellent ethos is characterised by the quality of relationships between all members of the St. Mark's community.
61. The headteacher is well supported by a senior management team whose skills are complementary. The senior management team consists of the deputy headteacher, who is also co-ordinator for upper school, the co-ordinator for lower school and the Year 6 teacher. They meet regularly to plan and discuss school issues before sharing these with the whole staff. Staff are kept well informed and any new initiatives are discussed fully, planned carefully and monitored regularly to ensure they are effective and successful. The management systems and structures in place are good. Subject managers are encouraged to develop professionally. The subject development and management plans are of a high quality and subject managers exercise their responsibilities effectively. The monitoring and support of the curriculum and their colleagues is more advanced in the core subjects than in the foundation. This is appropriate as subject developments within the National Curriculum have concentrated on the core subjects. They have drawn up detailed and coherent plans for the subjects of the National Curriculum and religious education. Subject managers have attended relevant, professional development courses. The English and mathematics subject managers, for example, provide good advice and support for staff and have carried out extensive monitoring. Both the literacy and numeracy strategies are implemented well. Subject managers also have a close working partnership with the governing body.
62. A temporary Governing Body was set up when the school was in the planning stages. There have been many changes and it has taken quite a long time to fill all vacancies and develop what is now a stable and settled team. The governors work effectively through a committee structure. Governors take an active part in whole-school development planning and they monitor curriculum development. Their work is guided by a development and management plan, evolved by governors, as part of the School Improvement Plan. This helps them to keep focused on planned issues as their expertise increases. Governors are developing successfully in their role. For example, the governors for SEN, literacy and numeracy have attended training and meet regularly with the appropriate managers and take a deep interest in their area of responsibility. All governors are linked to classes and observe teaching and learning regularly. The governing body acts well as a critical friend to the school. The chair of governors maintains regular personal contact with the headteacher and other governors.
63. The support, monitoring and evaluation of teaching and curriculum development are good. The school has worked hard on developing the monitoring of the curriculum. Regular monitoring activities are effectively carried out by the headteacher, members of the senior management team and subject managers. Monitoring is focused on the key targets of the school improvement plan and therefore is more advanced in the core subjects than foundation subjects. The school has appropriately focused on good planning of the curriculum and teaching and learning. The implementation of the school's aims, values and policies is very good. The ethos in the school is excellent and it has created a strongly supportive, caring and happy learning atmosphere. The good management of the provision for pupils with special educational needs ensures that they have equal access to the opportunities which the school provides.

64. Development planning, monitoring and evaluation are all good. The strategic plan gives detailed planning of what the school hopes to achieve in the next three years, whilst the operational plan gives detailed planning of the current year. The key targets in the school improvement plan centre on improving standards in the three core subjects. The plan reflects appropriate new priorities and initiatives and, with whole-school policies and curriculum plans, provides a very good, structured and organised framework. The school improvement plan also shows forward planning for each subject area. The headteacher takes a strong lead and all members of staff and governors are actively involved in its development.
65. All statutory requirements are met.

Staffing, accommodation and learning resources

1. The school has a staffing profile that is a good mix of youth and experience. The staff are well qualified to meet the demands of the National Curriculum and the Desirable Learning Outcomes for the under-fives. Teaching assistants are well qualified and properly briefed. They receive appropriate training and are committed. They are highly valued by the school, and they are capable and experienced. The quality of their work has a positive impact on the progress made by pupils, particularly those with special educational needs. Teaching assistants and special needs support staff provide good quality specialist help and guidance
2. Teaching staff have positively met the challenges of this new school. For those appointed from the start there was no pattern to follow. Each new year has brought about changes and developments in building, the pupil age range and numbers. Everything is continually reviewed and developed as the school grows. As the school has grown there are more people to share responsibilities, which were initially covered by a few. The school has also been affected by, but not overcome by, three long-term staff illnesses. Administrative, supervisory, catering and site maintenance staff provide a very efficient service of support for the teachers and pupils.
3. Induction arrangements for newly qualified, and newly recruited staff are very effective. Every new member of staff has a mentor and this arrangement is working well. Arrangements for the professional development of staff are good and are on going. They are linked to identified priorities. The arrangements for in-service training are focused and coherent. Where courses have been undertaken and work continued in the school, as in literacy and numeracy and the recent training in information and communication technology (ICT), the training of staff has had a very beneficial effect on teaching and learning.
4. The accommodation is generous and provides a superb environment for learning. The school buildings are scrupulously clean and well maintained. Classrooms are bright and airy, but there is little room for display. They are of a good size and all are equipped with appropriate facilities. Good specialist provision includes a large hall, a newly completed ICT suite, a spacious library and resource area, a music and drama room and a food technology area to support the curriculum. No storage has been provided for outdoor physical equipment; at present this is kept in a spare classroom. The hall is used by Immanuel with St Mark's Church for services on Sundays and other Christian festivals. Attached to the school is the Round Room belonging to the Church and it is used well by the school for certain meetings and events.
5. There are display areas in all rooms, and along the communal areas such as corridors, the entrance area and the library. The work displayed is attractive, stimulating, and often interactive. Display celebrates many of the activities undertaken in school. The very good outside provision includes grassed areas, a hard standing playground with markings designed by the pupils and parents, and a mathematics garden. The school has plans for a natural habitat area as soon as the budget allows. These facilities effectively enhance the teaching and learning opportunities for

the pupils of the school.

6. Learning resources are very good overall. The exception is the outside area for children under five, which provides limited scope for development through play. Children use a limited range of wheeled vehicles. Library accommodation is very good. The newly completed ICT provision is good and is starting to be well used, although there are problems with the server. The school does not have the relevant software for control technology. Resources overall are well used and do much to assist pupils to learn effectively. Older pupils have opportunities for residential school journeys, which make a significant contribution to their academic and personal development. The school makes frequent and very good use of outside resources, for example, the local education authority loan schemes for costumes and artefacts, the local library, visiting artists and performers and parents.

74.

74. **The efficiency of the school**

1. The quality of the school's financial planning is good. This has proved to be especially challenging for St Mark's, as a new school with a new building. There is no tradition to gauge financial income and expenditure. St Mark's has an expanding but unpredictable pupil roll which has made forecasting expenditure difficult, although the rate of growth is now easier to predict. Such factors continue to make imaginative but clear demands on available funding. The headteacher, administrative officer and governors manage the budget effectively. The active finance governing committee is involved in discussions concerning the budget. As their expertise and confidence grows, they are becoming increasingly more informed, and fully able to make erudite decisions about expenditure. The finance committee meets regularly and makes appropriate reports and recommendations to the full governing body. All spending decisions are appropriately linked to financial priorities within the school development plan. Strategic financial planning is very good and prudence is an important feature of this school in terms of knowing that they have sufficient funds to spend on staffing and the future needs of pupils. The effectiveness of spending decisions is carefully evaluated and assessed appropriately. The school is very active in its application for available grants and has been awarded some additional funding. For example, with additional funding the school has set up a group involving local pre-school providers and the staff from Early Years at St Mark's; this has proved to be most successful in sharing knowledge, skills and good practices of pre-school teaching and learning.
2. The use of teaching and support staff is very good. Teaching, support and all ancillary staff are deployed effectively and efficiently. The use of learning resources and accommodation is good. The school's very good accommodation is well used. Central areas such as the library, shared areas between classrooms and the newly completed ICT suite are particularly well utilised. Learning resources are good. Resources are used efficiently and without waste.
3. Daily financial control and administration are good. The administrative and supervisory staff are very efficient and hard working. The site manager works hard to provide a clean and safe environment in which pupils and staff feel secure and well cared for.
4. Funds for staff development and those designated for pupils with special educational needs are used very effectively; they are well managed and are appropriately targeted. The school has made the decision to top up the funding and supports pupils with special educational needs without the need to withdraw them from lessons. All staff are encouraged to attend a variety of courses for their professional development. Funding is appropriate for this purpose and it is used to good effect.
5. Unit costs are above average in comparison to similar schools. The income is spent wisely and effectively resulting in the good quality educational provision. The good quality teaching, the good quality curriculum development, average attendance, the very good behaviour of pupils, and very good leadership and management, coupled with sensible financial systems, secure the judgement

that the school gives good value for money.

