

INSPECTION REPORT

SANDFIELD CLOSE PRIMARY SCHOOL

Leicester

LEA area: Leicester City

Unique reference number: 120047

Headteacher: Mrs. J. McLaren

Reporting inspector: A.V. Calderbank
7979

Dates of inspection: 9th-12th October, 2000.

Inspection number: 224696

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Maintained
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Sandfield Close Rushey Mead Leicester
Postcode:	LE47 7RE
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Appropriate authority:	The Governing Body
Name of chair of governors:	The Rev. Canon J Leonard
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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		Geography	What should the school do to improve further?
		History	School's results and achievements
Mr M Milwain 9874	Lay inspector		Pupils' attitudes, values, personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr G J Yates 2465	Team inspector	Science	How well is the school led and managed?
		Information technology	
		Music	
Mrs C Cressey 23453	Team inspector	English as an additional language	How well are pupils taught?
		English	
		Art	
Mr V Leary 23319	Team inspector	Areas of learning for children in the foundation stage	How good are curricular and other opportunities offered to pupils?
		Religious education	
Mrs P Marriott 10144	Team inspector	Equal opportunities	
		Special educational needs	
		Mathematics	
		Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average sized primary with 412 pupils on roll, although numbers have declined since the time of the last inspection. The school caters for the needs of boys and girls aged four to eleven. There are 75 pupils on the register of special educational needs, four of whom have statements of special needs, which is broadly average. The majority of these pupils are receiving extra support for literacy and numeracy. The percentage of pupils with English as an additional language is very high at over 80%. Other than English, their main first languages are Gujarati, Punjabi and Kutchi. They are well integrated into all aspects of school life. The number of pupils who are entitled to a free school meal is below the national average. At the time of the inspection the headteacher was absent on long-term sick leave and the school did not have a deputy head. The key stage co-ordinators have been appointed to act as joint headteacher and share the responsibilities during the week. The ability of the pupils who enter the school is broadly average. However, many pupils speak English as an additional language and need extra support.

HOW GOOD THE SCHOOL IS

Standards in English by the time pupils leave are above the national average and well above in mathematics and science. Pupils' achievements in information technology and religious education are in line with the national average. Teaching is of good quality. Pupils who speak English as an additional language and those who have special educational needs receive very good support and make good progress. The school gives good value for money.

What the school does well

- Pupils' attainment in English is above the national average and well above in mathematics and science by the age of 11.
- The quality of teaching is good.
- The acting headteachers and other senior staff provide very good leadership, clearly focused on raising standards.
- Curriculum planning and the use made of assessments in English, mathematics and science are of high quality.
- Relationships between pupils, and pupils and staff are very good.
- Pupils who need extra help are very well supported.
- Pupils behave very well, are friendly and polite and show a tremendous enthusiasm for school.
- Homework makes a valuable contribution to the good progress pupils are making.

What could be improved

- Assessment procedures in art, design and technology, geography, history, music, physical education and religious education.
- The governors' involvement in the strategic management of the school.
- The organisation of the library and the quality and range of books available.
- The quality of the accommodation for Years 4 and 5.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998 and since then very good progress has been made in addressing the weaknesses identified. The quality of teaching has improved significantly since the time of the last inspection when it was found to be unsatisfactory in just over a quarter of the lessons seen. During the week of the inspection no unsatisfactory teaching was observed. Standards of attainment have improved in all the subjects reported as having weaknesses in the last inspection and are now at least in line with those found in most schools. Despite the absence of the headteacher for the last eight months the school has maintained a clear management structure that gives prominence to the role of curriculum co-ordinators. Procedures for assessment and the use made of the information provided to inform planning are now very good in English, mathematics and science. Standards in these subjects are much better than at the time of the previous inspection. Since 1996 the school's results in the National Curriculum Tests taken by pupils at the end of Key Stage 2 have improved faster than the national trend. Whilst the governing body has put in place appropriate measures to evaluate the impact of spending decisions through its monitoring of the school development plan it is still not sufficiently involved in the strategic management of the school. Considerable work has been done in the re-organisation of teaching groups in Key Stage 1. This has had a positive effect on the standards being achieved.

STANDARDS

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

Performance in:	Compared with				Key	
	All schools			similar schools		
	1997	1998	1999	1999		
English	E	C	C	D	Well above average	A
Mathematics	D	D	A	A	above average	B
Science	C	B	A	A	Average	C
					Below average	D
					Well below average	E

The table shows that standards achieved in mathematics and science in the 1999 National Curriculum tests for eleven-year-olds were well above average when compared with all schools nationally and similar schools. Standards in English were average when compared with all schools nationally but below in comparison with similar schools. However, the high proportion of pupils who speak English as an additional language makes comparisons with similar schools nationally inappropriate as these are based on the proportion of pupils who are entitled to a free school meal. When the school's results are compared with national benchmark information based on the pupils' progress made between Key Stage 1 and Key Stage 2 their performance in the English and science tests was well above average. In mathematics it was very high.

In the Year 2000 National Curriculum Tests all pupils achieved Level 4 or above in science, 95 per cent in mathematics and 89 per cent in English. These results show significant improvement on the 1999 results. The school exceeded its targets in all three subjects. Higher attaining pupils did especially well in science with almost two thirds of the age group attaining Level 5.

Inspection evidence shows that by the end of Key Stage 2, standards are above average in English and well above in mathematics and science. Standards in English have improved because of the successful introduction of the Literacy Hour, better teaching and the very good use made of assessments. The school is well on course to achieve its targets set for the Year 2001 in English and mathematics.

