

INSPECTION REPORT

Sedlescombe CE VC Primary School
Battle

LEA area: East Sussex

Unique Reference Number: 114522

Headteacher: Mrs M Ham

Reporting inspector: Mr John M Young
25386

Dates of inspection: 1-3 November 1999

Under OFSTED contract number: 708529

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:	Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Brede Lane Sedlescombe East Sussex TN33 0QN
Telephone number:	01424 870585
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Kathryn Field
Date of previous inspection:	20 – 24 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr JM Young	Mathematics Physical Education Music Equal opportunities	Attainment and progress Attitudes, behaviour and personal development Teaching
Mr AP West, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Mrs C Slade	English Design and technology History Religious education Special educational needs	Leadership and management Efficiency
Mrs CM Kadir	Science Information technology Geography Art Under fives	Curriculum and assessment Pupils' spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- The school has an excellent ethos.
- It is led exceptionally well by the headteacher, ably supported by the senior managers and the governing body.
- Standards for eleven year olds in English and science are above national averages and pupils achieve above average standards in English, mathematics and science at the end of Key Stage 1.
- Pupils behave well and have developed very good relationships with staff and fellow pupils.
- Provision for pupils' personal and spiritual development is very good.
- The school shares a very good partnership with its parents and is enriched through excellent links with the community.
- The school makes very good provision for extra-curricular activities, including sport.
- Very efficient use is made of support staff throughout the school.
- Procedures for monitoring and promoting discipline and good behaviour are very good.

Where the school has weaknesses

- I. A significant minority of pupils fail to make sufficient progress in mathematics in lower Key Stage 2.
- II. Provision for outdoor play activities are inadequate for the under fives.

The school's weaknesses are far outweighed by what it does well. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or carers of the pupils at the school. Governors will report annually on how the school is achieving the targets set in the plan.

How the school has improved since the last inspection

The school has made significant improvements since the last inspection in 1996. The entire information technology aspect of the National Curriculum has now been implemented and the school has successfully raised the standards of attainment of abler pupils, particularly in English and mathematics. The quality of teaching is now a strength of the school and no teaching is less than satisfactory. The school benefits from a very good leadership and management structure which has implemented an effective School Improvement Plan, strengthened the role of the deputy head and subject co-ordinators and introduced monitoring of the curriculum, teaching and standards attained by pupils. Assessment procedures are now effective in raising attainment and monitoring standards and progress at Key Stages 1 and 2. The school has gone some way to meeting the statutory requirements listed in the previous inspection report but some statutory requirements are still not met; they relate to the school's prospectus and the governors' annual report to parents.

Standards in subjects

This table shows the standards achieved by 11 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>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	A	A	<i>Average</i>	<i>C</i>
Mathematics	E	E	<i>Below average</i>	<i>D</i>

The information above shows that by the time pupils left school in the summer of 1999, when compared to all schools and to similar schools, pupils attained standards in English which were well above average. Standards in mathematics were well below average and standards in science were well above average. These comparisons should be treated with caution as not all pupils who enter the school as four or five year olds stay in the school until Year 6. Several leave to enter private education at the age of seven or eight and a significant minority of lower attaining pupils join the school from outside the official catchment area.

Through observing lessons, talking with pupils and looking at their work, the inspectors found the attainment of pupils at the end of both key stages to be above the national average in English, above the national average in mathematics at the end of Key Stage 1 and in line with the national average at the end of Key Stage 2. There have been great improvements in the teaching and learning of science over the past year and pupils' attainment at the end of both key stages is now above the national average.

Pupils' attainment in information technology at both key stages is in line with that expected nationally. Attainment in religious education is in line with that expected in the Locally Agreed Syllabus at the end of both key stages.

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· **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Satisfactory
Science		Good	Good
Information technology	Good	Good	Good
Religious education	Good	Good	Good
Other subjects	Good	Good	Good

The quality of teaching in both key stages is good. At the last inspection improvements were required since the quality of teaching was less than satisfactory in 17 per cent of lessons. The school has done much to improve the teaching quality and at this inspection it is seen as a strength of the school. All the teaching is satisfactory or better. Teaching for the under fives is good and teachers carefully plan work for pupils who have special educational needs. The level of teachers' subject knowledge is mostly good and pupils are set work and are asked questions which challenge their level of understanding. Teachers plan their lessons well and their introductions to lessons are often stimulating and informative. They manage the behaviour of pupils very well and, in the overwhelming majority of lessons in both key stages, a calm, orderly atmosphere is set which enables pupils to concentrate well. Relationships with pupils are very good throughout the school and this has a significant impact on the quality of teaching. The use of reading and numeracy homework tasks in Key Stage 1 provides a sound base for pupils to consolidate and develop their work in school. Good quality homework set in Key Stage 2 across a wider range of the curriculum has a positive impact on pupils' standards.

· **Other aspects of the school**

Aspect	Comment
Ethos*	Excellent. Pupils have positive attitudes to work; relationships are very good; the school has a strong commitment to raising standards further and provides an effective learning environment.
Leadership and management	Very good. Very strong and effective leadership by the headteacher, senior management team and governing body; clear vision for the school's future development.

Behaviour	Good throughout the school.
Spiritual, moral, social & cultural development Curriculum	Very good provision for pupils' spiritual development. Good moral, social and cultural development. Broad and balanced. Good systems for planning and assessment.
Pupils with special educational needs Attendance	Very good provision. Very good planning and support for pupils with learning difficulties. Satisfactory.
Staffing, resources and accommodation Value for money	Good, overall. Very effective arrangements for professional development of all staff. Good.

**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

- III. Parents are very pleased with the attitudes and values the school promotes.
- IV. Parents feel well informed and very happy with the information the school provides.
- V. Children are well supported in school and relationships are warm and strong amongst all staff and children.
- VI. The school has a positive attitude to suggestions and complaints and takes note of parents' concerns.
- VII. Parents support the school well.

What some parents are not happy about

- VIII. Some disruptive behaviour by a small number of their own children.
- IX. Homework for Key Stage 2 children is too heavy, especially tasks such as exploring the world wide web.
- X. Too heavy an administrative load placed on staff.

Inspectors' judgements support the parents' positive view of the school. Observations of lessons show no evidence of teachers failing to maintain good levels of behaviour. Indeed some teachers are very skilful at avoiding potentially disruptive situations by their very effective management of pupils. Homework tasks are satisfactory at Key Stage 1 and are good in Key Stage 2, where the activities completed at home have a positive impact on pupils' standards of achievement.

KEY ISSUES FOR ACTION

To improve the standards of work and the quality of education provided, the governing body, headteacher and staff should:

- XI. increase the rate of progress of a significant minority of pupils in mathematics in lower Key Stage 2;
(see paragraphs 12, 13, 30, 104, 106)

- XII. provide suitable resources for children under five to undertake more outdoor play activities in an accessible and secure play area.
(see paragraphs 38, 73, 84, 88)

In addition to the key issues, the following weaknesses should be considered for inclusion in the governors' action plan:

XIII. improve the adequacy of the school library by making books more accessible to pupils, reviewing the present stock and removing old and worn out books. (see paragraphs 75, 81, 103).

XIV. address the minor statutory omissions in the school's prospectus and governors' annual report to parents. (see paragraphs 63, 69)

· **INTRODUCTION**

· **Characteristics of the school**

1. Sedlescombe Primary School is a Church of England voluntary controlled school set in the picturesque village of Sedlescombe near Battle in East Sussex. The school has 166 full time pupils on roll. A significant minority of pupils who begin the school life at Sedlescombe leave the school to continue their education in the private sector at around the age of seven. The number of pupils on the school's register for pupils who have special educational needs is 35. This is higher than the national average and equates to 21 per cent of the school roll. The number of pupils known to be eligible for free school meals is 16 per cent. This is broadly in line with the national average. Children display a broad range of experiences and skills on entry to school and their overall level of attainment is above average.
2. The school sees itself as a forward thinking school and has a clear set of aims ranging from the provision of opportunities for the growth and development of each individual child to the encouragement of care and consideration for others and a respectful, co-operative attitude towards adults and peers.
3. The school's main priorities for development in the current year are:
 - to raise standards of achievement, particularly of the more able pupils, in literacy, numeracy and science;
 - to maximise the potential of current information technology facilities, particularly for literacy and numeracy;
 - to ensure that reception children receive an appropriate early years programme;
 - to support the professional development of all staff.

· **Key indicators**

1. **Attainment at Key Stage 1¹**

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
For latest reporting year:	1999	10	14	24

4. National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or Above	Boys	9	9	9
	Girls	13	12	13
	Total	22	21	22
Percentage at NC Level 2 or above	School	92(75)	88(83)	92(88)
	National	82(80)	83(81)	87(84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	9	9	9
	Girls	13	13	14
	Total	22	22	23
Percentage at NC Level 2 or above	School	92(88)	92(92)	96(100)
	National	82(81)	86(85)	87(86)

.....

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

1 **Attainment at Key Stage 2²**

Number of registered pupils in final year of Key Stage 2	Year	Boys	Girls	Total
For latest reporting year:	1999	9	6	15

5 National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	8	6	9
	Girls	6	1	6
	Total	14	7	15
Percentage at NC Level 4 or above	School	93(75)	47(60)	100(60)
	National	70(65)	69(59)	78(69)

5 Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	8	8	8
	Girls	6	4	6
	Total	14	12	14
Percentage at NC Level 4 or above	School	94	80	94
	National	68(65)	69(65)	75(72)

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² Percentages in parentheses refer to the year before the latest reporting year

6 **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.5
	Absence	National comparative data	5.7
	Unauthorised	School	0.2
	Absence	National comparative data	0.5

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7. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

8. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	10
	Satisfactory or better	100