79. **PART B: CURRICULUM AREAS AND SUBJECTS**

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

6. All children enter the Early Years unit at the start of the year in which they are five. Autumn born children enter full-time education in September, and spring born children in November. Summer born children receive part time education until January. The school currently has fifty under fives, twenty of whom attend part time. Children show a broadly average range of attainment on entry to the school. A broad and balanced curriculum is followed which addresses all the recommended areas of learning and enables children to make sound progress. By the age of five, the majority are meeting the nationally recommended Desirable Learning Outcomes in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development.

Personal and social development

7. Staff build successfully on the good personal and social skills of the children. By five they attain above what is expected of children of this age. Under fives respond positively to school rules and their behaviour is good. They are confident in their approach to learning tasks and when talking to other children or adults. Relationships are very supportive and children learn to share equipment, co-operate in their play and show concern and respect for each other. They demonstrate a well-developed sense of fairness and take turns without fuss. In circle time they pass the shell and only speak when it is their turn. Most children understand the difference between right and wrong. They show respect for materials and property and care for living things. Children with special educational needs are identified early; well-planned programmes are put in place and they are included in all activities. Children take responsibility for a range of duties including taking the register back to the office and tidying up at the end of sessions.

81. **Language and literacy**

8. Their speaking and listening skills are above average and children make good progress overall. They listen attentively and speak up confidently in class and in their imaginative play activities. They talk and role-play confidently in small group activities, such as acting the nativity story. Children listen carefully to their teachers and are beginning to express their own views. For example, they think it 'strange' and 'odd' that Father Christmas should bring food as presents. They enjoy stories such as 'A letter to Father Christmas', which are used to extend discussion opportunities as well as understanding of written phrases. Children develop early phonic skills and match letter names and letter sounds. Under fives are provided with a range of good quality books. All children are encouraged to look at books on their own, in small groups and as a class. They take books home to share with their families. Children are encouraged write independently and they make steady progress in skills. Many are very keen to learn to write and spend lengthy periods of time at the writing table. Most can write their own name. Higher attaining children are beginning to use words learned to label drawings, for example, writing 'me coming to school'.

82. **Mathematics**

9. Children make satisfactory progress overall and by five they can count to ten and many can go beyond to high numbers. When creating colourful patterns with pegs, they give accurate estimates about using more or less than ten pegs. Some recognise number names and write numbers to five accurately. They organise sets of objects, identifying 'more' or 'less'. Children use the sand areas to count the number of 'cups' to fill a container. Under fives are successfully developing their understanding of mathematical language and use their knowledge in other areas of learning. For example, children successfully sequence the nursery rhyme 'Hickory Dickory Dock'. In their outdoor play, they count how many bubbles are flying and identify the highest.

Full time pupils have specific times set aside for numeracy sessions and children benefit from this structured pattern of learning.

Knowledge and understanding of the world

10. By the age of five, children have made satisfactory progress in knowledge and understanding of the world and attain the Desirable Learning Outcomes. They talk about where they live and the people in their families. They begin to understand the pattern of the days of the week, months of the year and seasons. From their stories and from talking about events that have taken place, under fives understand aspects of the past in relation to themselves and their families and begin to distinguish between fact and fiction. They carefully observe changes over time and patterns of growth; for example they talk about presents suitable for a baby but not for them. In art they select materials to make a colourful rainbow. Children use ICT confidently, controlling the mouse to dress 'Teddy' in appropriate clothes for summer or winter, accurately 'dragging and dropping' items of clothing.

84. Physical development

11. Children make satisfactory progress in their physical development and by five they attain the Desirable Learning Outcomes for this aspect of learning. The secure outside area provides limited scope for physical development, in terms of resources and structure. Children use a limited range of wheeled toys to judge space and distance and ride, push and pull. Good use is made of the hall and children work hard to improve their climbing, balancing, running and jumping. They change for physical education lessons independently and without fuss. Good progress is made in speaking and listening skills as children evaluate activities, for example stating, 'my tummy got squashed when sliding'. Children develop skills in handling simple tools, malleable materials and construction kits. Such activities support already well-developed eye and hand co-ordination. In lessons, under fives follow simple safety rules and use equipment sensibly.

85. Creative development

12. Children make good progress and attain the desirable outcomes in creative development, by the age of five. They use paint boldly and have a very independent approach, well supported by established routines for the care of resources. Children explore colour and texture using a variety of materials and explain how things look and feel. They make 'mince pies' and compare these with 'ones you can really eat'. They join in confidently when singing in assemblies and perform number and nursery rhymes in their classrooms. They cut and paste adeptly, making calendars for Christmas, and persevere until they are satisfied with their results. Provision for imaginative play is sound and under fives co-operate well in role-play and dressing-up areas. They move confidently, play agreeably and respond very positively to the interest and attention of adults.

86. Quality of Teaching

13. The quality of teaching is satisfactory overall, with some examples of good and very good teaching, particularly in physical education. Teachers and support staff work closely to provide a secure start for children.
14. All areas of learning for the under fives are successfully taught. Planning is well linked to what children need to learn and regular evaluation of overall progress informs subsequent plans. Baseline assessments have been completed for all children. Results are used successfully to form ability related groups for literacy and numeracy lessons. Work in these areas is well matched to children's needs. Systems for recording individual progress in areas of learning are in place. Staff have established very supportive relationships with all children and know them well as individuals. They provide a secure learning environment. Higher attaining children require more challenge from tasks in reading, writing and numeracy.

15. Resources for learning are of good quality, easily accessible and well used. The school has identified the need to improve the outside play area and resources for outside play. Staff are particularly successful at improving further on children's already good social skills and they provide many opportunities for under fives to acquire self-discipline and independence.