Most of the children under five are in line to attain the expected goals by the end of the reception classes.

In Key Stage 1 the inspectors found that good progress is currently being made in English and science. Progress in mathematics is satisfactory. By the age of seven, pupils' standards of attainment are above average in English and science and average in mathematics.

By the end of both key stages standards in religious education and information technology are average. It was not possible to make a judgement about standards in art. In all other subjects inspected standards are in line with those found in most schools.

Pupils who speak English as an additional language make good progress and are achieving similar standards to other pupils. Those with special educational needs make good progress in relation to the targets set for them in their individual education plans. There is no significant difference in the performance of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' enthusiasm for school is excellent. They get on well with each other.
Behaviour, in and out of classrooms	Very good. Pupils display very mature attitudes in and around school.
Personal development and relationships	Very good. Pupils throughout the school can be trusted to organise aspects of their own learning and work very well together. Relationships are very good.
Attendance	Satisfactory. A number of pupils take extended holidays and this has a detrimental effect upon the school's overall attendance figures.

During the week of the inspection there was no evidence of any oppressive behaviour.

TEACHING AND LEARNING

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

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

The quality of teaching has improved significantly since the last inspection when 26 per cent was found to be unsatisfactory. During the week of the inspection there was no unsatisfactory teaching and 71 per cent was good or better. Thirty seven per cent of the teaching seen was very good or excellent.

Teachers plan their lessons very well and have high expectation of what pupils are capable of achieving in English, mathematics and science. The quality of teaching in these subjects is good. The teaching of numeracy and literacy skills, firmly based on established national strategies, is of very high quality. Teachers make very good use of assessment in English, mathematics and science. The school meets the needs of all its pupils very effectively. For example, pupils in need of additional help with their learning receive very good support both from class teachers, additional teachers and support assistants. A key feature of the high quality of teaching observed during the week of the inspection was the many opportunities provided for pupils of all ages to take responsibility for their own learning.

The quality of learning is good. Throughout the school pupils benefit from teaching which focuses firmly upon the development of subject specific skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school places a strong emphasis upon the teaching of English, mathematics and science. English and mathematical skills are used very well in other subjects. Homework re-inforces successfully what children are learning in class.
Provision for pupils with special educational needs	Very good. The school is successful in the early identification of pupils who have special educational needs and individual education plans are very specific.
Provision for pupils with English as an additional language	Very good. Pupils who speak English as an additional language are given very good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' social and moral development is very good. Assemblies provide appropriate opportunities for spiritual growth. Staff work very hard in encouraging pupils to consider their actions on others.
How well the school cares for its pupils	Good. Pupils' academic records are comprehensive. Effective procedures are in place to ensure the health, welfare and safety of all pupils.

The school's use of assessment information about pupils' work to guide curriculum planning is very good in English, mathematics and science. At the last inspection the school was described as having a sound partnership with parents. The school has built on this relationship and now has good links with parents. These links are making a valuable contribution towards pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership is very good. The acting headteachers and other senior staff have worked very hard and successfully to raise standards throughout the school. Responsibilities have been delegated well.
How well the appropriate authority fulfils its responsibilities	At the time of the inspection the chairman had only been in post for a short period of time. Legal requirements are met. However, the governing body is not sufficiently involved in the strategic management of the school.
The school's evaluation of its performance	Very good. Test results are analysed and effective targets set for future improvement. The school has good systems in place for monitoring the effectiveness of teaching and learning in English, mathematics and science.
The strategic use of resources	Most resources are used well. However, library provision is unsatisfactory. Good use is made of the school's information technology suite.

The school is appropriately staffed. The internal accommodation is clean. Four classes are housed in temporary classrooms which do not have running water or their own toilets. The school ensures good value for money on purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy coming to school.• The school expects my child to work hard.• My child is making good progress.• The school is helping my child to become mature.• They feel comfortable about approaching the school with any problems.	<ul style="list-style-type: none">• The information they receive about how their child is making progress.• The range of activities the school provides.• The amount of homework children receive.

The inspection team agrees that pupils enjoy coming to school. The school expects pupils to work hard and as a result they make good progress in English, mathematics and science. During the week of the inspection parents were observed being made to feel very welcomed by the school. The reports parents receive about pupils' progress are of good quality. A very wide range of after school activities is available. Inspection evidence shows that homework is sufficient and of good quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The overall attainment levels of most of the children entering the school are in line with those expected nationally. As at the time of the previous inspection, a few have special educational needs and some are higher attainers. However, many children who enter the reception classes speak English as an additional language and need extra support.
2. The previous inspection found standards of attainment to be below national expectations in science and geography by the end of Key Stage 1 and in English and design and technology by the end of Key Stage 2. Standards in information technology, religious education and history were found to be below average by the end of both key stages. Inspection evidence shows that pupils' attainment in both key stages has improved in all those subjects identified as having weakness and is now at least in line with those found in most schools. Standards in English, mathematics and science have improved significantly and are above average by the time pupils leave. Teaching and learning in these subjects are now monitored effectively and very good use is made of assessment information to set targets for improvement.
3. Teaching in reception is of a high standard and this has a positive effect on children's learning. As a result most children achieve well and are in line to reach the early learning goals in all six areas of learning by the end of the Reception classes, with a significant number reaching them well before they move into Year 1. The personal, social and emotional development and physical development of the children is good and standards are above average by the age of five.
4. By the end of Key Stage 1 overall standards in English are above those expected nationally. This is an improvement on the previous inspection findings where standards were in line with the national average. Inspection evidence indicates that the great majority of pupils in Year 2 are on course to reach the expected Level 2 with a significant number in line to reach the next highest Level 3. The most recent national tests indicate an improvement in the number of pupils achieving the higher levels in writing which was highlighted as a weakness at the last inspection. National tests indicate that standards in reading are not as high as in writing and speaking and listening. However, observations during the inspection show that standards are rising and are at least in line with national expectations.
5. By the age of seven standards of attainment in listening and speaking are above average. Most pupils are confident speakers, eager to answer questions and to talk and evaluate their work. Standards in reading are similar to those found in most schools. Pupils enjoy reading and have an appropriate fluency for their age. They use a variety of strategies to help them recognise unfamiliar words. Standards in writing are good. The majority of pupils spell common words correctly and write for a variety of purposes. Higher attaining pupils use question marks and apostrophes and some are beginning to use speech marks to add interest to their stories.