8. PART A: ASPECTS OF THE SCHOOL

8. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

8. Attainment and progress

1. Attainment on entry to the school is above average. Many children have had pre-school experience and they maintain their high standards of attainment as they make sound progress in the reception class. By the time they move to Year 1, most children have achieved the desirable outcomes for learning and many are working towards, and some are at, Level 1 of the National Curriculum.
2. Attainment in English has shown significant improvement during the last two years. It is now above the national average in all aspects at the end of both Key Stages 1 and 2. These inspection findings are generally confirmed by National Curriculum test results for 1999, which show a significant improvement in the number of pupils attaining Level 3 at Key Stage 1 and Level 5 at Key Stage 2. Pupils make satisfactory progress over both key Stages and leave the school at eleven with above average levels of attainment.
3. By the end of both key stages, pupils' attainment in speaking and listening is above average. Pupils interact well with adults and fellow pupils in both formal and informal situations. They enjoy listening to stories and respond confidently to challenging questions. Teachers make good use of the plenary session at the end of literacy lessons so that pupils can gather purposefully together to articulately discuss what they have learned. Class assistants provide very good language support in smaller groups for pupils who are reluctant to join in whole-class discussions. Most pupils' attainment in reading is good and most make at least satisfactory progress in their reading development over both key stages. In Key Stage 1, pupils learn that reading is enjoyable and begin to read lively stories in big book form as a whole class by attentively following the teacher. By Year 2, pupils read poetry well with a good awareness of punctuation and rhyme. By Year 6, most pupils can answer questions about the life of William Shakespeare by confidently drawing information from text. Standards of attainment in writing are above the national average at the end of both key stages and pupils make satisfactory progress in Key Stages 1 and 2 in content, spelling and handwriting. By the age of seven, many pupils are producing neatly written extended stories and poetry with joined script and increasingly accurate spelling. At the end of Key Stage 2, pupils are able to match writing styles to more specific purposes and audiences. They understand that the format for story writing differs from note taking or writing a letter and are able to adapt accordingly.
4. The 1999 National Curriculum tests in mathematics show a considerable improvement in pupils' attainment at the end of Key Stage 1, where 92 per cent of pupils achieved the expected Level 2 and 30 per cent of pupils went on to achieve the higher Level 3 result. Pupils' attainment in the 1999 National Curriculum tests at the end of Key Stage 2 was low, with only 47 per cent achieving Level 4 or above. However, a very high percentage of pupils, 33 per cent, achieved the higher Level 5 result. Overall, attainment of pupils at the end of Key Stage 2 is low given pupils' prior attainment at the end of Key Stage 1.
5. Pupils begin Key Stage 1 with above average attainment and make sound progress through the key stage. Progress is more rapid where pupils undertake investigational activities and the teaching is stimulating. In Year 1, pupils can count to 30 and back and can recognise and read numbers on a number line. By the end of the key stage, pupils have developed good strategies for doubling numbers and can use their knowledge of doubling to check the accuracy of given calculations. Pupils' progress slows at the beginning of Key Stage 2. Challenging activities are provided for the more able pupils and for pupils who have special educational needs but a significant minority of pupils do not build on the levels of knowledge and understanding gained in Key Stage 1. Teachers' subject knowledge is not always sufficiently secure to enable the lesson to progress at a good pace without reference to short-term planning. More able pupils in Year 4 are quick to recognise number patterns which increase by the even numbers from 2, for example, 3, 5, 9, 15 and 23; and Years 5 and 6 pupils have a good understanding of

fractions and percentages. They know that 75 per cent of 24 can be calculated by first finding a $\frac{1}{4}$ of 24 and multiplying the answer by 3. In Years 5 and 6, pupils have developed good mental strategies for doubling and halving numbers and most can calculate the value of a number when it is doubled and doubled again to equal 52. The majority of pupils know the properties of acute, obtuse and reflex angles. Pupils have a good understanding of fractions. They can change improper fractions to mixed numbers and can simplify fractions, such as six twelfths to one half and twenty fifteenths to one and one third.

6. Science is now a strength of the school and pupils' attainment is above national expectations and standards at the end of both key stages. Pupils' attainment in the 1999 National Curriculum standard assessments at the end of Key Stage 1 showed 96 per cent attaining Level 2 or above. This is much the same as the 1998 results. At Key Stage 2 only 60 per cent attained Level 4 or above in 1998; however, in 1999 the school made a considerable improvement, with 100 per cent attaining Level 4 or above and 27 per cent attaining Level 5. Test results reflect the focus on improving standards of attainment and the quality of education provided in the subject. Pupils make good progress at both key stages. This is particularly the case in experimental and investigative science where pupils are developing an increasingly open-minded scientific approach to solving problems.
7. By the end of Key Stage 1, pupils demonstrate basic scientific skills and knowledge. Pupils successfully compare effects of similar phenomena, such as how different surfaces cause differing degrees of friction affecting the speed of toy cars. They make simple predictions and record their experiments in an appropriate form. Year 2 pupils are able to describe in some detail how a circuit functions and what has to be done to make it work. At the end of Key Stage 2, most pupils have a very good understanding of experimental science and can explain clearly what is needed to carry out a fair test. They understand the need to repeat tests for reliability and are able to draw appropriate conclusions using their scientific knowledge. Pupils record their results in a variety of forms, including line, bar and pie graphs, making effective use of information technology.
8. Pupils' attainment in information technology is in line with national expectations at the end of both key stages and they make sound progress throughout the school. By the end of Key Stage 1 pupils are able to open a word processing program, assemble text and communicate ideas. They can retrieve and store work and they have good control of the mouse. At Key Stage 2, pupils use the computer to record results of science experiments and can enter information in a data base and use this to answer questions, such as those about favourite biscuits.
9. Pupils' attainment in religious education meets the requirements of the Locally Agreed Syllabus at the ages of seven and eleven. They make satisfactory progress overall in their religious knowledge and understanding and some good progress was observed in class lessons at both key stages and consistently in collective worship. Pupils demonstrate a good knowledge of Christian values and develop a good knowledge and understanding of facts and traditions of some other world religions.
10. Pupils make good progress across both key stages in art, music and physical education. They produce good and sometimes very good examples of observational sketches and drawings in art lessons. During keyboard lessons given by a visiting teacher, more advanced players perform melodies in the right hand with left hand chord accompaniment. In Key Stage 2 games lessons, pupils demonstrate a great deal of positional sense and can mark opposition players and find space in which to receive the ball when it is passed to them. Pupils make satisfactory progress in both key stages in geography, history and design and technology, although more rapid progress takes place in Years 5 and 6, where the teacher has demanding expectations of high quality work from the pupils. Pupils who have special educational needs make good progress as they benefit from well-planned group work, suitable targets in their Individual Education Plans and able and well-briefed class assistants. There are no significant variations in the attainment of girls and boys.

18. Attitudes, behaviour and personal development

11. Pupils' good attitude to work and good standard of behaviour commended in the last inspection remain strengths of the school. Pupils relate well to everyone in the school community and their own personal development has improved and is now very good.
12. Children who are under five are eager to join in the lessons. They concentrated well on solving problems on a number square and fixed their attention on the teacher when listening to a story about a boy who was afraid of the dark. They share resources well and are willing to take turns.
13. Pupils' attitudes to their work are positive. The enthusiasm and enjoyment that they take in their work enables them to make appropriate progress. They are interested in the work provided for them and take great care to listen to instructions and explanations. When working on the identification of mistakes, pupils in Year 2 took great care to concentrate well and check the accuracy of their teachers' sums. Pupils' enthusiasm for learning is evident in science lessons at the end of Key Stage 2 where they are keen to discuss the difference between chemical and physical changes.
14. Behaviour in all areas of the school is good. This contributes to an orderly and secure environment which is conducive to learning and personal development. Parents are very aware of the good behaviour expected by teachers and staff. Pupils' behaviour in a small minority of lessons is only less than good when they become over-excited and call out when the teacher or a fellow pupil is talking. A small minority of parents suggested in their questionnaires that some pupils did not behave well and this had an adverse effect on their children's progress. The inspection found no evidence to support the parents' views. Teachers and class assistants avoid disruption to lessons by employing very good strategies and techniques for dealing with pupils who have behavioural problems. Pupils are very polite and friendly and are very welcoming to visitors. They show respect for property and school resources and handle items such as musical instruments, with great care. The school has had one temporary exclusion during the school year prior to the inspection and no incidents of harassment or bullying were observed during the inspection.
15. The positive relationships pupils establish with one another and staff are great strengths of the school. All adults in the school act as excellent role models and this helps generate the warm relationships which exist amongst the entire school community. The qualities of relationships are such that pupils can wave, make eye contact or smile unobtrusively to all adults in school and know that this will be reciprocated. Pupils value greatly the contributions made in lessons by teachers and fellow pupils. They listen intently to other people's views and opinions and reflect on these in the light of their own experience. This is particularly noticeable in Circle Time lessons taught as part of the school's personal, social and health programme.
16. Pupils' personal development is very good. Throughout the school, pupils are keen to take responsibility for routine tasks, such as setting up the hall for assembly, returning attendance registers to the office and safely setting up and clearing away large physical education apparatus. They often show a great deal of initiative and try to solve problems before they arise, such as moving up the overhead projector sheets during choir practices and in acts of collective worship. Pupils apply themselves diligently when carrying out duties, including the distribution and collection of class resources.

24. Attendance

17. Attendance at the school is satisfactory. It is broadly in line with the national average and the number of days missed through unauthorised absence is below the national average. The school registers are coded correctly and are marked consistently at the start of sessions. Pupils are punctual to lessons and settle down quickly to established routines.

25. QUALITY OF EDUCATION PROVIDED

25.

25. Teaching

1. The quality of teaching overall is good. The weaknesses in teaching highlighted in the previous report have been addressed and there is no longer any unsatisfactory teaching in the school. In the lessons seen, 100 per cent of teaching was judged to be at least satisfactory. In over 50 per cent of lessons the teaching was good and in four lessons was very good.
27. Teaching for the under fives is good. The teacher knows the abilities of the children well and plans and organises lessons effectively to meet all the children's needs. The teacher has good, warm relationships with the children and she and the support staff have appropriately high expectations of children's ability to achieve and of their standard of behaviour.
- 27.
28. Teachers carefully plan work for pupils who have special educational needs. Accurate assessments of pupils' progress ensure that all tasks are well matched to pupils' abilities. The quality of the work of classroom assistants is very high. Assistants liaise well with teachers. They have a good understanding of curricular requirements and work unobtrusively but effectively with pupils with special educational needs.
- 28.
1. The level of teachers' subject knowledge is mostly good. Teachers have a good understanding of the recommended formula for teaching literacy. Where teachers are less familiar with the demands of the National Numeracy Strategy, they are well supported by the school's mathematics co-ordinator. A logical approach to teaching pupils to develop fair tests in science lessons is an example of teachers' very secure understanding of their subject. The high quality of vocal and instrumental performance, together with the pupils' quick acquisition of close control ball skills, is indicative of the very good level of teaching expertise in music and physical education.
2. Pupils are set work and are asked questions which challenge their level of understanding. This is particularly the case in English, mathematics and science, with the exception of some numeracy lessons in lower Key Stage 2. In these lessons, the level of challenge for some pupils is too low to enable them to continue the sound progress made in Key Stage 1. In lessons such as the Year 5 and 6 introduction to *A Midsummer Night's Dream*, group work is set to challenge pupils of differing abilities. Within this setting, groups are well supported by the teacher and class assistants and the open ended nature of the tasks enables abler pupils to make rapid progress as they pursue their own interests.
3. Teachers plan their lessons well. Most lessons have clear learning intentions which are shared with pupils at the beginning of the session. The learning intentions are used consistently throughout the school as the focus for lessons in all subjects. In a minority of lessons, teachers' short-term plans emphasise what is to be covered in the lesson rather than what the pupils are expected to have learnt by the end of the session. The work to be undertaken by class assistants and other adult helpers is very well planned. Teachers and assistants liaise very effectively.
4. The methods employed by teachers and the organisation of their lessons are good. The introduction to lessons is often stimulating and informative, ensuring that pupils pay attention and remain keen to see how the lesson will develop. Teachers make good use of humour, eye contact and variation of the voice to maintain pupils' interest. The introductory class work, group activities and plenary sessions, which are particularly evident in literacy and numeracy lessons, have a positive effect on pupils' progress. This form of organisation is effective in ensuring that pupils have a clear understanding of the objectives of the lesson, that they are given assistance during the group session and that teachers can assess pupils' achievement before the lesson ends.
5. Teachers manage the behaviour of pupils very well and in the overwhelming majority of lessons in both key stages a calm, orderly atmosphere is set which enables pupils to concentrate well. Relationships with pupils are very good throughout the school and this significantly raises the quality of teaching. At the

meeting before the inspection, a few parents suggested that some pupils' behaviour was detrimental to their own children's learning. The inspection found no evidence to support these parents' views. Teachers know their pupils well and have very effective intervention strategies to eliminate bad behaviour from potentially disruptive pupils. This was very evident in a predominantly Year 4 literacy lesson where the teacher's very strong behaviour management strategies enabled the pupils to work hard and progress well in their work on play scripts.