ENGLISH, MATHEMATICS AND SCIENCE

89. English

16. The current level of attainment in English overall by the end of Key Stage 1 is above average and by the end of Key Stage 2 is average. The results of 1999 national tests for seven year olds show standards in reading in line with the national average. When compared to similar schools, standards were below average. Standards in writing were above the national average, but in line with what similar schools attained. There has been a significant improvement in the number of pupils attaining higher levels in both reading and writing, when compared with results in 1998. Inspection findings confirm that this an improving trend. Boys and girls attain similar standards. In national tests for eleven year olds in 1999, the school had too small a group of pupils (7) for results to be statistically relevant. The below average attainment was also not representative of the school due to the large numbers of pupils with special educational needs. As it is a new school, there is no previous inspection documentation. This is the first year that data has been available for Year 6.
17. Attainment in speaking and listening is above average at the end of both key stages. By the time pupils are seven they speak confidently in class discussions; for example, one pupil explains clearly the 'golden stone' reward system, using a good range of adjectives. By the time they are eleven, pupils record 'voice-overs' confidently, speaking with authority when adding an impromptu commentary to a news video. Progress in speaking and listening is good in both key stages. Year 1 pupils vary their tone and expression as they read a big book story aloud. Good progress is made by Year 5 when comparing the treatment of two bears. Pupils make clear references to texts to support conclusions reached.
18. Attainment in reading is in line with expectations at the end of Key Stage 1. The systematic approach to the development of reading skills in the literacy hour is good. By the age of seven, pupils have a positive attitude to books. They know how books work; they use contents and index pages to find information. Pupils have a satisfactory knowledge of phonics and apply this effectively to decode unfamiliar words. Whole class work during the literacy hour helps pupils extend their depth of vocabulary. Parental support is strong and library books are regularly sent home. A workshop has been provided to assist parents to provide support, through homework. Reading for all pupils is constantly monitored and effective and timely support given. At the end of Key Stage 2, reading standards are satisfactory. The impact of literacy hour strategies is very positive. Pupils read for a range of purposes, for example, they read news reports on the Internet, and summarise main points in well-constructed oral reports. Good use is made of the school library and pupils are familiar with a suitable range of books. Research skills are well developed through project work in Years 5 and 6. Within the literacy hour, pupils regularly compare and contrast a range of texts, taking part in challenging discussions to analyse the way authors and poets create effects. The wide range of resources used, including ICT, enhances progress, all well linked to pupils' ability and interest. Pupils are encouraged to choose their own library books, but higher attaining pupils do not always choose sufficiently challenging texts.
19. Attainment in writing at the end of Key Stage 1 is above average. Pupils' knowledge of punctuation and grammatical conventions is good. They write for a wide range of purposes, both within the literacy hour and in other subjects. Some are very confident writers. For example,

Year 2 write well constructed clues to identify ‘mystery animals’. Progress across the key stage is good as a result of the strong support for literacy in other curriculum areas. In history, pupils give clear, well-sequenced accounts of the activities of Guy Fawkes. Pupils make a good start with handwriting in Key Stage 1, in ability related groups. Attainment in spelling is good in both key stages. Progress is very well supported in the literacy hour. All spelling programmes are well matched to ability, and they include a good range of words from other subjects. This is a strength of provision. By the end of Key Stage 2, attainment in writing is average, with some good examples of above average skills. In an impressive display of poems about peace, pupils use imaginative vocabulary to very good effect. When linking poetry to music, a pupil writes appreciatively about the sound of a Play Station starting up! Pupils adopt a clear and formal style to convey their research about Britain since the war. Progress across the key stage is good as a result of the positive implementation of the literacy hour and the opportunities created across the curriculum for the development of writing skills. Year 4 pupils appraise a picture orally, then together create a supportive bank of words for a first draft character sketch. Drafting, proof reading and editing promote progress in writing. Pupils with special educational needs are well supported during the literacy hour. They have clear targets, which focus on their specific needs. Progress is good in all aspects of English and at both key stages.

20. Pupils’ attitudes to learning are very good in both key stages. The range of exciting activities motivates them and interesting tasks challenge them during the literacy hour. All pupils are keen to answer questions. In group activities they co-operate well and they work independently, persevering even when tasks are challenging. This good response has a positive impact on progress made.
21. The quality of teaching is good. Twelve lessons were seen, nine of which were good or better. Relationships are very good. The school has implemented the literacy hour most successfully and all teachers’ planning is in line with the framework. All staff, including learning support assistants, are fully briefed about this initiative and have adopted a very positive approach. Assessment procedures are in place for all aspects of English. Planning is generally linked to assessments made. Targets set relate well to National Curriculum requirements. For some pupils, identified as higher attaining pupils, expectations are too low, especially in the early stages of Key Stage 2. Teachers plan pupils’ activities meticulously for the literacy hour, keeping up a brisk pace so that no learning time is wasted. Most teachers make clear to pupils what the lesson focus is, and plenary sessions always reinforce learning objectives effectively. Support staff are fully involved in class tasks and this has a positive impact on pupils’ learning. Pupils take library books home to read.
1. The leadership and management of English are excellent. The school has focused appropriately on the introduction of the literacy hour. Monitoring of class provision has been exemplary, and has had a very significant impact on pupils’ learning. Good assessment systems have been introduced for reading and spelling. Analysis of national test results has been used successfully to target areas of identified weakness, for example, extended writing. Good resources have had a positive impact on standards. The library is well stocked and used constantly for a range of purposes. The school uses the local library and book lending facilities to supplement its resources appropriately.

96.

Mathematics

1. In the 1999 end of Key Stage 1 National Curriculum tests, nearly all pupils reached nationally expected levels. This was well above average. The percentage exceeding these levels was close to the average. This is above average overall. When compared to similar schools, standards are average. There were no significant differences between boys’ and girls’ results. The National Curriculum test results for pupils at Key Stage 2 in 1999 are not representative of the school. This is because there were only seven pupils in Year 6 for the 1999 end of key stage

assessments and the majority of these pupils had special educational needs. Inspectors' findings, based on the scrutiny of work, lesson observations and teachers' assessments show that attainment by the end of Key Stage 1 is above the national averages overall. By the end of Key Stage 2, standards of attainment are broadly in line with the national averages.

2. In using and applying number, shape and space, pupils by the end of Key Stage 1, in lessons observed, attained levels in line with national averages. Attainment seen over time through the work scrutiny, indicates that it is above average. This was because at this stage of the school year, teachers were revising and consolidating pupils' knowledge and skills in all of the attainment targets to ensure that they had a secure foundation before moving on to new work. Pupils add and subtract numbers to twenty correctly and recognise odd and even numbers. They use number fans effectively to help with oral and mental calculations and they record numbers in sequence using digit cards. Pupils use their knowledge of number well to explain why two digit numbers come first if they are the biggest numbers. They are beginning to recognise simple number patterns in subtractions and explain why using appropriate mathematical vocabulary. In one Year 2 lesson, pupils explained their answers clearly using a variety of methods. A lower attaining pupil successfully discussed repeating patterns using multi-link of different colours. Pupils have satisfactory knowledge of place value when working with tens and units. Multiplication of numbers using the 2, 5 and 10 tables is secure. There are good examples of pupils dividing by two and applying this knowledge well to halving bigger numbers up to 100. In shape, space and measures, pupils correctly recognise and draw common two-dimensional shapes such as triangles, rectangles, squares and octagons. Higher attaining pupils recognise and competently describe the properties of random shapes, whilst lower attaining pupils know the properties of circles and crosses. Pupils are introduced to data handling and they attain average levels in developing pictograms and block graphs on likes and hair colour.
3. By the end of Key Stage 2, standards of attainment are broadly in line with national averages in using and applying mathematics, number, shape, space and measures and handling data. Pupils use and apply numeracy skills effectively. They use a range of successful mental approaches to solve number problems. For example, multiplying and dividing numbers in units of ten up to 100. They try out ideas of their own and present mathematical information and results in a clear and organised way. Pupils correctly add and subtract numbers and extend this to thousands. Most pupils know and use times tables correctly, including 13×13 . Pupils understand place value and decimal notation and most use their knowledge well to solve problems involving percentages. Pupils understand the relationship between vulgar fractions, decimals and percentages. They are competent at changing between these in mental work in whole class sessions. When measuring simple and compound shapes, pupils competently compare ways of representing area using a range of decimal units. Pupils classify two and three-dimensional shapes in different ways. Their three-dimensional drinking straw models reflect their satisfactory understanding. Pupils use associated language and symbols well. Calculations of perimeter are correct. When making shelters in design and technology, pupils measure accurately. Lower attaining pupils achieve notable success using suitable mathematical vocabulary when describing the area of simple shapes. Attainment levels by higher attaining 7 year olds are inconsistent with their ability. Practical tasks frequently lack challenge and there are few opportunities for them to develop independent learning. Computers are used well for handling data. The majority of pupils have secure understanding of co-ordinates. Data is collected from a range of sources and recorded in relevant tables, charts and graphs. Data handling links with science and geography are good. Work is generally presented clearly.
4. Standards of attainment in numeracy are good. Pupils have daily opportunities to develop their understanding and use of number through well-structured oral and mental sessions, for example, solving problems involving area of large shapes by looking for doubles in numbers. Estimation skills are used well to check answers for accuracy. This is extended further in science, geography, design and technology and ICT.