6. Inspection evidence shows that by the time pupils reach the end of Key Stage 2 standards in English are above the national average. The great majority of pupils are on course to meet and a significant number to exceed the national standard. This is an improvement on the 1999 national test results which showed the performance of pupils at the end of Key Stage 2 to be in line the national average and well below the average for similar schools. Although there are not yet any national comparisons the latest national tests confirm the improvements in standards with a significant increase in the number of pupils achieving the expected Level 4 and the next higher Level 5. This represents good progress over time.
7. By the end of Key Stage 2 standards in speaking and listening are above average. Pupils listen very attentively and can sustain a point of view in discussion. They express ideas clearly and use interesting and grammatically accurate language. Pupils' reading is above average. Most are able to read a range of texts fluently and accurately. They are developing good independent research skills as they use dictionaries and the internet. However, the poorly resourced and located library limits pupils' opportunities to use their library skills. Attainment in writing by the age of eleven is above national expectations. Work shows an awareness of the need for different presentation skills, vocabulary and style to capture the imagination of the reader. Writing is well organised.
8. Pupils use their language and literacy skills well in other areas of the curriculum. They have good opportunities, particularly in science, history, geography and religious education to discuss ideas, to read for information and to write in a variety of forms, including factual reports, first-hand accounts and letters. This contributes to the good progress made in English and the rise in standards.
9. The school has enthusiastically implemented the National Literacy Strategy and this is having a very positive effect also on raising standards. Teachers and pupils are aware of the skills they are teaching and learning and lessons have an atmosphere of hard work and commitment to high standards. The school has also adopted the Additional Literacy Strategy and booster classes provide support for those pupils needing extra help to reach the required standards.
10. Standards in mathematics at the end of Key Stage 1 are broadly in line with the national expectations. In the 1999 National Curriculum Tests for seven-year-olds, pupils attained at a level which was below the national average at level 2 and above. However, at level 2B pupils achieved standards which were close to the national average and those attaining the higher level 3 were well above the national average. At the time of the previous inspection attainment was in line with that expected nationally. Since 1998 the school's results have improved at a faster rate than the national trend. In the most recent national tests the proportion of the school's pupils attaining level 2 or above improved and was higher than the target set. However at the higher level 3 the results were lower than the target set. National figures for comparison are not yet available.
11. At the end of Key Stage 1 most pupils have an appropriate command of numbers to 100 and can solve problems involving addition and subtraction. They provide appropriate answers for calculations such as finding the value of coins with totals to 30p. All could count in 10's to 100 starting with three. They understand two and three dimensional shapes and could explain how many faces, corners and sides individual shapes had. In their mental mathematics pupils counted using odd and even numbers to 20.

12. In the 1999 National Curriculum tests for eleven-year-olds in mathematics, pupils attained at a level which was well above the national average at level 4 and the higher level 5. At the time of the previous inspection attainment was in line with national averages. When compared to similar schools the results were well above the average at level 4 or above. Since 1998 results have improved faster than the national trend.
13. The most recent national tests indicate an improvement in the percentage of pupils achieving Level 4 or above and a very slight decline in the proportion attaining the higher level 5. National figures for comparison are not yet available.
14. Inspection evidence shows that the standard of work seen in mathematics is well above national expectations by the end of Key Stage 2. Very good use is made of mathematical language which develops understanding of skills and concepts very well. Pupils have a firm knowledge of their multiplication tables and make very effective use of this in mental work. They are beginning to understand grouped data. All understand how to plot a graph using x and y axes, and the majority could categorise data into bands of time to 30 minutes. Pupils can link this learning into information and communication technology by creating graphs.
15. Pupils' understanding of mathematics is very good. They use and apply mathematics across the curriculum, for example when using information and communication technology to interpret data. Teachers have all received training in the National Numeracy Strategy and have a secure understanding of the methods used. Daily mental work is beginning to help pupils' calculation strategies and rapid recall skills.
16. The school is well on course to meet its targets for English and mathematics in 2001 which are sufficiently challenging considering the prior attainment of the pupils.
17. Teachers' assessments in science at the end of Key Stage 1 in 1999 showed standards to be above the national average and very high at level 3. The Year 2000 results were not as high as the previous year's assessments with a smaller percentage of pupils attaining the higher level 3. The results reflected the capabilities of this particular class and do not indicate a decline in standards.
18. Inspection evidence shows that by the end of Key Stage 1 standards of attainment in science are above average. By the age of seven pupils demonstrate a good understanding of the life cycle of a butterfly. Surveys of the previous year's work show that pupils learn about all aspects of the science curriculum. They record their observations in labelled diagrams that are accurately and carefully drawn.
19. Good progress is made during Key Stage 2 and standards of attainment are well above average. By the time they leave school, pupils have a very good grounding in scientific knowledge and they carry out a range of activities that help them to develop their understanding of investigative science. In the 1999 national end of Key Stage 2 tests the percentage of pupils reaching the level expected for their age was well above the national average and well above that found in similar schools. The Year 2000 results show that all pupils achieved level 4 and above and over 60 per cent achieved level 5.