6. Lessons generally move at an appropriate pace and the best lessons are brisk, rigorous and demanding. Practical learning resources are prepared well and used effectively to support teaching and learning in most lessons. The quality of teaching in a Years 5 and 6 history lesson introducing the Ancient Greeks was very good. The teacher maintained a very good pace to the lesson, prepared a number of activities to sustain pupils' interest and made very effective use of video resources. Teachers make particularly good use of learning resources in design and technology, music, religious education, and literacy lessons.
7. The quality of teachers' day-to-day assessment in lessons is good. Teachers move round the classroom well to assess pupils' levels of understanding and they employ effective, open ended questioning techniques to help pupils explore their thoughts. Teachers offer helpful oral evaluation and support. Their marking of pupils' work provides effective targets for pupils to aim to improve the quality of their work. Plenary discussions in literacy and numeracy lessons are effective in giving teachers the opportunity to make specific teaching points and to establish what pupils have understood.
8. The use of reading and numeracy homework tasks in Key Stage 1 provides a sound base for pupils to consolidate and develop their work in school. The good quality of homework set in Key Stage 2 across a wider range of the curriculum has a positive impact on pupils' standards.

36. The curriculum and assessment

9. The school has undertaken extensive curricular development and as a result improvement in areas identified by the last inspection report have been sound overall.
10. Curricular provision for children under five, with the exception of outdoor play and regular access to sand and water play, is good. Although there is no under fives' education policy, children do receive an appropriate curriculum based on the Desirable Outcomes for Learning, except for outdoor physical education. In all other areas the curriculum prepares children well for working on the National Curriculum at the appropriate age.
11. The curriculum provided at Key Stages 1 and 2 is broad and relevant to the needs, age and prior attainment of all pupils. It supports and encourages pupils' positive response and attainment in most areas. However, attainment in mathematics at Key Stage 2 is of some concern; there has been a considerable percentage drop when comparing this year's test results with the 1998 cohort. The National Literacy and Numeracy Strategies are clearly beginning to have an impact on teaching and learning and both have been fully taken on board by all year groups, including Reception. The statutory requirement for information technology is now being met; all attainment targets are covered and progression is ensured; there are some good examples of the use of information technology to support work in other areas of the curriculum, such as geography, science, mathematics and English. As a whole, the curriculum provided promotes pupils' intellectual, physical and personal development. It also prepares them successfully for the transition from Key Stage 1 to Key Stage 2 and from Year 6 to secondary school.
12. There is generally an appropriate balance between the subjects provided which is now beginning to be effectively monitored by senior staff. The curriculum is good overall; the two-year planning cycle is appropriate in that it takes account of the mixed age groups and pupils' prior attainment. This means, for example, that more able Year 5 and Year 6 pupils can cover the same content in information

technology work on spreadsheets, although pupils are able to achieve their full potential by different outcomes. Some aspects of teaching the curriculum place an over-emphasis on imparting knowledge. This is to the detriment of investigational and experimental work and the practical application of skills in a real life context.

13. There are policies and schemes of work for all National Curriculum subjects which provide a sound degree of support for teachers' planning. The school has planned to develop a drugs awareness programme as part of its personal, social and health education policy. The provision for planning work in all National Curriculum subjects is effective; however, some short-term plans focus too much on what pupils will do or experience, rather than what the teacher would like pupils to know and understand at the end of a teaching period. Long-term and medium-term planning ensures that there is continuity of learning in all classes and progression across year groups and Key Stages.
 14. The provision for extra-curricular activities is very good; they include sport, music, art, information technology, ballet and French. These activities are well supported by pupils, and teachers, including the headteacher, give freely of their time.
 15. The baseline assessment for pupils under five is used effectively in planning the curriculum for individuals and groups of children and for tracking pupils' progress. Assessment against the intended learning outcomes of each area of learning as specified in the curriculum is in need of development. Assessment for the under fives will also need to link into the procedures and practice for assessment and testing at Key Stages 1 and 2.
 16. The procedures for assessing pupils' attainment at other key points in their school lives are good and are beginning to include reference to their attainment within the National Curriculum. Assessment of pupils' attainment against schemes of work and linked to the National Curriculum Programmes of Study is in the process of being developed. In some subjects, such as information technology, assessment is at a very early stage of development, although teachers keep a record of pupils' experience and technical competence. Day-to-day assessment is good. Teachers offer helpful oral evaluation and support and marking of pupils' work often provides useful pointers to pupils for making improvements. The compilation of assessment portfolios is in its early stages. So far the school has collected representative examples of pupils' work and teachers' judgements on pupils' attainment in literacy. These are effective in helping teachers agree pupils' National Curriculum levels of attainment throughout the school. There are plans to extend these assessments to other subjects.
 17. The assessment information that is available is of good quality and the school is using it effectively. Scores are analysed and compared term by term; the headteacher uses these data to track progress of individual pupils and uses information in specific ways - for example, to decide on the composition of the mathematics booster group of less able pupils.
 18. The quality of arrangements and the implementation of plans to ensure the progress of pupils with special educational needs are a strength of the school. Pupils are supported very effectively, both through the appropriate teaching methods and through the additional support provided by classroom assistants. Where appropriate, pupils have individual targets, which are specific, realistic, and ensure that pupils make sound progress. The class teacher and special needs co-ordinator monitor progress towards these targets. Pupils are given additional support either within a class or through more specific help in a small group. Parents are closely involved with the school and support what teachers are aiming for their children to achieve.
46. **Pupils' spiritual, moral, social and cultural development**
19. The school makes very good provision for the spiritual development of its pupils. Pupils' moral, social and cultural development is good. The school's curriculum is carefully planned to include opportunities for all four aspects and staff discussion time has been allocated to raise awareness of the importance of

pupils' spiritual, moral, social and cultural development.

20. The provision for pupils' spiritual development is very good. Assemblies for all age groups are of good quality, carefully planned and presented and usually based on a religious theme, as, for example, on the first day of the inspection, when the local vicar took assembly for the whole school. He explained the meaning of All Saints Day and pupils were able to reflect upon the fact that the Saints of those days had been ordinary people who let the light of Christ shine through them and encourage them to behave in an exemplary way. Symbols of the Christian faith as well as other major faiths can be found in displays and resources around the school. In some lessons there are opportunities for pupils' spiritual development; for example, in a science lesson pupils expressed their wonder at watching the petals of a white carnation turn blue; during a geography lesson pupils appreciated the beauty of the view from their window. Pupils have the opportunity to reflect, give thanks or pray and are encouraged to gain understanding through reflection on their own and other people's lives and beliefs. Art helps pupils to recognise the beauty and colour of the world. Displays of artefacts and texts from different faiths, including Islam and Judaism, give pupils the opportunity to understand something of other peoples' reaction to spiritual matters.
21. The school has done much to promote pupils' moral development and standards are good. The school's values include respecting the rights and property of others, acting considerately towards others, helping those less fortunate and weaker than ourselves, taking personal responsibility for our own actions, self-discipline, telling the truth and keeping promises. Pupils are clearly developing an understanding of moral behaviour. They know right from wrong and explain why something is a right or wrong thing to do. They have a clear sense of justice and fairness. Pupils are given an opportunity to create their own classroom rules. This enables them to feel part of the process of establishing a behavioural framework and to respond to the challenges of conforming. Staff reinforce moral behaviour in a positive way and at every opportunity, offering very positive role models.
22. The school provides well for pupils' social development. Lunch and play times are well-ordered, enjoyable social occasions. Pupils are given, and gladly accept, responsibilities around school. The school has a structured personal, social and health education programme. Circle time is a regularly planned part of the school's curriculum in all year groups. During these lessons pupils learn about turn taking, co-operating and the need for following rules as well as developing their self-esteem and confidence. Pupils have positive relationships with their peers and staff. They demonstrated care, consideration and a sense of fairness during a circle game with a diminishing number of chairs for the number of pupils and staff taking part.
23. The provision for pupils' cultural development is also good. The school encourages and provides opportunities to experience both their own and other cultural traditions. For example a visit to *Pestalozzi* provided pupils with the rich cultural experience of a completely different life style; they learned about other nations' cookery, music and dance. Pupils frequently visit local museums and places of interest and older pupils go farther afield on residential and topic-linked field trips. Pupils also learn about other cultures through the study of religions in religious education, earlier eras in history, the traditions of countries studied in geography and through a wide and comprehensive appreciation of art and music.

51. Support, guidance and pupils' welfare

24. The pastoral care of pupils is a strength of the school and, as in the previous inspection, the school provides a friendly and welcoming atmosphere and good support, welfare and guidance for its pupils.
25. The arrangements for monitoring progress and personal development are good. This makes a positive contribution to the educational standards achieved. Since the last inspection the school has improved the recording systems for pupils' work. Records of pupils' performance and progress are noted on their detailed annual reports, which also include targets for improvement and attendance records.
26. Parents confirm that members of staff value the pupils and that the school has a supportive and caring

ethos. Pupils are made to feel safe and secure in their surroundings. For example, the pupils are well supervised by adults during break-times. Pupils' personal and social education is delivered through a planned curriculum that includes assemblies, class activities, outside visits and visitors to school, including, for example, local church leaders, health professionals, police and emergency services. The schemes of work are detailed and include health, safety, social, sex and drugs education. There are school policies for admissions, attendance, child protection, health and safety, behaviour, assessment, record keeping and reporting, first aid, medicines, sex and drugs education.

27. The transfer of pupils to secondary school is well organised and a smooth transition supported by the strong links and liaison between the primary and receiving schools.
28. The arrangements for promoting good behaviour in the school are very good. These are well thought out, with appropriate measures for sanction and reward, and are consistently applied. The teaching and ancillary staff all know the pupils very well. Pupils understand that bullying is unacceptable and no incidents of poor behaviour or bullying were seen during the inspection. The Key Stage 2 report card system is an example of a school strategy that is helping to improve classroom and break time behaviour.
29. Procedures for monitoring and promoting attendance are good and the school enjoys the active support of the Educational Welfare Service. Registration arrangements comply with statutory requirements, and day-to-day lateness, absence and holidays are regularly checked.
30. The school's arrangements for child protection and pupils' welfare are good. The provision for child protection reflects the requirements of the local Area Child Protection Committee and the head teacher is the designated teacher. All teachers and non-teaching staff have been trained in the appropriate procedures. The school carefully controls outside visits and has written procedures in place.
31. The school has a detailed health and safety policy and the school's arrangements are comprehensive. These include regular audits of the school premises by the governors and the head-teacher. Hazards observed during these inspections and at other times are noted and subsequently remedied. Minor health and safety issues noted by inspectors during the inspection were passed to the headteacher. Members of staff are trained in first aid and accident reporting procedures are in place. Welfare arrangements and provisions for the care of injured or unwell pupils are good, despite the lack of a dedicated welfare room.