5. Overall, progress by pupils in both key stages is good. In both key stages, higher attaining pupils are not always making progress in line with their ability, although it is better in Key Stage 2, particularly in Year 5. Progress by higher attaining pupils is not consistent throughout the school. This is due to lack of challenge in some lessons and too few opportunities to develop and apply their knowledge and understanding through independent tasks, for example, by using computers to analyse numbers in Key Stage 1 and estimating and calculating probabilities in Key Stage 2. These pupils frequently work at a similar level to average attaining pupils. Progress by pupils with special educational needs is good. Targets for pupils with special educational needs are well documented and linked closely to class work. This is enhanced by the good support they receive from their teachers and learning support assistants. All pupils have frequent opportunities for mathematics challenges and games using the computers. In all lessons, pupils make at least satisfactory progress in numeracy skills. Good progress is made in Years 5 and 6. In most lessons, pupils' progress is due to a brisk pace, their involvement in demonstrations and the good use of a range of searching questions from their teachers. In the most effective lessons, particularly towards the end of Key Stage 2, progress is rapid and sustained. High level teaching skills and a 'snappy' pace ensure pupils remain focused and use recall skills effectively. In these lessons, there is a marked improvement in pupils' attainment, which is above average.
6. In Key Stage 1, progress in shape, space and measures is satisfactory. There is satisfactory progress in handling data. In Key Stage 2, progress in shape, space and measures and handling data is good overall, although very good progress is seen when teaching is at a high level and tasks are clearly matched to ability, for example, in Years 5 and 6.
7. Pupils' response in lessons is always good. In all lessons, pupils listen attentively to their teachers. They respond enthusiastically to guided sessions and are keen to join in. Pupils enjoy answering questions and are enthusiastic during oral and mental work. Pupils accept that they will not always be right, but they are keen to 'have a go' and try out their grasp of concepts. For example, Year 4 pupils use words such as quadrilateral and rectangle when giving examples of shape even though they sometimes pronounce them incorrectly. This is seen in Year 2, where pupils are keen to use mathematical vocabulary in spoken and written forms even if they cannot remember the exact spelling.
8. Pupils work collaboratively, sharing ideas and helping each other. Whilst lessons are always lively, most pupils stay on task and work on their own when required. This has a positive effect on progress. All pupils settle down to individual and group work quickly. They know what is expected and this is supported by the good use of focused, weekly targets. Behaviour is very good. Pupils understand and comply with classroom rules. They treat resources well and know where they are kept.
9. Relationships with adults are very good. Pupils respect the teachers and support staff. They are polite when asking for help and when receiving individual help. They are keen to do their best and make progress. This is reflected in their improved responses during plenary sessions.
10. The quality of teaching is never less than satisfactory and it is often good at Key Stage 1. At Key Stage 2, teaching is excellent in one fifth of lessons, good in two fifths and satisfactory in the remainder. Teachers have good subject knowledge. Planning is very good and frequently identifies links with other subjects or aspects. All teachers have a very satisfactory understanding of teaching numeracy effectively. Number work and the use of oral and mental work have a high profile. In the very best lessons, teachers use modified tasks to suit the full range of abilities, for example, with challenge and extension in Year 5 and 6. Teachers use a range of positive questions to ensure that pupils are involved and remain focused during mental and oral work. Time is used effectively to work with groups and individuals. In all lessons, class management skills are very good, but expectations of attainment are not always sufficiently challenging towards the beginning of Key Stage 2 and in Key Stage 1. Oral work and activities

are frequently 'too safe' and do not stretch pupils to their full potential. The purposeful atmosphere and very good relationships in lessons ensure pupils make at least satisfactory progress. Whilst teachers are frequently successful in developing pupils' knowledge and understanding, they are not consistently providing challenge for higher attaining pupils. Tasks are frequently too similar to those planned for average attaining pupils.

11. Classrooms are bright and airy, but there is little room for display. Teachers however, use white boards and large visual resources such as number squares very effectively to consolidate pupils' understanding, for example getting pupils to write answers on the board, or identify numbers by pointing to them.
12. The mathematics curriculum is broad and balanced. It meets statutory requirements. Great emphasis is placed on developing pupils' numeracy skills. This is supported through handling data in science, measuring accurately in design and technology and map work in geography. Procedures for assessing and recording pupils' attainment are good. Assessments are consistently followed up and comprehensive records kept. Assessment strategies and information are used well to identify needs at the planning stage and to focus support from learning support assistants. End of year reports include good details of attainment and satisfactory targets for improvement, frequently drawn up by the pupil.
13. The management of mathematics is excellent. The subject manager is extremely knowledgeable and skilled. This is reflected in the excellent policy and supporting scheme of work. The subject manager effectively supports year group planning and ensures progression and continuity in teaching and learning. Teaching numeracy was introduced two years ago. This has enabled the school to be well prepared for teaching to the numeracy strategy. Mathematics is regularly monitored and evaluated to ensure pupils' needs are met. The subject manager effectively works alongside colleagues as required and provides a high level of professional advice and feedback. This support is beginning to show positive results through the raised standards in teaching and gradually improving pupils' progress. She gives demonstration lessons to support effective teaching. The subject manager is fully aware of the need to raise levels of attainment further, particularly by higher attaining pupils. Mathematics is well resourced and this is enhanced by the recent addition of a mathematics garden, donated to the school. It is a good resource for supporting learning in shape, space and measures, for example.

Science

14. In the 1999 end of Key Stage 1 National Curriculum teacher assessments, results were very high for nearly all pupils and were well above the nationally expected levels. Inspection findings confirm that standards are above average with many pupils reaching higher than expected levels. There are no significant variations between boys and girls. In the 1999 end of Key Stage 2 National Curriculum tests, the number of pupils involved were few, and also the majority of these pupils had special educational needs. Although results were below average they represent considerable achievement for the pupils involved in relation to their prior attainment. There are no significant variations between boys and girls. By the end of Key Stage 2, inspection findings indicate that attainment is at least in line with national averages and it is often above average in experimental and investigative science, life and living processes, and in physical processes.
15. At the end of Key Stage 1, pupils do particularly well in experimental and investigative science, life and living processes, materials and their properties and in physical processes. In Year 1, pupils make a complete circuit using a battery bulb and wires. They explore and test their predictions about how the circuit works. Year 2 pupils know that every day appliances use electricity; they also construct simple circuits and understand that if there is a break in the circuit it will not work. Higher attaining pupils record their findings carefully and investigate further. Pupils with special educational need progress well.