20. The high proportion of pupils with English as an additional language make comparisons with similar schools nationally inappropriate as these are based on the proportion of pupils who are entitled to a free school meal. When the school's results are compared with national benchmark information based on the pupils' progress made between Key Stage 1 and Key Stage 2 their performance in the English and science tests was well above average. In mathematics it was very high.
21. Good improvements have been made since the time of the previous inspection in information technology when standards were found to be below the national expectations at the end of both key stages and the requirements of the programmes of study were not met. This is not now the case. By the time pupils leave the school, their overall attainment is in line with that expected for the age group. Some pupils demonstrate high levels of skill in the application of data handling. Standards by the age of seven are similar to those found in most schools. Throughout the school all pupils make at least satisfactory progress. All the programmes of study are taught. Good progress is being made in developing pupils' skills in communicating information.
22. Standards in religious education at the end of each key stage are those expected in the Locally Agreed Syllabus and reflect satisfactory progress in both key stages. Pupils are gaining a sound understanding and knowledge of the Hindu religion and other major world faiths. Standards have improved since the last inspection.
23. Progress in history and geography is sound in both key stages and by the ages of seven and eleven pupils have the knowledge, skills and understanding expected for their age in both subjects. In history pupils in Key Stage 1 now have a better understanding of chronology than they did at the time of the last inspection and higher attainers are being suitably challenged. Historical and geographical skills are being developed well throughout the school.
24. In design and technology, children in Key Stage 1 make sound progress and their skills and understanding are appropriate for their age. Progress in Key Stage 2 has improved since the previous inspection. Pupils build well on earlier work and good links are made with other areas of the curriculum such as science. In some classes the subject makes a valuable contribution towards pupils' cultural development.
25. The previous inspection found standards in music to be in line with those found in most schools in Key Stage 1 and progress satisfactory. Inspection evidence confirms these findings. By the end of Key Stage 2 pupils' attainment was judged to be above that found nationally. However, the school no longer has the benefit of a music specialist to take most of the lessons. Standards are average by the end of Key Stage 2 but pupils' composing and performing skills continue to be a strength. Pupils make sound progress in physical education in both key stages as they extend their skills in an appropriate range of activities. By the end of both key pupils' attainments are similar to those found in most schools. Good progress is made in swimming.
26. It was not possible to make an overall judgement about standards in art.

27. A significant number of pupils who enter school speak English as an additional language and need extra support to access the curriculum. They make good progress in becoming fluent in English and this has a positive effect on their attainment in all areas of the curriculum. By the end of both key stages almost all pupils for whom English is an additional language are achieving similar standards to other pupils.
28. Pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans. The school is very aware of pupils' strengths and weaknesses through its assessment and tracking procedures. Through its monitoring of the special needs provision and analysis of test data the school knows where it needs to concentrate on improvements, for example, in relation to the development of literacy and numeracy skills. The schools' commitment to ensuring that the national strategies meet the individual needs of all pupils is becoming effective in raising standards.
29. There is no significant difference in the performance of boys and girls. Both boys and girls are encouraged to take part in the range of extra-curricular activities provided.

Pupils' attitudes, values and personal development

30. The previous inspection found pupils' attitudes, values and personal development to be a strength of the school. This continues to be the case. These features have a beneficial effect on the quality of learning, and contribute significantly to the good progress and above average standards achieved in English, mathematics and science at the end of key stage.
31. The under-fives have very positive attitudes to their work and behave well. They settle quickly into the encouraging and supportive atmosphere of both reception classes. The children respond well to the high expectations of the adults who work with them and enjoy the opportunities provided to explore new learning. They listen attentively to grown-ups and to each other. They select their own activities confidently and persevere to complete tasks. Even though they have not been in school for long, most children can follow and carry out instructions accurately. They demonstrate a growing independence in dressing skills and in personal hygiene, for example, when changing for physical education lessons and washing hands after a painting activity. Ideas of right and wrong are established very early and children have a clear understanding of what is acceptable behaviour and comply with the standards set. A good example of this was seen during the inspection when children were observed sitting quietly during assembly to listen to a story. Relationships are very good. The children are polite and respectful to their teachers and other helpers in the classroom.