59. Partnership with parents and the community

32. The partnership between the school, parents and the community is very good. As in the previous inspection, the school continues to successfully develop positive relationships with parents and the community. There is very good parental involvement in pupils' learning. Parents are encouraged to help in the school in a variety of ways, assisting staff in the classrooms, helping pupils with reading, art and sport and on outside visits. The assistance given to the school by parents has resulted in an outstanding provision of fixed outdoor play equipment. Parents are invited into school to attend assemblies, see the children perform and to visit to see the school in action. Parents are invited to attend meetings on the curriculum as well as meeting staff to discuss pupils' progress. They are provided with very good information about the school, through pupils' progress reports, regular letters home, the school prospectus, information on specific concerns, open days and curricular events. The pupils' annual reports meet legal requirements, provide good information on pupils' progress and achievement and indicate targets for improvement.
33. Parents are fully involved with the reviews of pupils with special educational needs. Through the school's Parent Teacher Association, parents are also involved in supporting the school by fund raising and joining in with social events. Parents speak highly of the school, its management and the pupils. During the parents' meeting, adverse comment was made on the quality of the pupils' behaviour. No evidence was found during the inspection that supported this view.
34. The school has built up excellent links with the community, resulting in much enrichment of the

curriculum and many opportunities for pupils' social development. The pupils perform music for various local institutions and the school provides many opportunities for members of the community to visit the school. An example is the monthly invitation to older residents to have lunch with the pupils.

35. The school benefits from the local *Barnsley Memorial Trust* and receives assistance from local businesses. The links with the *Pestalozzi* village, local homes for the elderly and their contributions to charity and the local hospice give pupils the opportunity to understand and help people from other cultures and those less fortunate than themselves. Although the school prospectus is a detailed and a well presented document, it does not show the percentages of authorised and unauthorised absences. The governors' annual report to parents does not show details of progress on the school's action plan from the last inspection nor does it give sufficient detail on the school's special educational needs provision.

63. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

63. Leadership and management

36. The management of the school is very good. The headteacher provides caring, visionary leadership. The conscientious governing body is active and informed in its support for the school. All staff are committed to the school's development and have worked hard to successfully implement the recommendations of the last inspection report. There is an excellent school ethos with a strong feeling of a highly effective team working towards a well-articulated common purpose.
37. The quality of teaching is very well supported. An informative, detailed, teaching and learning policy clarifies whole-school approaches and proves effective in a wide range of school endeavours. There are full, explicit job descriptions for all staff positions, including lunch time supervisors as well as teachers. These clarify the school's expectations of individuals and for teachers form a basis for their work and for regular monitoring in classrooms by the head teacher. Staff value their annual appraisal interviews with the headteacher. Developmental needs are frequently identified and planned for through in-service training as a result of these interviews.
38. The teaching and learning policy also outlines how subject co-ordinators, the head teacher and governors monitor the curriculum. It makes a significant contribution to the raising of the quality of co-ordinators' involvement and expertise in the subjects for which they have a management responsibility. Even where post holders have only been in place for a short while, they have a clear picture of the status of their subjects in the curriculum and of levels of attainment, progress, the management of resources and how they are supporting the work of colleagues.
39. A well-organised system is in place for establishing priorities and targets for future development. It works on a four-termly cycle and the end product is a succinctly detailed, manageable plan for school improvement which begins with a pertinent reminder of the school's vision statement. Realistic sets of specific action plans are designed to include precise objectives and detailed criteria for success. Financial resources are allocated, as are responsibilities for evaluation. All staff are involved in the preparation of the School Improvement Plan in the first instance with the governing body making its contribution at a later stage. The continuing implementation of the Literacy Strategy and the establishment of the Numeracy Strategy have been major priorities this year. However, the leadership of the school has reacted determinedly to unexpectedly disappointing test results in mathematics in 1999 National Curriculum tests. It has extended the scope of its planning for numeracy by making expeditious contact with a nearby school which has outstanding results in National Curriculum tests in mathematics. Teaching staff are benefiting from the shared expertise of other mathematics teachers in their drive to raise standards during the coming year.
40. An outstanding ethos, which includes high expectations, enthusiasm for learning, equal opportunities and sensitive, caring relationships, permeates the school's aims and policies and translates excellently into practice. The contribution to pupils' spiritual development is high from all aspects of the curriculum. Teachers work hard to create stimulating learning environments in their classrooms for

their pupils. Halls and corridor spaces celebrate pupils' skills and ideas. During the inspection these were inspiringly decorated with pupils' lively and varied portraits of the famous and infamous from the passing millennium. The outdoor environment offers a variety of challenging play opportunities for pupils. To the adventure play area has recently been added an exciting play ship with decks on several levels and a realistic ship's wheel. The local community provided much of the work and materials. The school's outstanding relationships with the local community have been recognised nationally through a major prize awarded earlier this year.

41. The statutory requirements of the Code of Practice for the identification, assessment and support of pupils with special educational needs are met. Overall, the leadership and management of special educational needs are very good. A nominated member of the governing body takes particular interest in the school's provision and has received training for this role. The special needs co-ordinator is knowledgeable, conscientious and supportive. She is a fine exemplar in her own teaching of pupils with special educational needs. She regularly meets teachers to advise them. She assesses pupils' attainment systematically and keeps detailed monitoring records. She helps teachers with the preparation of well-designed Individual Education Plans for pupils who need them. Parents are fully involved in regular reviews of their children's progress within their Individual Education Plans. Indeed some parents choose to manage this aspect of their children's learning themselves. Effective use is made of other professional support services available through the local education authority and the National Health Service. However, the annual report to parents does not comply with legal requirements in its reporting on the status of special educational needs provision in the school.

42. In all other respects the school complies with statutory requirements.

70. Staffing, accommodation and learning resources

43. The staffing, accommodation and provision of resources in the school are satisfactory.

44. The number, qualifications and experience of the school's teaching staff are good and meet the needs of the curriculum. The full-time and part-time teachers between them provide the school with appropriate levels of expertise in the majority of subject areas. The support staff contribute significantly to pupils' learning and the conduct of class work. The school gives a high priority to staff development and members of staff have attended a wide range of courses. Training is related both to teachers' needs and to the priorities identified in the Schools' Development Plan. Staff appraisal is fully in place for all members of staff, as are job descriptions. The administrative and secretarial staff members are used efficiently; they provide good and valued support for the day-to-day running of the school and contribute positively to the welfare of the pupils.

45. Overall, the school's accommodation is satisfactory. For pupils under five it is unsatisfactory, as there is insufficient secure outdoor provision for them. For all pupils, the playgrounds are attractive yet small, especially so the area designated for use by Key Stage 1 children. There are two excellent adventure play resources (including a play ship) that have been built for the school by volunteers. The well-maintained and attractive grounds include a secure and well-resourced outdoor swimming pool.

46. Within the main school buildings, classrooms are small for the present class sizes and there is a shortage of storage space. These two features place additional burdens upon the teachers, although all teachers work hard to limit the impact this has on pupils' learning. The attractive displays of pupils' work throughout the school greatly enhanced the learning environment. Office space is also limited and the school has no dedicated welfare room. As a result, the treatment of children who are unwell takes place in the corridor or reception office. The school buildings are effectively used, with examples of pupils' work and colourful displays on most walls. The buildings are very clean and internally well maintained. Governors and staff review the accommodation and its effect on curricular provision. An extension to the resources room is planned and extensions have been added to the areas used by younger pupils. The hall is only just big enough for use for physical activities by classes of older pupils.

47. The quality and quantity of the school's resources are satisfactory. For most subjects there is at least a satisfactory level of provision and good provision for science, design and technology, music, religious education, and literacy. However, the school library does not act as a high quality focus of learning for the school. Some books are old and out of date while others are inaccessible to pupils.
48. The school makes very good use of educational visits and help from parents and other visitors in enriching the curriculum. The considerable funds raised by parents and the school have been used to purchase resources.

76. The efficiency of the school

49. There has been a significant improvement in most aspects of the school's efficiency since the last inspection.
50. Financial planning is good. The headteacher and finance manager work in consultation with the finance committee of the governing body and the local authority to prepare a prudent annual budget linked to the School Improvement Plan. Members of the governing body have regular weekly contact with the school and are well aware of the consequences of the financial decisions they make.
51. Subject co-ordinators and the headteacher, under the guidance of the local education advisor, prepare a manageable School Improvement Plan, with priorities, which extends over four terms. The governing body discuss the plan in detail and add their own priorities for governor-led improvement to it. All targets are realistically costed, have detailed criteria for success and name those who will be responsible for evaluations.
52. Very good use is made of teaching and support staff. Well-qualified teachers are deployed effectively across the school to take full advantage of their skills. The newly qualified teacher participates in a full induction programme and is well supported and monitored. Co-ordinators' roles have been strengthened in general since the last inspection. Job descriptions make expectations clear. Co-ordinators have realistic ideas for the development of their subjects and produce action plans to bid for funds. Able, committed support staff are effectively deployed to maximise extra help for pupils who need it. Funds allocated for special educational needs are very well used for their purpose and are monitored closely by the governing body.
53. Good use is generally made of tight accommodation and resources to support pupils' learning. However, a lack of space and a surfeit of redundant books and shelving impede the use of the non-fiction library.
54. The quality of the school's financial controls and administration is good. The minor improvements in the financial system recommended in the last local education authority audit have been implemented. School funds administered by the school secretary have recently been audited. The school secretary provides a cheerful, caring welcome for children and adults and organises the day-to-day management of the office efficiently.
55. Pupils generally enter the school at the age of five with above average attainment. Inspection findings show them to be leaving school by the end of Key Stage 2 with above average attainment in English and science. Low attainment in mathematics this year at the end of Key Stage 2 is being rigorously dealt with. The school provides good quality education and, although its unit costs per pupil are relatively high, the school provides good value for money.

83. PART B: CURRICULUM AREAS AND SUBJECTS

83. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

56. The Reception class makes good provision for children under five in all areas of learning, with the exception of facilities for outdoor play and access to regular sand and water play, for which provision is unsatisfactory. Children are well prepared for working on the National Curriculum at the appropriate age. Autumn born children attend full time; spring and summer born children attend mornings only until the term in which they turn five. Consequently, children have very different levels of maturity on entry to the school. Baseline assessment shows that the attainment of the majority of children on entry to Reception is above expectations for their age. By the time they move to Year 1, most have achieved the Desirable Outcomes for Learning, and many are working towards, and some even at, Level 1 of the National Curriculum.

84.