16. By the end of Key Stage 2, pupils achieve well in life and living processes, and in physical processes. Pupils do particularly well in experimental and investigative science and in materials and their properties. Year 3 pupils know certain facts about the human body. They know the differences between man and animals and classify these. In studies about the human body they know about healthy eating and good diet, what causes tooth decay and can describe the different parts and names of teeth. Pupils use and apply scientific facts knowledgeably. They conduct fair tests, predict, problem solve, hypothesise and analyse their findings. For example, Year 3 pupils investigate what happens when a torch is used to shine through different materials. They confidently use words such as transparent, translucent and opaque. Year 4 pupils devise tests, and select apparatus to help them understand that when solids do not dissolve or react with water filtering can separate them. They discuss and test the experiments in depth, follow instructions, and show good evidence of measurement, drawing and labelling of diagrams. Year 5 pupils discuss and predict what factors effect ice melting, when exploring the changing state of materials. This work consolidates and reinforces their topic work on India and a neighbouring country. They understand the consequences flooding will have on Bangladesh. Higher attaining pupils use scientific language well, they investigate and eagerly tackle challenging tasks, often resulting in good quality conclusions. Pupils discuss what evidence they should collect in groups to plan a fair test. They know and understand when water is a solid, liquid or gas. Pupils design appropriate tests to saturate solutions. They understand whether or not there is a limit to how much a solid will dissolve in water. Year 6 pupils explain day, night and seasonal variations in terms of the Earth's movement. They collect and interpret data, and tabulate it to produce a moon calendar. Pupils use charts, tables and diagrams accurately. Literacy and numeracy is well supported through science at both key stages.
17. Pupils make good progress at both Key Stages 1 and 2 and there are instances of very good progress at Key Stage 2. This is due to teachers' good subject knowledge, the breadth and balance in the curriculum and the opportunities provided for investigative work. In Year 1, progress in investigation is good; for example, pupils solve problems through trial and error when connecting a circuit. Year 3 pupils consolidate their numeracy work by classifying different materials by type, shape and size when investigating how light passes through different materials. By Year 4, pupils develop understanding of practical applications and understand and progress their ideas for separating sand and water. They learn that if water is filtered it makes a difference. Year 5 pupils build on their previous knowledge. They know what a polar ice cap is and understand why the water level is rising. Pupils make good progress in their written work when recording experiments. They use good mathematical skills, as for example when measuring in millimetres.
18. Pupils with special educational needs make good progress throughout the school. Work is appropriate and builds on their prior level of attainment. They receive good quality support.
19. Pupils' attitudes to science are very good. They show real interest and excitement. They enjoy investigations and concentrate well. They demonstrate enthusiasm, as for example in Year 1 they suggest that they might become engineers. Pupils readily respond to question and answer sessions. In working groups they co-operate, share ideas and often collaborate and support each other. Pupils behave very well, showing respect for each other when sharing equipment and taking turns when experimenting.
20. The quality of teaching is good overall. Teachers plan together and this ensures a consistent coverage of the science curriculum. Teachers clearly identify learning targets and share them with pupils. Teachers' knowledge of science is generally good and this supports pupils' further enquiry. Good quality resources are used well to support pupils' learning. Very good lessons are characterised by the teachers' good use of challenging questioning techniques which encourage all pupils to make good progress and develop their investigational skills. Another good feature of

teaching is the good use and reinforcement of subject specific language. Activities and tasks are well organised and the pace of lessons is good. Teachers use appropriate methods of assessment, intervention and support.

21. There is an agreed scheme of work, although plans to improve and adapt it further are in place. Assessment procedures ensure breadth and balance covering all aspects of the science curriculum. Monitoring of standards in pupils' work has taken place, and continuous informal assessment is in place. Teachers are aware that some pupils due to their previous experience have gaps in scientific knowledge, skills and understanding. Teachers have worked hard to redress this situation. Units of work have been adapted to extend and support pupils' knowledge and understanding as appropriate. The curriculum supports the progression of key skills and investigative processes as pupils move through the school. The subject manager has a good management and development plan for science. Sufficient resources are available, and teachers use resources effectively to support learning. The subject manager supports colleagues in the planning and assessment processes.

OTHER SUBJECTS OR COURSES

117. Art

22. Scrutiny of pupils' work, displays, sketchbooks, photographs and teachers' plans shows a balanced coverage of the curriculum. By the end of Key Stage 1, pupils represent what they observe, imagine and remember in a visual form with increasing accuracy. They explore and experiment with their ideas and select and use appropriate media and tools. As work develops they modify it in the light of progress made and are sometimes informed by the work of other artists. They understand and recognise art from different cultures and different periods. Several pupils make connections between their own work and that of other artists. Year 1 pupils use ICT programs to design and provide wonderful self-portraits with supporting text. Year 2 pupils make clay models of angels and apply decoration and paint. They know that the clay absorbs paint and they discuss suitable shades and colours.
23. By the end of Key Stage 2 as for example in Year 3, pupils make interesting papier-mache models of the Madonna and Child and design costumes. They decode and research paintings of the Renaissance to ensure that the clothes are a suitable match. They begin to understand some of the symbolism used in such paintings. Year 5 pupils experiment with printing techniques inspired by their knowledge of Indian wood block prints. Year 5 has also explored pot-building techniques when making small-scale clay thumb and coil pots. Year 6 pupils design and draw in wax a Millennium motif on fabric and use dyes. This develops and improves their co-ordination and control of media.
24. Progress in knowledge and skills is good for all pupils, including those with special educational needs. Younger pupils improve colour mixing skills and techniques and improve brush control. Pupils in Year 3 consolidate their knowledge of influential artists and apply this to their own work. Their grasp of the messages in narrative painting is good and specific language is well developed. Pupils experiment with their own abstract reproductions informed by their studies of Wassily Kandinsky and Paul Klee. Sketchbooks are beginning to be used as 'ideas' books, but a clear understanding of their purpose is not yet consistently reinforced across the school. Good cross-curricular links are made with most subjects and topic work shows good standards in illustrations.
25. Pupils really enjoy their art lessons. Attitudes to learning are very good. Levels of concentration are good as pupils experiment and explore their artistic ideas. They handle materials and tools carefully. They listen well to instructions and easily share equipment and media.

26. The quality of teaching is good, with a few examples of very good teaching. Shared planning contributes to teachers' confidence. The use of specific terminology and good quality resources are key features. Work is orally assessed and pupils are encouraged to evaluate their own and each other's work. Tasks are appropriate, challenging and well matched to the age and interest of pupils. Skills are developed and reinforced. Pupils have good opportunities to experiment with different media. Relationships with pupils are very good and enable good progress to be made. The accommodation is good and the shared areas are maximised. Display is stimulating and celebrates pupil achievement.
27. The subject is led effectively by the subject manager. The development and management plan is informative and appropriate. Plans are in place to address and improve continuity and progression and the skills and confidence of teachers. Resources are well-organised, accessible and of good quality, although there are plans to increase these as and when funding is available. The school grounds are used extensively to support teaching and learning.

123.