32. Pupils enjoy coming to school. They are very interested and involved in activities because teachers make the work challenging and interesting. Pupils' enthusiasm for school is excellent. For example, in a Year 5 design and technology lesson pupils spontaneously offered to take away unfinished work for completion at home. Often, pupils visibly enjoy their lessons. Older pupils at Key Stage 2 enthusiastically sifted through primary and secondary resources to find information about life in a Victorian school. Throughout the school, pupils respond well during whole-class sessions and are keen to contribute to discussions. They can be trusted to take responsibility for their own learning and work well together in groups.
33. The school is a well ordered community with adults acting as good role models for pupils. Pupils' behaviour throughout the school, in assemblies, in classrooms and at breaktimes, is very good. They are polite, friendly and courteous – a similar picture to that reported in the previous inspection. Pupils respond appropriately to the firm expectations of good behaviour. Relationships are very good. This is evident in the way pupils of both genders, and from different ethnic and cultural backgrounds, work and play very well together. No instances of bullying were seen during the period of the inspection. There were no exclusions during the last reporting year.
34. Pupils' personal development is very good. Through lessons such as religious education and geography they develop a good awareness of different cultures and beliefs outside their own.
35. The school offers a wide range of extra curricular activities to pupils, for example, sport, gardening, French, and recorders. The time given by teachers to these out of school activities is appreciated by pupils, who respond with enthusiasm. The aim, said one teacher, is "not to provide just another lesson, but to make learning fun." A good contribution to pupils' personal development is made through the School Council which contributes to their positive attitudes and decision making skills.
36. The school works hard to encourage pupils' self esteem. Celebration assemblies, to which parents are invited, are held monthly. At these assemblies pupils' achievements, both in and out of school, are recognised. In lessons good use is made of self-assessment. Pupils are encouraged to discuss their work, and they respond enthusiastically. They are being well prepared for more formal work at secondary school. For example, in a Year 5 science lesson a test was given under examination conditions and pupils responded well to this experience. The house system encourages pupils to be aware of the result of their actions on their peers. Points are awarded for good work and behaviour. At the end of the year a trophy is presented to the successful house, and certificates given to individual members of the winning house. As a result pupils have a very good understanding of the effect of their actions on others.
37. Pupils have a very good relationship with adults in school and can discuss their work clearly and meaningfully. They co-operate well together in the classroom, in pairs, in small groups, or as a whole class. There are very good relationships between teachers and pupils and between pupils themselves. In a Year 5 design and technology lesson pupils willingly shared tools and materials with each other.

38. Pupils with special educational needs and those who speak English as an additional language have very good attitudes towards school. They are attentive and follow instructions well. Pupils are confident and show enthusiasm for work. They co-operate and support each other in their learning. Behaviour is very good. Pupils' personal development is enhanced through the school's ethos of caring and sharing.
39. The attendance rate is broadly in line with the national average. However, as at the previous inspection, there is still concern about the number of pupils who take extended family holidays. The school continues to point out to parents the implications of this absence for their child's learning. Registration at the beginning of school sessions is carried out efficiently and the time is used effectively to provide learning activities, particularly in mathematics and English.

How well are pupils taught?

40. The quality of teaching is good overall and contributes significantly to pupils' learning, their very positive attitudes and the good progress they make. During the inspection it was judged to be good or better in 71 per cent of the lessons observed. 37 per cent were very good or better and 8 per cent were excellent. There was no unsatisfactory teaching. This represents significant improvements on the findings of the previous 1998 inspection when teaching was judged to be unsatisfactory in just over a quarter of lessons. During the inspection none of the shortcomings identified in the previous inspection were in evidence. Throughout the school there is a close match between the quality of teaching and learning and this is reflected in lesson evaluations.
41. The quality of teaching for children in the Foundation Stage is good overall. During the week of the inspection there was no unsatisfactory teaching. Eighty six per cent of lessons seen were judged to be good or better with 29 per cent being very good. The very effective contribution of support staff is a strong feature in the reception classes.
42. Teaching in the reception classes is particularly successful in promoting children's personal, social and emotional development and this helps them to settle in quickly and make good progress in all areas of learning. In both classes teaching is effective in developing the children's speaking and listening skills. This enables children who are learning English as an additional language to contribute more confidently to discussions and take greater advantage of the range of learning opportunities provided for them.
43. The good teaching in the reception classes means that the great majority of children are on course to meet the early learning goals in all areas of learning by the end of their reception year. The consistent emphasis placed on extending children's literacy and numeracy skills during work in all areas of learning is a very strong feature in the teaching. The very high quality class management and lesson organisation contributes positively towards children's progress. Baseline assessment is used very effectively to plan the provision for all children, including those with special educational needs and those learning English as an additional language.

44. In both key stages there are examples of very high quality teaching in English, mathematics and science. The quality of teaching at Key Stage 1 is generally good and sometimes very good. Fifty two per cent of lessons observed were judged to be good or better and 22 per cent were in the very good to excellent category. The quality of teaching at Key Stage 2 is good. Seventy eight per cent of lessons observed were judged to be good or better with 46 per cent being very good or excellent. Teaching in Year 2 is almost always good or better. In Year 6 it is consistently of a very high quality. Almost all lessons seen were very good or excellent. This high quality teaching at the end of Key Stage 2, building on generally good or very good teaching in other classes, is a major factor in promoting pupils' good progress in English, mathematics and science and results in standards which are above the national average.
45. The National Literacy and Numeracy Strategies have been implemented well and planning in both key stages is very effective. Activities are well matched to pupils' needs. High expectations and challenging questions are important features of the very good teaching observed. In both key stages pupils work together to develop ideas and extend their understanding. In mathematics and English the teachers demonstrate a good understanding of the expectations of the national Literacy and Numeracy Strategies. The content of the work is well matched to the levels of attainment and a good balance is usually achieved between oral and mental work, direct teaching, learning activities and the final plenary session. The teaching of science is good overall in Key Stage 1 and very good in Key Stage 2. In the very good or excellent lessons, high levels of challenge are apparent and pupils are given very good opportunities to organise their own experiments.
46. Teachers' planning has improved significantly since the last inspection. There is a consistency across the school which has a very positive impact on teaching and learning. Daily plans are detailed and build on the specific skills to be taught. Across the curriculum teachers are very effective in including opportunities for numeracy and literacy skills to be practised and this is very effective in consolidating learning in a variety of situations. Pupils now have very good opportunities to develop their own opinions and views and these are substantiated by well thought out arguments based on good evidence. For example, in Key Stage 2 pupils worked in their 'buddy' pairs to evaluate the differences between the film and text versions of the classic story of "Alice in Wonderland."
47. Throughout the school teachers use a good range of teaching methods and classroom organisation to maximise the learning opportunities. They include opportunities for pupils to work as a whole class as well as to work individually or in small groups. When teaching is very good or excellent, lessons include lively and enthusiastic introductions, practical activities and very good links with pupils' own experiences. Relationships are usually very good and teachers have high expectations of their pupils' behaviour and attainment resulting in very good discipline and high standards. In some lessons however teachers do not always channel pupils' eagerness and this results in some pupils becoming restless and inattentive.
48. Teachers' subject knowledge is now very good and this has a positive impact on standards. Teachers are very confident in their knowledge and understanding of literacy, numeracy and science.