84. Language and literacy

57. Almost all children have good listening skills, respond to questioning with appropriate answers and are even able to enter into discussions. They can describe pictures and talk about their own experiences with confidence. They use language freely and creatively when playing in the *Three Bears' House*. All children understand the importance of books and handle them with care; some choose to look at a book on their own. In their first term at school they know how a book works, understand that print carries meaning and know the difference between text and pictures. Some of them recognise simple words. During the big book session of the Literacy Hour, pupils are able to point to the capital letters and some already know that names and beginnings of sentences begin with a capital letter. Their phonic and writing skills are developed jointly in follow up work to their *Owl Babies* story; another group of children, working with a classroom assistant, are successfully applying their knowledge of vowel sounds in a missing letter game. Many children are successfully writing their own names.

85.

85. Mathematics

58. Many children already have a good understanding of mathematical language, being able, for example, to make comparisons in size when talking about the three bears. They are able to name a range of shapes and sort objects by shape and colour. In number, the majority of pupils can count to fifty and they have a good understanding of comparing and ordering numbers. They understand concepts of *bigger* and *smaller than* a given number; some are even developing an understanding of the < symbol. They are able to concentrate for a substantial period.

86.

86. Knowledge and understanding of the world

59. Children are able to talk about where they live, their families, brothers and sisters, and features of the school, like the new play boat. They have a good idea about times of the day in relation to daily routines. They are able to use simple computer programs, such as drawing simple shapes, painting and matching, on their own. Children use scissors and pencils competently when drawing and cutting out their own baby owl shapes.

87.

87. Physical development

60. Children handle tools and objects, such as scissors and pencils, and thread laces with increasing control. In physical education lessons children can find space well and can use their bodies and fingers to create *spiky* shapes. They move round the hall well to hop, bounce and jump over imaginary objects. The provision for outdoor play is unsatisfactory; children do not have access to large, purpose-built wheeled toys to develop control and co-ordination. The outdoor space allocated for the children is far too small and access to this small, unsecured space is not on a regular basis.

88. Creative development

61. Children show good skills in art, collage and modelling and make lively pictures to their own designs. The drawings of most children show good levels of maturity, and some are very detailed, as are those of *Thomas the Tank Engine* and *An Evening at Alfie's*, on display in the head teacher's office. Some children have started in their first sketch books their first observational drawing exercises of star fish, shell fish and flowers. Children use their imagination creatively when playing in the *Three Bears' House*; they enjoy listening to music and join in with songs with a developing sense of rhythm.
62. Children's response to lessons is good overall and this promotes their learning well. They have a positive and curious attitude to learning and respond well to guidance from their teacher, helper or classroom assistant. They work well together in groups or pairs and know how to share resources. Children have good levels of independence in unsupervised group activities and they are able to concentrate for a considerable length of time.
63. The quality of teaching is good. The teacher has good knowledge and understanding of the needs of different groups of children in her class. Planning and lesson organisation are good and meet the needs of both groups and individual children. Support staff and voluntary helpers contribute significantly to children's learning, class organisation and management. Teaching is warm and lively. Good support is given to lower attaining pupils while higher attaining pupils are being appropriately challenged. The teacher and support staff have high expectations of children's ability to achieve as well as for their behaviour. They question children appropriately, guide and use praise effectively to promote learning.
64. The curriculum for the under fives is based on early learning goals which are linked to the appropriate areas of learning and enables children to progress towards and beyond the desirable outcomes for pre-school education. It links in well with the National Curriculum and prepares children for working on it once they reach the appropriate age. Baseline assessment is being used to identify areas for development of both groups and individual children. This now needs to be developed in order to link assessment arrangements to the areas of learning and beyond that into Key Stage 1.
65. The accommodation for the provision of the indoor curriculum is adequate. The classroom and adjoining play room are attractively laid out. Children's work is well displayed, as are the resources for learning. The provision for resources is satisfactory and of good quality and are well supplemented by teacher-made materials. They support children's learning and personal, social and cultural development well.
66. Parents are encouraged to be involved in their children's learning and some give help in class. Children take reading books home regularly and this activity is well supported by parents. The teacher is accessible to parents on a daily basis.

94. ENGLISH, MATHEMATICS AND SCIENCE

94. English

67. Attainment in English has been erratic since the previous inspection but has shown significant improvement during the last two years. It is now above the national average in all aspects at the end of both Key Stages 1 and 2. These inspection findings are generally confirmed by National Curriculum test results for 1999, which show a significant improvement in the number of pupils attaining Level 3 (17 per cent) at Key Stage 1 and Level 5 (33 per cent) at Key Stage 2. The National Curriculum tests show pupils' attainment at the end of both key stages to be well above the national average when compared with all schools and with similar schools. Good standards in literacy make a strong contribution to attainment throughout the curriculum.
68. Whilst good progress was observed in English lessons during the inspection, overall progress is satisfactory. This is because a significant minority of pupils, compared with the national average, enter

school at the age of five with above average attainment and leave at the age of eleven with above average attainment rather than well above average. Pupils with special educational needs are usually very well supported by sensitive, caring classroom assistants. They make good progress in the targets which have been set for them.

69. By the end of both key stages most pupils' attainment in speaking and listening is above average and most make satisfactory progress in these skills as they move through the school. Pupils take good advantage of varied opportunities during their school day to interact well with peers and adults in formal and informal situations. During lesson introductions and in assemblies a majority of pupils listen thoughtfully and attentively to their teachers. They enjoy hearing stories and absorb information well from educational videos. Most respond confidently to challenging, open questions. Good use is made of plenary sessions during the Literacy Hour in some classes. Pupils gather purposefully together to articulately discuss what they have learned. Teachers are sensitive to the needs of more reticent personalities and classroom assistants provide very good language support in smaller groups for pupils who need it. In a Key Stage 2 class, pupils confidently perform, with a growing sense of audience, a play they have been practising as a reading activity during the Literacy Hour.
70. Most pupils' attainment in reading is good and most make at least satisfactory progress in their reading development. From the Reception class to Year 6 reading takes a high priority. In Key Stage 1 pupils begin to read lively stories in big book form as a whole class, attentively following the teacher. As they do so they learn primarily that reading is enjoyable. They become increasingly familiar with the names of authors and illustrators. They also learn a wide range of skills by reading with their peers. They know the correct orientation of print and that words have meaning and a message to tell which can be decoded. In Year 1 some pupils make accurate phonic connections between letters and their sounds. They also have a rapidly expanding sight vocabulary of regularly used words. By Year 2 pupils read poetry well, with a good awareness of punctuation and rhyming. Most pupils become increasingly independent in their reading strategies as they move through Key Stage 2. During the Literacy Hour, whole-class reading becomes increasingly demanding. Pupils are able to talk with growing confidence about characters, plot and styles. By Year 6 most pupils are confidently drawing information from text to answer questions about the life of William Shakespeare. Older pupils use effective research skills in dictionaries and non-fiction texts but do not fully understand the workings of the Dewey decimal library system. As well as group reading during the Literacy Hour, every pupil in the school also has an individual reading book matched to their ability to read with an adult in school, at quiet reading time or at home. At Key Stage 1, however, this match is not always sufficiently well judged. Parents are encouraged to support children's reading at home and all children have home/ school diaries through which they and the teacher can communicate.
71. Standards of attainment in writing are generally good and pupils make satisfactory progress in Key Stages 1 and 2 in content, spelling and handwriting. In Year 1 pupils are already forming letters well and are writing extended sentences, using ideas from a big book they have read. However, they are ready for more independent writing using word banks. By the age of seven many pupils are producing neatly written extended stories and poetry with joined script and increasingly accurate spelling. By this stage they are able to use their growing skills to good effect in the writing for other subjects, such as science. Through Key Stage 2 writing skills become more mature and pupils are able to match writing styles to more specific purposes and audiences. They understand that the format for story writing differs from note taking or writing a letter and are able to adapt accordingly. Practice in spelling and handwriting is a regular feature of homework in English and makes a valuable contribution to standards. Pupils make satisfactory progress in their word processing skills on the computer as they move through the school.
72. Throughout the school pupils generally show a good level of interest in English. Most are keen to achieve what is asked of them by their teachers and take pleasure in doing so. Pupils are usually willing and confident in sharing their own writing with peers. They are co-operative, work well collaboratively during drama activities and guided group reading and support one another in shared computer work.
73. The quality of teaching is good overall, and a third of lessons are very good. Teachers have good subject knowledge and plan well, using the recommended Literacy Hour formula. Most have clear objectives

which they share with pupils at the beginning of the lesson. Timing and pace are often brisk and this helps to keep pupils' enthusiasm high over a long lesson. The most effective teachers have good humoured relationships with their pupils and make lessons enjoyable for them. However, they still maintain high expectations of learning and behaviour and foster a workmanlike atmosphere in their classrooms. In good lessons teachers use stimulating resources and differentiate thoroughly to meet the needs of all pupils. They are mobile around the classroom making constant assessments of pupils progress. They create rich language environments in their classrooms to promote high quality English work.

74. The curriculum for English is broad and balanced, making good use of the recommended tasks in the National Literacy Strategy to ensure continuity and progression. However, some lessons are insufficiently differentiated within the stated objectives to meet the needs of all pupils. Assessment procedures are generally good. Published tests are used regularly to monitor pupils' progress. Teachers usually mark pupils' work positively and give guidance on how it can be improved. A portfolio of moderated, graded writing samples is being prepared to help teachers assess more accurately their pupils' National Curriculum levels.
75. The leadership and management of English are good. The co-ordinator has guided teachers successfully through their first year of the National Literacy Strategy. She has prepared a comprehensive action plan which contains several objectives for improvement during the current school year. She provided initial literacy training for staff, with the support of the head teacher. She has monitored the teaching of the Literacy Hour and monitors samples of pupils' work. For those pupils who are still failing in their literacy education two members of staff have recently received additional government funded training. Resources for English are satisfactory. The school has a wide range of big books for whole-class teaching at varied reading levels, non-fiction as well as fiction, and on a variety of subjects, including history and religious faiths. A variety of software programs is in use around the school and teachers are developing ways of incorporating their use into the Literacy Hour. While some areas of the school have inviting book displays, some classes have dispensed with their book corners and largely rely upon the school library. It is inadequate for the task, containing redundant and inaccessible books in a restricted space where every fraction of shelf space should count.

103. Mathematics

76. Pupils' attainment at the end of Key Stage 1 is above the national average. Attainment at the end of Key Stage 2 is in line with the national average. The 1999 National Curriculum tests show a considerable improvement in pupils' attainment at the end of Key Stage 1. Ninety two per cent of pupils achieved the expected Level 2, and thirty per cent of pupils went on to achieve the higher Level 3. The test results show pupils' attainment at the end of Key Stage 1 to be well above the national average in comparison with all schools and with similar schools. Pupils' attainment in the 1999 National Curriculum tests at the end of Key Stage 2 was low, with only 47 per cent achieving Level 4 or above. This is well below the national average for all schools and for similar schools. However, a very high percentage of pupils, 33 per cent, achieved the higher Level 5 result and a small minority of pupils only just failed to achieve Level 4. The leadership of the school has reacted determinedly to rectify these unexpectedly disappointing test results. The school has been successful in addressing the key issue of the previous inspection by raising standards in mathematics of some more able pupils but the overall attainment of pupils at the end of Key Stage 2 is low, given pupils' prior attainment at the end of Key Stage 1. Sound standards in numeracy make a satisfactory contribution to attainment in the science and information technology curriculum.
77. Pupils begin Key Stage 1 with above average attainment and make sound progress through the key stage. In some lessons good progress is made where the teaching is particularly stimulating and pupils investigate the accuracy of calculations. In lower Key Stage 1, pupils can count to 30 and back and can recognise and read numbers on a number line. The majority of pupils have a good understanding of the number zero. Pupils can count in twos from the number 1 and have a good understanding of odd and even numbers. By the end of the key stage, pupils have developed good strategies for doubling numbers

such as 8 and 9 by multiplying by 2. They know how to double 41 by calculating mentally $(40 + 40) + (1 + 1) = 82$. Pupils use their knowledge of doubling to check the accuracy of calculations and, for example, one pupil determined that $5 + 6 = 12$ was incorrect as the numbers 5 and 6 were “nearly a double”. Some more able pupils can employ mental recall of tens and units number bonds to 100.