123. Design and technology

28. Due to the school's timetable arrangements, only two lessons in Key Stage 2 were seen. Judgements on standards of attainment, progress and teaching are taken from displays, the scrutiny of pupils' work, teachers' planning, records and photographic evidence.
29. By the end of Key Stage 1, pupils draw simple designs and carry these out in practical ways. Good links are made with other subjects such as art. Nativity models are well made and show clearly that pupils are developing satisfactory making skills, including using tools and materials safely. Pupils effectively explain what they have done and why they made the choices they did. They join simple materials successfully and take good care over finish. Pupils evaluate their work as it develops and make sound judgements about improvement and what they like and dislike.
30. By the end of Key Stage 2, pupils understand the importance of design and use design sheets well to develop ideas and draw appropriately labelled plans. They select suitable tools and cut, shape and join different materials successfully. Sun hats made from different materials show good understanding of the specific requirement for shade. They also understand that people have different preferences. Their finished products show individuality and a sense of purpose as well as humour and a variety of design motifs. Pupils evaluate well their finished products. Design and technology work is frequently linked to science. Pupils investigate, through designing and making, the strength of structures when making shelters. When making levers, pupils compare their designs with each other and suggest suitable ways of improving them when they are unsuccessful.
31. Pupils in both key stages make good progress. From an early age, pupils practise and refine designing skills using design sheets. They show an appreciation of presentation. This is particularly noticeable when they make sandwiches in food technology. Progress is satisfactory in Years 1 and 2, and pupils are taught using planning guidelines. Pictures and words are used well to communicate ideas. At Key Stage 2, progress is frequently good. This is due to the good use of the government guidelines which are being trialled by teachers. Year 3 pupils effectively combine art and craft skills with design and technology to make shadow puppets. They use their ability well to apply their knowledge of light and shade, learnt in science. By the time pupils reach Year 4, they have acquired good designing and making skills. They investigate textiles and use the knowledge gained to design and make money containers. They are capable of closely following a design brief and developing a range of joining techniques. Progress in the use of design sheets is good. These frequently contain lengthy examples of pupils' evaluations. At Year 5, pupils are very confident in using design and making skills in topic work. In work linked to history, pupils design and make realistic slippers and sandals as part of their Roman topic.

They understand design constraints and in their evaluations they consider the effectiveness of their designs. Linking with music, Year 5 pupils' tappers, shakers, strokers and pluckers are well made and work well. Pupils with special educational needs make as good progress as all other pupils.

32. In lessons observed, pupils' response was good. They listen well and are enthusiastic about their work. They settle down to design tasks quickly and work well together sharing and discussing ideas. Pupils remain motivated throughout their lessons. They share resources and tools sensibly, know where they are kept and help put them away afterwards. Pupils respond positively to parent helpers and behave themselves, for example, in food technology when making Bafi, a simple Indian sweet.
33. No overall judgements could be made on the quality of teaching, although the samples of work, displays and teachers' planning suggest that it is at least satisfactory and frequently good. Teachers demonstrate interest in teaching design and technology through the range of work seen and the variety of models seen on display around the school. Teachers know their classes well. End of year reports include constructive judgements about pupils' abilities. Teachers have satisfactory understanding of the skills needed for teaching design and technology and for engaging the interest of pupils.
34. The subject manager for design and technology has only been in post since September 1999. Since then the planning guidelines for design and technology have been successfully introduced. Monitoring the effectiveness of this package has begun. Already expectations for progression and continuity in teaching are set, to maintain breadth and balance over the two key stages. The subject is blocked into units of work for each year group, over a term or less. Good links are made with other curriculum areas. Resources are adequate. The subject manager has audited resources and identified areas for development, for example, glue guns. The provision for design and technology meets statutory requirements. The allocated budget is used effectively.

130.

130. Geography

35. The progress pupils make, in both key stages, is satisfactory. With the termly rotation of topic themes, it was only possible to observe direct teaching and learning in Key Stage 2. Scrutiny of planning, work sampling and informal discussion with pupils were undertaken.
36. Year 1 pupils make progress in understanding that weather patterns influence behaviour, as they send postcards from an imaginary beach holiday. Pupils make simple maps, showing their way to school. Year 2 are introduced to the idea of 'bird's eye view' map making. For example, plans of rooms at home are well linked to individual preferences, 'I like my dining room because it makes me feel like in a restaurant'. Pupils use correct geographical terms when comparing Hatch Warren with the island of Struay. Progress in map making is good in this topic. Pupils identify the position of their school correctly, in studies of their own locality.
37. Although only one geography lesson was seen in Key Stage 2, there was ample evidence from displays and pupils' workbooks that, by the age of 11, pupils acquire a satisfactory level of knowledge of different geographical locations in this country and in different regions of the world. Pupils know about typical climatic and environmental conditions in localities they study. They explain in great detail how deforestation gradually leads to water shortages, even in the monsoon areas of India. A strength of provision in both key stages is the cross curricular approach to learning. In their Thengapalli topic, Year 5 very effectively link learning in geography to Indian dance, to Diwali studies in religious education and pattern work in art. Pupils acquire a good level of map-reading skills as a result of the emphasis placed on maps as key sources of reference throughout their geographical studies. They have good opportunities to work with maps and globes and discuss environmental issues.

38. In the one lesson seen, pupils' attitudes to learning were very good. They became readily absorbed in considering how climatic and economic conditions in other countries affect the lives of people who live in them. They were eager to contribute their opinions and sustained very good behaviour.
39. It is not possible to make a judgement about overall teaching. One very good lesson was seen where the teacher had excellent management skills and very good subject knowledge. From scrutiny of planning and work samples, it is clear that teachers almost always set interesting and challenging tasks. Schemes of work are being developed, with related assessment procedures. Resources are good and a range of well-planned visits ensures that pupils study geographical features at first hand.

135. History

40. Pupils make good progress in history in both key stages. With the termly rotation of topics, it was only possible to observe one short history lesson in Key Stage 1 during the inspection. A full range of past work was scrutinised, including photographic evidence of many activities, visits made and visitors welcomed.
41. Pupils develop a good sense of chronology. Good attention is given to the introduction of appropriate vocabulary related to the passing of time and this is helpful to their progress in literacy. Year 1 pupils handle and discuss a wide range of exciting artefacts. They learn to modify first opinions that a carriage lamp is a camera, through talking about it as a whole class. Progress in Key Stage 2 is enhanced by opportunities to act as 'history detectives'. Pupils use their powers of deduction most successfully, when studying the contents of an abandoned suitcase for clues about the owner. They use research skills well to find out the real reasons for the Romans' interest in Britain. Workshops based on Roman life support progress. A visit from 'Optio', a Roman soldier, brings learning to life. In one very good activity pupils act as archaeologists, using ice-cream spoons in a grid-marked tray of compost to record finds accurately. By the time they reach Years 5 and 6 pupils are confident in their approach to historical enquiry. They use a range of media successfully to find out how life in Britain has changed since the end of World War 2. Researchers produce interactive displays, sensibly placed in corridor areas to be well used by other pupils. Cross-curricular links are a strength of history provision, for example, pupils compare the cost of making a cake in 1940, 1960 and 1999. Strong links with art are seen in both Roman and Tudor topics. The range and depth of historical studies are regularly enhanced through good experiences, through visits made and from visitors to the school.
42. Pupils thoroughly enjoy their opportunities to behave as historians. They work co-operatively to investigate unfamiliar artefacts and show real joy when solving a historical puzzle. They handle materials and artefacts with appropriate respect and care, and are keen to share their knowledge with visitors.
43. It is not possible to make a judgement about the quality of teaching from one direct observation. Scrutiny of planning and work sampling show that teachers are secure in their knowledge of the requirements of the National Curriculum. The lively and interesting range of tasks planned has a very positive impact on pupils' learning. The development of schemes of work is given priority in the curriculum manager's action plan. Assessment procedures are to be linked to learning objectives. Resources are good and are effectively supplemented by use of the local education authority wardrobe.