49. Teachers' confidence in the teaching of information technology has improved considerably. The use of computer skills is developing well and in some lessons is becoming an integral part of teaching and learning. For example, pupils in Year 6 are encouraged to use the Internet to research information on the Hindu celebration of Diwali. In Year 2 computer skills were used successfully to develop pupils understanding of grammar and punctuation as they altered text to show the correct use of capital letters and full stops.
50. In religious education, the teaching is generally of a good quality and meets the requirements of the Leicester Agreed Syllabus.
51. Insufficient evidence was available to form a judgement on the teaching of art and design in both key stages or in design and technology in Key Stage 1. In history, geography and religious education, teachers create worthwhile opportunities for pupils to engage in extended writing activities arising from their studies and incorporating new skills acquired during the literacy lessons. Through work in music and drama, the teaching promotes successfully pupils' creative development. At both key stages, the teaching of physical education is good overall and sometimes very good or excellent. Pupils are helped to think carefully about ways of improving the quality of their performance and this results in quality work. Teaching is good in design and technology in Key Stage 2. Teachers are not over directive. Problems are discussed but pupils are encouraged to find their own solutions.
52. The use of time and resources is good in both key stages. Lessons move along at a brisk pace and this engages pupils' interest and maintains their involvement in the learning process. Resources are used well to stimulate pupils to produce work of a high quality. However, although there is a wide range of non-fiction and fiction books available around the school the non-fiction is not always displayed in a way which excites and engages pupils' interest. The library is not used well to extend pupils' library and research skills. Teachers make use of the environment to bring subjects such as history and geography alive for the pupils. However, there are insufficient opportunities to visit art galleries in order to develop an appreciation of the work of different artists and media.
53. Most teachers are very good at offering help, advice and encouragement to pupils to help them focus on specific aspects of their work. In literacy there are some good examples of teachers using inaccurate answers to extend thinking and understanding and helping pupils arrive at the correct answer. In the very good lessons there is a shared sense of learning and pupils are actively involved in their own learning. In less successful lessons teachers have not developed good questioning skills and pupils are not always helped to understand their mistakes. The best lessons involve pupils in evaluating their own learning and making judgements on how they could improve the quality of their work. Individual and class targets are used very effectively to help pupils focus on specific aspects of their work that could be better. Teachers share these targets with parents and this has a very positive effect on the progress pupils make.

54. Pupils' work is marked regularly and is very effective in helping them improve the quality of their work. Homework is a strength of the teaching. Parents and pupils are actively engaged in challenging tasks that extend the learning that has gone on in lessons. This is having a very positive effect on pupils' attitudes to learning and the standards they reach. However, in some classes in Key Stage 2 pupils' work is not always well displayed.
55. The quality of teaching for pupils for whom English is an additional language is good throughout the school. The specialist teacher offers effective support to those individual pupils who have very specific learning needs in Years 5 and 6. A classroom assistant and a bilingual assistant provide very effective support for children in the reception class. Bilingual skills are used well to assess children's attainment levels when they first enter school. This enables staff to build effectively on what children already know and can do. Staff use their skills well to help children settle into school and to enable them to access the Foundation stage curriculum.
56. All staff supporting pupils for whom English is an additional language have high expectations. They set clear and appropriate targets for pupils and as a result most are successful in moving to independent learning. The staff's effective grouping strategies provide a range of opportunities for pupils to develop effective listening, speaking, reading and writing skills. Though emphasis is rightly placed on supporting pupils' development in literacy and numeracy, extra help is also available to enable pupils to fully extend their thinking and understanding in other subjects such as history.
57. The teaching of pupils with special educational needs is good overall and occasionally very good. It is a very good example of dedication and understanding of the curriculum for pupils who have individual needs. This has a significant impact on pupils' learning. Support includes specially designed activities in-class and, when appropriate, withdrawal into small groups. Specific, measurable targets for pupils to achieve are in place and teachers monitor progress towards these targets.

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

58. The curricular opportunities offered to the pupils are good and prepare pupils well for the next stage of their education. There is now a coherent whole school plan for the curriculum, representing a significant improvement since the last inspection. Provision for the under fives is good, covering the recommended areas of learning fully. Children are provided with a very effective and well planned range of learning opportunities that allow them to develop their skills well in both Reception classes.
59. For pupils at Key Stage 1 and 2, the school provides a good range of learning opportunities. The curriculum includes all the subjects of the National Curriculum and religious education. The school is in the process of adopting government recommended guidelines for all National Curriculum subjects (except in physical education where they are using the local education authority's guidelines). These help to ensure that pupils' learning opportunities cover the required ground and build effectively on what they already know. Pupils in parallel classes now have similar opportunities which is a significant improvement since the previous inspection.