78. Pupils’ progress slows at the beginning of Key Stage 2. Challenging activities are provided for the more able pupils and for pupils who have special educational needs but a significant minority of pupils do not build on the levels of knowledge and understanding gained in Key Stage 1. While some pupils are appropriately challenged by calculations involving the 2, 3, 5 and 10 times tables, others complete tasks involving the use of odd and even numbers which could already have been achieved at the beginning of the lesson. The more able pupils in Year 4 are quick to recognise number patterns which increase by the even numbers from 2, for example, 3, 5, 9, 15 and 23. Most pupils can count backwards and forwards in 3s from 100 and in 5s from numbers such as 653. This contrasts with a significant minority of pupils who are held back in their investigation of odd and even numbers by a lack of speed in adding figures such as $15 + 8$ and $24 + 8$.
79. In Years 5 and 6, pupils have developed good mental strategies for doubling and halving numbers and most can calculate the value of a number when it is doubled and doubled again to equal 52. They know that 75 per cent of 24 can be calculated by first finding a $\frac{1}{4}$ of 24 and multiplying the answer by 3. Although some pupils find it difficult to use a protractor, the vast majority of pupils know the properties of acute, obtuse and reflex angles. Pupils have a good understanding of fractions. They can change improper fractions to mixed numbers and can simplify numbers such as six twelfths to one half and twenty fifteenths to one and one third.
80. Pupils are very interested in their mathematics work. They show a positive attitude to their work in both key stages and are very keen to complete tasks both accurately and with good standards of presentation. Year 2 pupils work very hard and sustain concentration well when checking calculations for accuracy. Pupils in Key Stage 2 are very willing to share their ideas. Years 5 and 6 pupils support each other well when constructing nets to form three-dimensional shapes. Pupils’ behaviour in mathematics lessons is generally good. They settle to their work very quickly and are keen to answer questions. On the odd occasion when pupils become over-excited their behaviour suffers a little as they call out and interrupt class discussion.
81. The quality of teaching is satisfactory, with some elements of good teaching, particularly in Key Stage 1. Teachers plan their lessons well with clear learning targets for the lesson. Plans follow the structure of the National Numeracy Strategy but, in lower Key Stage 2, teachers’ subject knowledge is not always sufficiently secure to enable the lesson to progress at a good pace without reference to short-term planning. Teachers have good questioning skills which they use effectively to assess pupils’ progress and develop their levels of understanding. They have appropriate strategies for assessing pupils’ progress during the lesson and move round groups well in order to re-focus the pupils who are experiencing difficulty. This was evident in a Year 4 lesson where some pupils struggled with the layout of work sheets and in Year 6 where a minority of pupils could not measure angles accurately when constructing nets of hexagonal prisms. These successful intervention techniques helped pupils to maintain sound progress during the lesson. Teachers’ mental and oral sessions at the beginning of lessons are effective in developing pupils’ quick and accurate use of number. The instructional and informative session prepares pupils well for their individual and group activities that follow. Teachers prepare work well for pupils who have special educational needs and these pupils have good support from class assistants during lessons.
110. The subject is well managed. The mathematics co-ordinator has worked hard to introduce the National Numeracy Strategy this year and has been very effective in preparing colleagues for the initiative by providing in-service training. The teaching and learning of mathematics are effectively monitored throughout the school by the co-ordinator and valuable advice is given on planning and assessing pupils’ work. All teachers have benefited from visits to, and demonstration lessons by, teachers from a local “Beacon” numeracy school. Resources for mathematics are satisfactory and the school benefits from additional materials from the local “Beacon” cluster group.

110. Science

82. Pupils' standards of attainment have fluctuated greatly over the past few years but inspection evidence shows pupils' attainment to be above national expectations and standards at the end of both key stages. Pupils' attainment in the 1999 National Curriculum assessments at the end of Key Stage 1 showed 96 per cent attaining Level 2 or above; this result is 4 per cent lower than for the 1998 reporting year, when 100 per cent of Year 2 pupils achieved Level 2 or above. At Key Stage 2 only 60 per cent attained Level 4 or above in 1998; however, for the 1999 reporting year the school made a considerable improvement; 100 per cent attained Level 4 or above and 27 per cent attained Level 5. Results at both key stages reflect the focus on improving standards of attainment and the quality of education provided in the subject. Science is now a strength of the school at both key stages and the 1999 National Curriculum test results show pupils' attainment at the end of Key Stage 2 to be very high when compared with all schools and with similar schools.
83. Only one lesson was observed at Key Stage 1, owing to the timing of the inspection and time-tabling arrangements; judgements are made on the basis of scrutiny of work, teachers' planning and discussions with teachers and pupils.
84. By the end of Key Stage 1, pupils demonstrate basic scientific skills and knowledge across all the attainment targets. Pupils successfully compare effects of similar phenomena, for example, different surfaces causing differing degrees of friction affecting the speed of toy cars. Year 2 pupils are able to describe in some detail how a circuit works and what has to be done to make it work. Pupils show an awareness of health and safety aspects, such as the dangers of overloading sockets and split wires. Pupils make simple predictions and record their experiments in an appropriate form. Pupils know the difference between living and non-living things, and the basic requirements of life of plants and animals. Pupils are able to sort objects and materials into categories of use and actions they perform, for example, the push of a hole punch and pull of a Christmas cracker.
85. At the end of Key Stage 2, most pupils have a very good understanding of experimental science and can explain clearly what is needed to carry out a fair test. They make predictions about how quickly water will cool in different containers and are able to research their answers. Pupils are able to describe magnets and spring balances in detail and explain their functions and what they are made of. Pupils' knowledge and understanding about physical processes are good; they know which changes are reversible and which cannot be reversed. They understand the need to repeat tests for reliability. Pupils record their results in a variety of forms, including line, bar and pie graphs, making effective use of information technology. They are able to draw appropriate conclusions using their scientific knowledge. Pupils demonstrate an increasing understanding about life forms and their requirements. They know which conditions are needed to grow healthy plants and how to look after them. They have a good understanding of evaporation, dissolving and solutions and carry out well-focused experiments to investigate the properties of different substances.
86. Pupils make good progress at both key stages. They develop their scientific skills, knowledge and understanding until they are able to hypothesise and apply them to new situations. In particular, they make good progress in experimental and investigative science, where pupils are developing an increasingly open minded scientific approach to solving problems.
87. Pupils' response to science is generally good. They are enthusiastic and enjoy their lessons. They sustain concentration and are capable of working collaboratively or independently. They persevere until a task is completed. Behaviour is generally good, which contributes well to the productive and industrious atmosphere during lessons.
88. There was insufficient evidence to judge teaching at Key Stage 1 but the quality of teaching is good overall. Teachers have good subject knowledge and develop pupils' understanding by careful questioning to extend their observations and hypotheses. They allow pupils to make their own lines of

thinking and to research them in books, on the internet or by experimentation, in this way sustaining pupils' interest and motivation. Lessons begin with a recap of past work, go on to an outline of the day's work and end with what will follow next time. Teachers use a very logical approach to helping pupils design fair tests, with the focus on variables, and scientific processes and facts are well reinforced throughout each lesson. Pupils are well managed and organised and classroom relationships are very positive and conducive to learning. Activities are generally well matched to pupils' abilities and all are sufficiently challenged and supported at the appropriate level. Assessment arrangements form an integral part of lessons. Teachers adapt their questioning to suit individual pupils' capabilities in order to build confidence and to challenge higher achievers.

89. The Qualifications and Curriculum Authority scheme of work takes very good account of the National Curriculum and provides a suitable framework for teachers to plan work to challenge pupils as they move through the school. The scheme highlights assessment opportunities and regular assessment is in place at both key stages. Assessment is used to inform planning for the subject.
90. The role of the newly appointed co-ordinator is developing well and he brings a great deal of enthusiasm and expertise to the subject, which he disseminates through staff training days and staff meetings. He has a clear idea for the direction of the subject and has appropriate plans for development in place. Resources for the subject are good and well maintained and are easily accessible to pupils and staff. The learning environment for science is effective; staff are competent and confident and are appropriately supported by the head teacher and the subject co-ordinator.

119.

OTHER

SUBJECTS OR COURSES

119. Information technology

91. Attainment is in line with national expectations at the end of both key stages. By the end of Key Stage 1 pupils are able to open the word processing program, assemble text, and communicate ideas. Pupils are able to retrieve and store work; they have good mouse control and are able to explain how the mouse works. Year 2 pupils use the computer in mathematics lessons to work on number bonds. Work scrutiny reveals pupils' ability to draw objects and colour them. They can draw a picture to illustrate a poem.
92. At Key Stage 2, pupils use the computer to record results of science experiments, by, for example, recording results on how quickly water cools in different containers and different places. Pupils can enter information in a data base and use this to answer questions such as those about favourite biscuits. Pupils in Years 3 to 6 use computers effectively to support work in most curricular areas. For example, in a geography project, *View from our Window*, pupils were able to generate drawings to illustrate their project work. They use computers in English and in personal and social development lessons. Pupils create poetry about *Peace*, making use of an art program to enhance the creative effects of their writing. They use historical information to create text, selecting size and font of script and colours for background and text. During an English lesson pupils successfully used the internet to search for information about Shakespeare and the Globe Theatre.
93. Pupils are making sound progress throughout the school. New resources and training of teachers have increased the rate of progress pupils make. All pupils at both key stages have regular first-hand experience. All ability groups are confident in the subject and make progress in line with their capabilities. Pupils at both key stages are learning new skills very quickly. They use the tool bar well to select the appropriate facility and are beginning to be creative, making quite complex changes, as, for example, when pupils at Key Stage 2 designed a programme for a special event, *The Rocky Monster Show*. Pupils have good attitudes to learning and are enthusiastic in developing their computer skills. They sustain concentration and respond well to challenge. They are self-disciplined, share equipment well and are able to collaborate when working on joint projects.