139. **Information and Communication Technology**

44. By the end of Key Stage 1, standards of attainment in some aspects of information and communication technology are below nationally expected levels. At the time of the inspection the school had had its ICT suite installed only two weeks prior to the inspection. Teachers were therefore ensuring pupils revised and consolidated basic skills before introducing them to an appropriate programme of study. Inspectors' findings show that, in the short term, this approach is sensible and ensuring rapid progress. At the end of Key Stage 2 standards are in line with those expected nationally.
45. By the age of seven, pupils confidently use listening stations, load tapes and switch machines on and off. Pupils use computers confidently. Keyboard and mouse skills are developing satisfactorily. Word processing skills are satisfactory, but pupils are still at a very early stage in their understanding of how to use ICT to produce a piece of work based on their own ideas, for example using graphics other than clipart. They know how to operate a program such as a mathematical package with careful structured help from learning support assistants. They access drop down windows to change text and colour and competently highlight words they are going to change. Pupils are confident explaining what they do and why. They correctly name simple functions and some of the symbols on the tool bar and what they do. They are not confident at saving or retrieving data without support in the computer suite, although there is some evidence showing such capability in class bases.
46. By the end of Key Stage 2, standards of attainment are broadly in line with national expectations. Pupils confidently use the computer for word processing their written work for publication. Pupils' biographies are well researched and presented. Higher attaining pupils enhance their work with scanned images. Pupils use keyboards and mouse skills effectively, although they type with only two or three fingers. Pupils access clipart packages and successfully click and drop images. They do not use graphics packages in depth. Most pupils use a simple database effectively to handle data and produce tables, charts and graphs and they use logo. Pupils access web sites successfully and download information such as an author of the month. Pupils do not know how to use computer systems for control technology; the school does not have the relevant software for this. However, during residential visits, pupils have good opportunities for control technology. Most pupils have limited knowledge of using any computer for these purposes.
47. Overall, the progress pupils make is good and during recent times they have made particularly rapid progress in developing skills and in understanding. As pupils progress through Key Stage 1, they rapidly acquire the necessary skills to enable them to move towards attaining higher levels. In observed lessons Year 2 pupils, who understood little about windows, soon grasped how they are used. They quickly moved from changing and modifying text using the Textease package, to writing a column for a newspaper article. Computers are used to enhance writing in Key Stage 1, but pupils are not making enough progress in using them more widely for cross-curricular work. In Key Stage 2, progress is more rapid. In discussions with pupils, it is clear that this is linked to the use of computers at home and the transfer of skills to school and back. All pupils make good progress during lessons, for example when Year 6 pupils write newspaper articles for their Year 2000 time capsules. By Year 6, pupils are working far more independently than other years, even though the ICT suite is new. Progress in control technology is unsatisfactory due to lack of opportunities. Progress by pupils with special educational needs is satisfactory.
48. The response of pupils in ICT is good. Most pupils enjoy using computers, especially when working in the new ICT suite. Concentration skills are good. They listen attentively to teachers' instructions and answer questions well. All pupils work co-operatively. When required, they share computers sensibly, taking it in turns to use the keyboard and mouse and help each other. Pupils have very good relationships with their teachers and this has a positive effect on progress.

By Year 6, pupils work independently, for example when using computers in the library. Whilst teachers ensure they are supervised, pupils are mature enough to concentrate on tasks without direct support from their teachers. It is noticeable that these pupils concentrate so well that they carry over into breaktimes if not reminded.

49. The quality of teaching is at least satisfactory and frequently good. In half of the lessons in both Key Stages 1 and 2 teaching is good. Planning and organisation are thorough and class management skills very good. Whole class teaching takes place in the ICT suite. Teachers' subject knowledge is secure. They use this well to ensure pupils' knowledge and understanding is sound and progress made. All teachers are aware that pupils' levels of attainment should be higher. However, whilst pupils are making rapid progress, teachers are determined that pupils should be taught the basics and consolidate their learning so that they can use the new hardware and software confidently. This is a conscious decision of the school and soundly justified. The foundation courses being taught to all pupils in the ICT suite are proving very successful. Attainment levels are rising and beginning to reflect the true ability of pupils. In classrooms, the computers are used to support class work. During the inspection computers were used for word processing and some data handling and for supporting special educational needs. All teachers use an effective basic key skill sheet when assessing pupils' knowledge and understanding. Work is attractively displayed and there are clear cross-curricular links.
50. The subject is very well co-ordinated and managed. Policy and planning for ICT is very good despite the newness of the resources. This is having a very positive impact on teaching and learning as it is ensuring that pupils make rapid progress towards reaching age related expectations and better. A full audit of teaching expertise and needs has been carried out. The subject management statement is extremely comprehensive and a good working document, with clear impact on school improvement including training for staff. A whole staff-training book will be introduced in the autumn term 2000. Areas for future development include better access to the Internet on a more regular basis, software to encompass further strands of the National Curriculum, a school Website and extended use of e-mail and video conferencing. The curriculum provided meets with statutory requirements and the budget is managed very efficiently.

146. **Music**

51. By the end of Key Stage 1, scrutiny of pupils' work, and teachers' plans show a balanced coverage of the curriculum. Year 1 pupils select instruments to perform a simple melodic piece. They follow direction and copy musical patterns. Year 2 pupils recognise a wide variety of sounds; they know that different instruments make different sounds and that timing makes a difference to rhythm. In both key stages pupils sing well and in tune together in assembly and singing practices. They demonstrate very good use of dynamics and keep to the rhythm well. They follow directions and internalise a range of songs and hymns. They are developing an awareness of audience and diction is clear. All pupils have opportunities to develop critical skills and enjoy music from a range of traditions through assembly and lessons. Approximately 20 pupils receive instrumental tuition; they perform to a wider audience and are making good progress. Pupils perform well when playing in the recorder clubs.
52. By the end of Key Stage 2 pupils sing and perform very well. Year 4 pupils develop a good understanding of musical structure. They name instruments correctly and describe the different sounds instruments make using subject specific terminology. Literacy and numeracy skills are enhanced through music and pupils have made their own instruments in science. Pupils use words such as dynamics, pitch, volume and crescendo with understanding. They know the difference between tuned and untuned percussion instruments. Pupils put together a simple musical piece inspired by the theme of a storm and use and interpret their own graphical scores. Year 6 pupils consolidate singing in two parts and record their composition using notation.