60. The National Literacy and Numeracy Strategies are being implemented very successfully. Teachers' planning is consistently and securely based on these strategies. Medium and short term planning is generally good in all subjects, especially English, mathematics and science. This provides a consistency of approach that was lacking at the time of the last inspection. It is proving effective not only in raising standards but also in raising teachers' expectations of what pupils can do. In literacy, this is evident in pupils' growing competence in handling a broad range of written texts, and in numeracy, in pupils' sharp mental arithmetic skills. In religious education, work is based on the local agreed syllabus, supported by National Curriculum guidelines. This now provides the required support and guidance and helps to promote pupils' learning in this subject. The daily acts of worship provide sound support for pupils' spiritual and cultural development. There are now clearly planned opportunities for spiritual development throughout the curriculum, an improvement since the last inspection.
61. Provision for personal, social, and health education is very good. There is a detailed policy and a good programme of personal and social education is continuous throughout both key stages. It includes some good elements of health and sex education, for example, learning about the dangers of substance misuse. The school has recently been awarded accreditation as a "healthy school." Assemblies and 'circle' time make a significant contribution to the sustaining of good behaviour. The school is committed to providing equality of opportunity for all its pupils.
62. The school makes very good provision for pupils who are learning English as an additional language. A high priority is given to teaching pupils to be confident and fluent users of English. Emphasis is placed on developing pupils' communicative skills and the acquisition of appropriate language to help them access all the subjects of the curriculum. This support extends effectively to pupils who join during the school year.
63. Provision for special educational needs is very good. Pupils are identified as early as possible and appropriate steps are taken to assess their needs, write individual education plans and provide support. The plans are reviewed regularly and provide the necessary detail to enable teachers to plan appropriate learning experiences. The school has taken an initiative aimed at promoting educational and social inclusion, and raising achievement of all pupils including targeted groups of pupils. All pupils receive support which is of a very high quality. Pupils have full access to the curriculum and to educational visits.
64. Provision for extra-curricular activities is very good. There is a wide range of after school activities for both key stages. These include a recorder group, a French class, computer, gardening and study support groups. There are sporting activities such as swimming, basketball, rugby and football. These activities are generally well attended. The school provides a satisfactory range of visits and visitors to extend and enrich the curriculum. Educational trips are made to areas beyond their own locality, for example Eyam in Derbyshire and Tumbledown Farm in Leicester. Pupils also explore the local environment to carry out geographical surveys. Optional residential experiences are offered to Year 2 and Year 6 pupils and include opportunities for outdoor adventure activities. These visits make a valuable contribution towards pupils' social development. Pupils are involved with visitors into the school, including the local clergy, community police officer, school nurse, professional sports people and local residents from different cultural traditions.

65. The school has sound links with other educational institutions. Pupils are involved in exchange visits with other primary schools and are building up strong links with the local pre-school group. Satisfactory links are made with the main receiving high schools. Year 6 make visits and appropriate records are passed on. The school has useful and effective links with a local company [GE Lighting], which is involved in the maintenance of the school's mobile classrooms. Students from local schools and colleges gain work experience at the school and provide useful assistance.
66. The overall provision for pupils' spiritual, moral, social and cultural development is good. As at the last inspection the provision for pupils' moral and social development is very good.
67. The provision for pupils' spiritual development has improved since the last inspection and is now satisfactory. Assemblies provide opportunities for reflection and wonder. There are reminders in school of the part "a God" plays in people's daily life, such as the prayers on display in a Year 5 class, and the "Special Thoughts" book in the reception area. The peace garden at the entrance to school is a constant reminder of the tragic death in recent years of three pupils. Some areas of the curriculum make a positive contribution to spiritual development, for instance a discussion in a Year 2 science lesson about the development of babies into toddlers. However, there is little evidence of spiritual development in other areas of the curriculum notably, in art and music.
68. The school continues to promote a very high standard of moral values. The staff work hard to encourage pupils to consider the effects of their actions on others. Pupils are valued and this is reflected in the very good relationships that exist throughout the school. Rules of behaviour are on display in classrooms, and pupils are aware of what is expected of them. Relationships between pupils and adults are very good and pupils are encouraged to distinguish between right and wrong in a positive way. Fund raising by pupils for a range of charities produces an awareness of the needs of others in the wider world.
69. Very good provision is made for pupils' social development. There is a strong commitment for pupils to relate effectively to one another, and to participate fully in what the school has to offer. The range of regular extra curricular activities is very good and includes sport, music, an information technology club and gardening. Pupils co-operate very well with each other, both in lessons and in the playground. They recognise the individuals' place in society through their play. Relationships between the varied ethnic groups within school are very good. Pupils are able to develop their social skills through games. This was evident in a swimming lesson when groups of pupils waited patiently at the poolside for their turn for instruction. Opportunities are provided for pupils to serve the local community through, for instance, school concerts and celebrating a variety of religious festivals. Throughout the school pupils are given opportunities which help to develop a sense of responsibility.
70. As at the previous inspection the provision for cultural development is satisfactory overall. It includes the use of the local area for geography and learning about people of other times and places such as the Ancient Egyptians in history. The place of different faiths in Britain today is successfully explored through the religious education programme. Visitors to school give talks about other religions such as Islam and Hinduism. However work on world cultures is not well developed.