94. Information technology is taught as a discrete subject. However, owing to the timing of the inspection and time-tabling for the subject, no direct teaching of skills was observed during the inspection. From work scrutiny, planning files and discussions with pupils and teachers, the evidence suggests that some teachers have secure subject knowledge and convey skills to pupils very well. Work planned on a regular basis is facilitating sound progress. The Qualifications and Curriculum Authority scheme of work ensures progression from one skill to the next and continuity across the year groups and key stages. Assessment practices have still to be established with suitable rigour. At the moment the school relies on a simple recording sheet which provides a record of technical competence. The scheme of work makes appropriate links with the National Curriculum Programmes of Study and the school is planning to assemble a portfolio of pupils' work, graded according to the level attained.
95. Leadership and management of information technology are sound; the co-ordinator has had the opportunity to monitor the subject and update her own skills and those of her colleagues. There is still an obvious need to continue with this development, as not all teachers are equally confident and competent in teaching the necessary skills. This is recognised by the school and has already been planned for in the School Improvement Plan.
96. The school has worked hard to upgrade computer provision and there are sufficient modern computers in all years to enable the requirements of the National Curriculum to be met. Software provision is satisfactory. In Key Stage 1 there is a good range of software to support English and mathematics. In Key Stage 2 software is available to support history and a number of reference works are available on CD ROM for general purposes. Pupils now have access to the internet to help with research topics.

125. Religious education

97. Pupils' attainment in religious education generally meets the requirements of the Locally Agreed Syllabus at the ages of seven and eleven. Some pupils by the age of eleven are attaining above the required level in their knowledge and understanding of Christianity and in their appreciation of spirituality. The central importance given to daily collective worship in the life of the school and the excellent standard of content pupils regularly experience make a cumulative contribution to some older pupils' better attainment.
98. A majority of pupils at both Key Stages make satisfactory progress overall in their religious knowledge and understanding and some good progress was observed in class lessons at both key stages and consistently in collective worship. Pupils in Key Stage 1 productively begin to explore the significance of symbolism in everyday life. They enjoy lighting a candle and respond to its presence before prayer during assembly or before a religious story. They perceptively discuss its meaning to Christians. They extend their understanding to other world religions by exploring the importance of light as a symbol in Judaism and Hinduism. This multi-faith learning is developed more extensively to good effect in Key Stage 2. Pupils gain a deeper understanding of faith as they explore and compare the special people and main features of Islam and Buddhism. Through powerful teaching about Christianity pupils learn about the saints. They are then encouraged towards self-belief and the knowledge of their own potential for goodness. Effective use is made of 'circle time' as an opportunity for pupils to explore their feelings and to create class relationships. Pupils' singing is clear and lively during assemblies and meaning is given to the words of religious songs. Pupils are aided in these skills by the good standards of literacy throughout the school. The strong spiritual and caring ethos of the school supports all pupils. It creates a nurturing environment in which pupils with special educational needs feel equally valued, thrive and are able to make good progress according to their abilities. The celebration of the life of Jesus through religious festivals is an enjoyable and regular feature of the religious education curriculum. It is also one through which strong religious community links are maintained. Preparations are well under way for this year's Christmas celebration by the pupils in the parish church.
99. Pupils' responses to their religious education lessons and collective worship are good. They are usually thoughtful and attentive listeners and many feel sufficiently confident to contribute their ideas during discussions. They concentrate well when working independently and generally share equipment and co-

operate in a friendly manner during more collaborative activities. Pupils sing melodically in assemblies, starting and stopping together with a good awareness of the need to sound as one.

100. The quality of teaching is good overall. Half of the lessons seen were good, one was very good and the rest were satisfactory. In the best teaching outstanding subject knowledge gives the teacher a calm confidence which maintains pupils' interest throughout. Her high expectations are implicit and she paces the varied lesson elements well to contribute to pupils' enjoyment of the learning experience. Characteristics of good teaching also include sensitive listening and response to pupils' ideas. Teachers' planning is generally effective in identifying and preparing appropriate resources and lessons are well organized. Good use is sometimes made of homework as a central focus for the lesson as well as in promoting the learning value of homework in itself.
101. The quality of leadership and management of religious education, provided by the headteacher, is very good and has a strong impact on the standards attained in the subject, both in lessons and during the daily act of collective worship. The headteacher regularly monitors teachers' planning and class teaching. She has prepared the school policy, an extensive and detailed scheme of work and termly assembly themes. The scheme of work complies with the requirements of the Locally Agreed Syllabus but has a range of additional, helpful suggestions, references and resource ideas to support teachers' planning. Good use is made of cross-curricular themes. In Class 4, pupils' knowledge and understanding of life in Pakistan are enhanced by their learning about Islam. There is a comprehensive range of resources including artefacts, posters and books which are important to each of the six world faiths taught in the curriculum. However, assessment procedures are underdeveloped as yet for religious education.

130.

Art

102. Standards of attainment in art are good at the end of both key stages. Many pupils' skill in observational drawing is above expectations for their age; across all year groups observational sketches are good and sometimes very good.
103. At the end of Key Stage 1 pupils use a range of media; for example, they make textured relief tiles using slip clay and water based paste. Pupils experiment with hot and cold colours, tube rolling, textured paint and rag rolling. They apply their newly learnt skills to copying the paintings of famous artists, such as the *Two Poplars* by Van Gogh.
104. Pupils at the end of Key Stage 2 experiment confidently with different media. They are able to record what they have experienced, observed or imagined; they can express their ideas and feelings and choose materials, methods and visual elements appropriate to their intentions. In an art lesson linked to their history topic about Ancient Greece, pupils successfully made their own designs for press printing paper plates in the Ancient Greek style. The millennium gallery, a display of famous people from all walks of life across two thousand years, is a good demonstration of pupils' visual literacy. In pupils' work there is evidence of the cross-curricular application of art; such as Year 5 pupils' design for a *Going Green* poster about the effects of acid rain, or pupils' chalk and pencil drawings for book covers and posters for the National Year of Reading.
105. Progress is good across both key stages. The development of skills is clearly focused on. Pupils develop a growing understanding about the use of pattern and texture, how colour is applied, and the different qualities of line and tone in images; pupils are developing an understanding about techniques used to represent shape, form and space. Progress is clearly good because pupils have the opportunity to apply their newly learnt skills in a variety of interesting and useful contexts; their artwork is celebrated through public displays around the school and in the head teacher's office. Their ability to discuss their own work and the work of others increases as their own maturity develops.
106. Pupils are enthusiastic about their art work, they are confident and handle resources with skill and care.

They have good attitudes to learning and often engage in collaborative efforts such as the large collage pictures on display in the hall.

107. During the inspection, the teaching of art was only observed in Key Stage 2. The quality of teaching in this key stage is satisfactory. Teachers prepare sound plans for their lessons and they are successful in stimulating and encouraging pupils in their work. This helps promote good behaviour during art lessons. Appropriate methods and strategies are employed by teachers and these satisfactorily match curricular objectives and pupils' needs.
108. The school uses the local authority developed scheme of work which takes very good account of the National Curriculum and provides a suitable framework for teachers to plan work to challenge pupils as they move through school. Teachers record pupils' significant achievements in art. However, day-to-day assessment of pupils' skills, knowledge and understanding has yet to be formally established and used to inform the planning of future work.
109. The role of the co-ordinator is well developed and she brings a great deal of enthusiasm and expertise to the subject. She monitors teachers' planning and pupils' work and has had the opportunity to observe lessons. Recent developments have been the introduction of sketchbooks across the school and individual art portfolios. She is aware of the direction the subject needs to take and has appropriate plans for development. Resources for the subject are satisfactory and are being developed further.

138.
technology

Design and

110. Time for design and technology alternates with art in the curriculum for some classes. During the inspection most classes were doing art in this block of time and it was possible to observe only one Key Stage 2 lesson in design and technology. Further evidence has been drawn from a scrutiny of teachers' planning and from previously completed work in photographs and on displays around the school. Other sources include the school's policy statement, the scheme of work and an examination of resources for design and technology.
111. Pupils generally make satisfactory progress in their designing and making skills as they move through the school. Good progress is made in Class 5, where the teacher has demanding expectations of high quality work from the pupils. Pupils with special educational needs make good progress within the programmes which are designed for them. In Key Stage 1 pupils learn how to make increasingly careful measurements. They understand that tools must be used safely. As they cut and stick they develop more confident manipulative skills and learn how to make a variety of joins to suit the needs of particular materials and circumstances. They produce creative design drawings of tiles before making them in clay, though some pupils have difficulty in keeping to their original design. Year 2 pupils, during the summer term, charted and photographed the production of their inventive, well-made carts, from design drawing to finished product. In Key Stage 2 pupils use tools with even greater skill and confidence as they design picture frames to surround their landscape art. In the lessons observed, restricted space with a large class in a small room meant that opportunities for independent decision making and working were minimal, making progress only just satisfactory. Older pupils use their knowledge of simple electrical circuitry to design torches. By the time they reach Class 5 pupils are pursuing detailed research strategies to find favourite biscuits with the help of a computer data base. They make skilful design drawings and plans. Their finished boxes are of a high quality of workmanship and results are realistically evaluated.
112. Pupils clearly enjoy their design and technology work. Photographs in Key Stage 1 show pupils holding their inventive carts with great pride. Many pupils have creative ideas and work hard to see their plans through to the finished product. In Class 5 pupils have taken great care to present their finished work to a high standard and have evaluated their results.
113. An overall judgement of teaching is not possible given the lack of direct evidence. However, pupils are

now receiving a full design and technology curriculum. The curriculum co-ordinator has only recently been appointed and is a fine exemplar for the teaching of this subject. The scheme of work designed by The Qualifications and Curriculum Authority has been newly adopted this term. It allocates tasks and skills to year groups and secures progression and continuity across the school. A policy statement gives clear guidance on how the subject will be taught. There is a variety of resources, with adequate tools for the cutting and joining of hard as well as soft materials. Several types of professionally produced construction kits are also available.

142.

Geography

114. Owing to time-tabling arrangements, only two lessons were observed, both at Key Stage 2. Judgements on attainment are based on scrutiny of work, displays in classrooms and discussions with teachers and pupils.
115. At the end of Key Stage 1 pupils make a simple classroom map and they are able to identify Great Britain on a map of Europe. They know where to find a few of the major British cities. They can describe the climate and scenery of England and identify different ways of travelling. They identify quiet and noisy places in their own local area. They show an awareness of places beyond their own locality, comparing *Where I Live* with *Where Ewery Lives* on St. Lucia. They effectively describe the different layers of rain forests.
116. By the end of Key Stage 2, pupils are able to use and interpret maps in a variety of scales. They investigate places and geographical features when contrasting their lives with those of boys and girls living in Pakistan. Pupils begin to understand and are able to describe geographical patterns. They recognise physical and human features of different environments. Pupils are able carry out a study over a long period of time, noticing and carefully recording the effects of the seasons during an on-going project on the changing view from their classroom window. They offer their own suggestions of how to improve the view from their window and come up with practical solutions, such as planting an acorn to grow an oak tree. They collect evidence and draw conclusions when studying, for example, the river Brede, suggesting how people influence the river and its environment at each stage, then finding out that farmers cut away the bank to avoid flooding fields and ensure drainage. They collected photographic evidence and gave a good descriptive account of the different stages and features of the river, using appropriate geographical vocabulary.
117. Pupils make satisfactory progress. They develop their understanding of the features and characteristics of their local environment and, as they mature, farther afield. At the end of Key Stage 2 they are familiar with the world map and points of reference in relation to headline events across the globe; for example, they describe the location of East Timor, the political situation and how it came about.
118. In the lessons seen, pupils' response to the subject was one of enthusiasm, in particular when discussing the quite different and much harder lives of boys and girls of their own age in a country such as Pakistan. They sustain interest and concentration during lessons and over longer periods of time. They are well motivated and curious to find out more, readily turning to reference resources such as the internet.
119. The quality of teaching is sound overall; teachers' subject knowledge is secure, they have appropriate expectations of all pupils to ensure challenge for the more able and appropriate support for those with special needs. The Qualifications and Curriculum Authority scheme of work ensures progression within each year group and for individual pupils as well as continuity across the key stages. The scheme helps to identify assessment opportunities, although these are not yet fully implemented. The co-ordinator has developed the subject and monitors pupils' attainment and progress through teachers' planning, work samples and pupils' project books. Resources for the subject are satisfactory and are being developed further.