53. Pupils make good and occasionally very good progress. Pupils with special educational needs are well supported and make good progress. Pupils identify individual instruments and are developing skills in controlling volume and rhythm when singing. Pupils listen well as an audience. They discuss their own musical ideas and evaluate each other's work sensitively. Those pupils learning to play musical instruments are making good progress in gaining skills associated with string and wind instruments.
54. The attitudes of pupils are very good. They enjoy music lessons. Pupils are keen to demonstrate their skills on instruments when practising. They enjoy singing in assembly and in class.
55. The quality of teaching is never less than satisfactory, it is often good, and is occasionally very good. A few teachers have considerable musical expertise and this is maximised by the school. The methods used make learning fun and exciting. Pupils are encouraged to explore their own musical ideas. Teaching seen consolidates pupils' knowledge and understanding and challenges pupils well. Learning tasks are clear and shared with pupils. Subject knowledge and teacher confidence is supported well by the curriculum manager and curriculum. Subject vocabulary is promoted well. Expectations of both work and behaviour are good. The use of time and resources is very good, as is the management of pupils' behaviour.
56. Music is achieving a more prominent profile in the school and provision is good. Appropriate draft guidelines are in place for music. Informal assessment is continuous and oral evaluations and use of praise are frequently good features of teaching. Resources are good and include a range of ethnic instruments. The accommodation is good and there are interactive displays. The subject manager has good plans to develop music further throughout the school. Visiting musicians enrich the curriculum, as for example a Samba group.

152. **Physical education**

57. During the week of the inspection, it was not possible to see the pupils in outdoor activities. This was due to the poor weather. Judgements are made from teachers' planning and recorded photographic evidence and lessons in the gymnasium.
58. By the end of Key Stage 1, pupils understand the importance of warm ups and use them well to prepare muscles and joints. Pupils plan and perform simple movements satisfactorily. Their ideas are linked, modified and refined well to perform a series of movements, on the floor and on, under and over the apparatus. In outside activities, pupils develop secure basic ball skills. They play small-sided games, rolling, throwing catching and passing different sized balls competently. In dance lessons, pupils demonstrate sound control, balance and movement to music. Pupils understand the need for safety when moving apparatus. They co-operate well when moving benches and appreciate the need for correct posture when lifting. Pupils relax sensibly after energetic activity.
59. By the end of Key Stage 2, pupils understand and sensibly play small-sided games such as netball, basketball and football. They have achieved appropriate levels of attainment in such skills as throwing, catching, striking and bowling a ball. In five-a-side football for example, pupils use invasion skills, such as defence and attack effectively to work as a team. In netball, pupils' good co-ordination is used confidently to trap and confuse opponents. Pupils practise and refine movements and tactics and sustain energetic activity throughout. In athletics, evidence shows that pupils refine and develop techniques such as running over short and long distances, throwing, jumping and working as a team. Most pupils are confident swimmers. In outdoor and adventurous activities, pupils ride suitable quad bikes safely, orienteer competently, hold bows and shoot arrows correctly and develop sound muscle control using rope runs.

60. Overall, in both key stages, progress made by pupils, including those with special educational needs is satisfactory. In a small number of lessons progress is good. Progress is excellent in dance in Year 5. As pupils move through Key Stage 1 and into Key Stage 2, progress is encouraged through a broad programme. It includes, gymnastics, major games skills, dance and swimming. Progress in athletics skills has been limited until the school field was finished. The youngest pupils make satisfactory progress in movement. Where progress is good, Year 1 pupils develop interesting and complex patterns to refine their ideas in a dance. By Year 2, pupils are more aware of their body, movement and space and co-operate more effectively with one another. At Year 4, pupils co-operate well with partners. In country dancing, Year 4 boys make good progress. By the time pupils are in Year 5, they demonstrate very good dance skills when creating and performing an Indian dance based on Thengapalli. Progress in dance is enhanced by their very good listening skills and willingness to practise and refine movements as individuals and as a group. For these pupils, the excellent progress they make has a direct influence on their levels of attainment which are above levels expected nationally. Year 6 pupils make satisfactory progress in developing hand/eye co-ordination. They practise and refine skills through a range of games and activities. For keen pupils, attending coaching session in football and rugby enhances progress.
61. The response of pupils in lessons is satisfactory at Key Stage 1. In Key Stage 2, response is good with excellent features. Pupils in Key Stage 1 enjoy the challenges posed them. They co-operate well with one another and have good relationships with their teachers. They thoroughly enjoy their lessons and make good, positive observations about the performances of others. Pupils enjoy the competitive aspect of some activities. Boys and girls work very hard together. Higher attaining pupils are very skilled and they share their abilities and knowledge well to encourage others.
62. Overall, the quality of teaching in Key Stages 1 and 2 is satisfactory. In both key stages, three quarters of lessons are satisfactory and a quarter good. In good lessons, teachers' planning clearly identifies the key skills to be taught and the learning objectives. Teachers have secure subject knowledge and use this well to encourage and praise pupils. Time is used well. Particular emphasis is placed on moving apparatus safely and performing movements safely. All lessons are well organised and managed. High expectations are set. In the very best lessons, such as dance, strong musical rhythm stimulates pupils' interest. The use of specialist dance teachers, for example to teach Indian dance, ensures a high quality provision of expertise and skill. Teachers continually assess pupils' attainment and progress, but records are inconsistently kept.
63. Physical education is co-ordinated well. The curriculum provision meets with statutory requirements. Whilst teachers plan successfully for the delivery of physical education, there is no scheme of work to ensure progression and continuity is maintained and to support teachers' planning. Facilities are satisfactory, with playgrounds, a playing field and a large warm gymnasium. Pupils receive football and rugby coaching. To support equality of opportunity and provide good male role models for boys the school uses coaching sessions as appropriate.

159. PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

64. The team consisted of four inspectors, including a lay inspector, who spent a total of inspector 14 days in school. The inspection team: -

- spent over 60 hours observing lessons or parts of lessons and reviewing pupils' work;
- attended a sample of registration sessions;
- attended assemblies;
- had lunch with the pupils on several days;
- observed pupils' arrival at and departure from school;
- observed all teachers present at least once and most several times;
- had discussions with the headteacher, teaching and non-teaching staff, the chairman of governors, other governors and learning support assistants and visiting teachers;
- reviewed all the available written work of a representative sample of pupils from each class;
- held informal discussions with many pupils;
- analysed a large amount of documentation provided by the school both before and during the inspection including school prospectus, school policies, the governors' annual report to parents, minutes of governors' meetings, financial statements, the school development plan, subject policies and planning documents, pupils' records and reports, including those for pupils with special educational needs;
- held a meeting attended by 34 parents and considered 104 responses from parents to a questionnaire asking about their views of the school. A few positive written responses were also received.

161. DATA AND INDICATORS

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	271	2	41	3

TEACHERS AND CLASSES

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	13.20
Number of pupils per qualified teacher	21.29

Education learning support assistants (Y3 – Y6)

Total number of education learning support staff	8
Total aggregate hours worked each week	160.0

FINANCIAL DATA

Financial year:	1998/9
	£
Total income	381263
Total expenditure	358177
Expenditure per pupil	1511.30
Balance brought forward from previous year	21891
Balance carried forward to next year	44977

PARENTAL SURVEY

Number of questionnaires sent out:

211

Number of questionnaires returned:

104

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	45	46	7	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	49	41	5	5	0
The school handles complaints from parents well	19	40	33	6	2
The school gives me a clear understanding of what is taught	46	50	1	3	0
The school keeps me well informed about my child(ren)'s progress	45	45	8	2	0
The school enables my child(ren) to achieve a good standard of work	38	53	8	1	0
The school encourages children to get involved in more than just their daily lessons	38	45	14	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25	46	21	8	0
The school's values and attitudes have a positive effect on my child(ren)	54	34	10	1	1
The school achieves high standards of good behaviour	38	51	9	2	0
My child(ren) like(s) school	66	28	2	4	0

Other issues raised by parents

Comments received were very positive about the headteacher, the teaching staff, and the provision and quality of education provided.