148.

History

120. Only two history lessons were observed during the inspection. Evidence was also gathered from teachers' planning, the school's policy and scheme of work and scrutiny of wall displays and resources.
121. Overall, pupils make satisfactory progress in their historical knowledge, their investigative skills, in their understanding of chronology and the scope of historical evidence. Pupils with special educational needs make good progress according to their abilities when classroom assistants support them in their work. In Key Stage 1 pupils experience aspects of history as part of an integrated topic. They make observant comparisons between houses past and present. They draw carefully, emphasising the historical features they have observed with growing manual dexterity and make oral and written comparisons between old and modern housing. Pupils learn about the strong connection between history and national tradition through well-chosen activities as they explore relevant events in the life of Guy Fawkes. Celebrated historical characters from the millennium feature in lively displays of pupils' drawings and paintings displayed around the hall and open spaces. A stark industrial landscape of tall Victorian chimneys is displayed in a Key Stage 2 class. By the end of this key stage, pupils are gaining a more profound insight into the historical influence of the past on the present through a study of Ancient Greece. They extend their understanding of chronology by placing the Ancient Greeks on a time line stretched across the room. They begin to appreciate how these ancient people continue to influence our modern day language and understand the value of Ancient Grecian pots as a rich source of historical evidence
122. Pupils enjoy their history lessons. They listen with interest both to teachers' introductions and to ideas expressed by their peers. They are thoughtful in their responses and take pride in the good quality of their finished work.
123. The quality of teaching is good. Teachers have high expectations of their pupils' learning and behaviour. They show enjoyment, appreciation and knowledge of the subject, which enthuses their pupils. Lessons are well planned and teachers have positive, encouraging relationships with their pupils which help them to keep good discipline. They make productive use of video resources to bring aspects of history alive to their pupils. Even where time allocation for lessons is long, pupils' interest is maintained by a variety of well-pitched and well-timed motivating activities.
124. The leadership and management of history are satisfactory. The co-ordinator has taken on the role temporarily and has drafted the school's new policy. It derives from a scheme of work, also newly adopted, based on the Qualifications and Curriculum Authority's recommended scheme. Adaptations have been made, however, where there are two age groups in a class, to plan a curriculum on a two-year cycle. Good use is made of information and communication technology in extending pupils' understanding of the range and variety of historical evidence. Video film is regularly used to enliven history. Pupils gain access to historical data on the computer via the internet and from the school's own library of software programs.

153.

Music

125. Music is a great strength of the school. It is very prominent in many aspects of school life, such as physical education lessons, assemblies and pupils' performances in the community.
126. Although no class music lessons were observed in Key Stage 2 during the inspection, lessons in Key Stage 1, together with instrumental tuition from visiting teachers, choir practice and the quality of vocal and instrumental music performed in assemblies, show pupils to be making good progress across both key stages.

127. Pupils in Key Stage 1 sing with a good clear tone and pitch their notes accurately. They are able to maintain pitch and tempo when singing unaccompanied. Many pupils have developed a good sense of rhythm and can accurately clap on the first and third beat of the bar when accompanying their singing of the song *I Have Seen the Golden Sunshine*. Pupils understand simple notation and can read and clap crotchet and quaver figures in common time. In Year 2, pupils have developed a good understanding of the *Kodaly Choral Method*. They know all the notes of the tonic sol-fa scale and use this effectively to improve their sense of pitch and extend their vocal repertoire.
128. Pupils' good progress is maintained in Key Stage 2. They embellish the singing in acts of collective worship with the performance of a variety of repeated rhythmic motifs on unpitched percussion instruments. While rehearsing for a local joint schools' carol concert and a performance for *Children in Need*, pupils in Key Stage 2 demonstrated effective part singing. They were able to learn the new repertoire quickly while showing a good ability to match words of a slightly different rhythm to the same tune.
129. Many pupils benefit from the school's provision of instrumental music lessons from visiting teachers. In keyboard lessons, pupils can sustain three finger chords in their left hand and can sense when to change chords while accompanying a pre-recorded melody. More experienced keyboard players are able to perform melodies in the right hand with left-hand chord accompaniment.
130. Pupils thoroughly enjoy their music making and behave very well during lessons. They concentrate well to perfect their part of the ensemble and are keen to make a valuable contribution to the overall performance. They value and take great care of their musical instruments.
131. The quality of teaching is good and often very good. Teachers have excellent conducting skills and expertise in the subject. This enables the pupils to achieve high levels of performance. Teachers give effective practical demonstrations of the work pupils are to undertake and their skilful accompaniment of pupils' vocal and instrumental performances is helping to raise pupils' attainment.
132. The subject is well managed. The co-ordinator gives valuable support and encouragement to colleagues. The subject is well resourced with a good range of quality instruments. Pupils are encouraged to take part in musical activities both in and out of school and recorder groups, keyboard band, choir and individual pupils have entered the local music festival in recent years.

161. **Physical education**

133. Pupils make good progress in physical education throughout the school. The good standards identified in the previous inspection have been maintained.
134. In Key Stage 1, pupils are able to create and perform simple sequences for moving along a bench. They incorporate two or three movements in a sequence in which they pull themselves on their stomachs, slide on their backs and shuffle along on their knees. The majority of pupils achieve a good level of performance, although a few pupils find it difficult to complete their tasks with the required balance and poise. In dance, pupils move round the hall with conviction and effectively use movement and gestures to demonstrate their excitement at the sight of the planet Mars in the sky. They make good use of the hall and cluster together well to create *Mars*.
135. Pupils in Key Stage 2 show a great deal of positional sense in football and netball games. They are aware of the territory they are to cover and readily find space in which to receive the ball. In football, pupils control the ball effectively when dribbling round marker cones and some pupils show good close control skill when travelling with the ball, at speed, in a games situation. Pupils have the ability to shoot, throw and catch well in netball matches. Pupils can use large apparatus in gymnastics lessons to perform a sequence of movements. The sequences incorporate movements at different levels that are

linked by a jump or roll. Not all pupils begin or complete their performances well and a small minority of pupils find it difficult to link the different movements smoothly.

136. Pupils' response to physical education is good. They co-operate well in team games and are keen to do their best and not let their teammates down. Pupils enjoy physical education lessons and are willing to take their turn in group activities. Their behaviour in lessons is generally good but, very occasionally, over-excitement leads to some inappropriate calling out.

137. The teaching of physical education is good. Teachers show a great deal of enthusiasm for their subject and this is passed on to the pupils. Lessons are well prepared and groups are suitably organised so that all pupils have the time and opportunity to practise and improve their performance. On a small number of occasions, in parts of lessons, teaching is unsatisfactory when some inappropriate calling out by a small minority of pupils is not discouraged. Teachers have a good knowledge and understanding of the National Curriculum requirements and lessons are planned with precise learning objectives which include the skills they want to teach and how these will be developed. They give clear instructions and good demonstrations of physical education activities and these speed pupils' progress.

138. The range of additional opportunities to play sport with other schools and for pupils to be involved in extra-curricular physical education activities is a particular strength of the school. In addition to the regular netball and football inter-school matches, the school organises and hosts mini-sports tournaments and cross-country competitions.

167.

139. Although the co-ordinator is fairly new to the school, the subject is well managed. Weaknesses in the school's scheme of work have been identified and the co-ordinator rightly intends to revise the document so that it will be clearer and more specific. Resources for physical education are satisfactory and the school makes good use of the hall and school grounds for lessons.

168.

168. **Swimming**

169. The inspection of this school included a focused view of swimming which is reported below. The percentage of swimmers who left school in the last two years and could swim unaided, competently and safely, for at least 25 meters was 70% in July 1998 and 66% in July 1999.

169.

170. The school makes good use of paid and voluntary suitably qualified instructors. All year groups have twelve 20-minute sessions in the school's outdoor pool in the summer term. This accessibility is a strength of the school's swimming provision and results in good support for pupils who are learning to swim and for those who are less confident in water.

170.

171. Good use is made of the pool with the provision of extra-curricular swimming instruction for swimmers in Key Stage 1 and all non-swimmers in Key Stage 2. Pupils' progress is carefully assessed and used to determine the ability teaching groups. The school meets the requirement of the National Curriculum Programme of Study for Key Stage 2 swimming.

171.

171.
INSPECTION DATA

PART C:

171.
INSPECTION EVIDENCE

SUMMARY OF

140. A team of four inspectors, who spent a combined total of ten days in school, carried out the inspection. Total time spent in classes, discussions with pupils and evaluating their work was in excess of 35 hours.

141. During the period of the inspection:

- 40 lessons or parts of lessons were observed;
- discussions were held with pupils, staff and governors;
- a representative sample of pupils was heard reading;
- registration sessions were attended;
- samples of work from pupils in all classes were inspected;
- a range of school documentation was examined;
- attendance registers, the records kept on pupils and their reports were examined;
- the budget figures and other financial data were analysed;
- a pre-inspection meeting was attended by 9 parents;
- 34 questionnaires were completed by parents and their responses were analysed.

INDICATORS

DATA AND

174. **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	166	2	35	28

175. **Teachers and classes**

175. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	7.3
Number of pupils per qualified teacher:	22.3

175. **Education support staff (YR – Y6)**

Total number of education support staff:	6
Total aggregate hours worked each week:	120

Average class size:	27.2
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176. Financial data

Financial year:	1998/9
	£
Total Income	257129
Total Expenditure	265585
Expenditure per pupil	1725
Balance brought forward from previous year	19408
Balance carried forward to next year	10952

177. PARENTAL SURVEY

Number of questionnaires sent out:	196
Number of questionnaires returned:	35

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	69	29	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	74	23	3	0	0
The school handles complaints from parents well	31	40	14	14	0
The school gives me a clear understanding of what is taught	43	40	9	9	0
The school keeps me well informed about my child(ren)'s progress	46	31	14	6	3
The school enables my child(ren) to achieve a good standard of work	29	57	3	0	11
The school encourages children to get involved in more than just their daily lessons	43	54	3	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	34	46	6	9	6
The school's values and attitudes have a positive effect on my child(ren)	46	34	17	3	0
The school achieves high standards of good behaviour	29	34	23	9	6
My child(ren) like(s) school	54	29	9	9	0