71. The school is effective in developing a harmonious atmosphere in which the pupils' different backgrounds, cultures and faiths are respected and valued. Pupils' home languages and cultures and religions are valued and respected. Labels, notices and welcome signs in the appropriate languages are displayed around the school. Books representing different cultures and ways of life are available in classrooms but there are insufficient books relating to pupils' home cultures and history available in the library. Music and art are not used sufficiently well to reflect the diverse cultures of the families represented in the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

72. The school's procedures for ensuring pupils' welfare are good and have improved since the last inspection. The school has a suitable health and safety policy in place, which is adhered to. Health and safety matters are monitored termly by a committee of the governing body. Several members of staff have received Red Cross first aid training and a member of the administration staff has a first aid certificate. A dedicated medical room, equipped with a first aid box, is provided. The school operates a healthy eating policy. Satisfactory procedures for child protection are in place. The acting headteachers share the role of the responsible person. All the staff, both teaching and non-teaching, have been made aware of the child protection procedures. Pupils are well supervised by staff at breaks and lunchtime.
73. Procedures for monitoring and improving attendance are satisfactory overall. The school receptionist monitors registers effectively. She works in close liaison with the acting headteachers and the education welfare officer in cases of persistent lateness or absenteeism. Most pupils arrive in school on time and registration periods provide a calm, orderly start to the day.
74. The procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good overall. Staff effectively and consistently promote good behaviour. Pupils are very well mannered and polite. Good behaviour is exemplified in lessons, and in the way in which pupils behave around school. Relationships between pupils are very good. They show a respect and tolerance for the beliefs and values of their peers. No instances of bullying were seen during the period of the inspection.
75. Since the last inspection there has been a great improvement in the school's procedures for monitoring pupils' academic attainment and progress. The school now has very good systems in place for monitoring the effectiveness of teaching and learning in English, mathematics, and science. There is a personal, social and health education scheme of work, and the school has gained the "Healthy Schools Award". Pupils' personal development is satisfactorily catered for but there is no formal system in place for monitoring their personal and social development.
76. The school is successful in the early identification of pupils who have special educational needs. The support and guidance given to these pupils is very good. The school cares for its pupils well and this caring attitude is reflected in its ethos. This makes a valuable contribution towards the quality of learning.

77. The assessment procedures for pupils for whom English is an additional language are very good. The results of these assessments identify the deployment of support staff in order to improve pupils' fluency in English and raise their attainment across the curriculum. Detailed records are maintained indicating pupils' performance and their progress in the acquisition of English. Staff carefully monitor the progress of boys and girls and use the information well to identify where pupils need additional support.
78. Children under the age of five are well supported by the school. An induction system for prospective pupils and their parents runs throughout the twelve months prior to entry into school. Information is provided to parents through a series of meetings in the autumn and spring terms. In the summer term the children are invited into school on two days. The reception year staff have a close relationship with the pre-school group which meets on site. Through this the school is provided with valuable information to allow staff to give maximum support to the pupils when they first enter the reception classes. A "Share Group" has been organised by a member of staff. This is successfully helping parents to obtain the skills necessary to support their children's learning.
79. The school has good procedures overall for assessing pupils' attainment and recording progress. Use of assessment information to guide curriculum planning is also good. This is a significant improvement since the last inspection where the procedures for assessment and the use of assessment were made key issues. Procedures for assessment in English, mathematics and science are very good.
80. Accurate early assessments of children's attainment are carried out in the reception classes. The results of these and later assessments are used well in both reception classes to help teachers plan appropriate work. Good progress results.
81. In both key stages there is considerable monitoring of the pupils' performance. Assessment and recording systems have been introduced derived from national developments in curriculum planning in English, mathematics and science. From analysis of the data produced from these assessments, key learning objectives are developed that challenge the higher attainers and match the needs of the lower attainers. A significant development in assessment is the deeper involvement of all staff. They now assess their pupils' progress throughout the year by completing a class record sheet. Effective action is now taken to ensure the accuracy of teachers' assessments. Teacher meetings are held to agree levels of work in English, mathematics and science. Scrutiny of samples of pupils' work is used to enable targets to be set for individual pupils.
82. Overall, the school makes good use of this data. In recent years the school's performance in the national tests taken by pupils at the end of both key stages has improved significantly in English, mathematics and science. Targets are being set which are realistic and challenging. The teachers' marking is now more evaluative in some classes. However, assessments in other subjects are not being used consistently to inform teachers' planning. Few ongoing records of progress are kept and assessment is generally confined to work completed. The use of day-to-day assessment is effective, with teachers making good use of question and feedback to develop pupils' learning. However, pupils' own view of their learning is seldom discussed or recorded. Pupils are rewarded for good work or progress at the weekly 'achievement' assembly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

83. At the last inspection the school was described as having a sound partnership with parents. The school has built on this relationship and now has good links with parents which are making a significant contribution towards pupils' learning. At the meeting prior to this inspection and through the parental questionnaire, the majority of parents expressed satisfaction with the work of the school. During the week of the inspection parents were seen being made to feel welcome by the staff.
84. The quality of information for parents about the school is good overall. An attractive and informative weekly newsletter provides details of activities and events. Parents particularly welcomed the curriculum information the school sends out every half term. It outlines clearly what is going to be taught in every subject and enables parents to play a more active part in their children's learning. The school issues an informative prospectus and the annual governors' report to parents contains all the required information. Pupils' end-of-year reports are very informative and give parents a good understanding of the progress children have made and areas for improvement.
85. Parents are effectively involved in their children's education and have signed a home/school agreement. Most parents support their children at home through hearing them read and with other homework tasks. Homework is sufficient and of good quality. It very effectively supports the work which pupils are undertaking in class. Regular parents' evenings are held when individual children's targets are reviewed and new ones set. They are very well attended. Parents report that they are welcome to come into school at any time if they have any concerns. As at the time of the previous inspection the number of parents who help in school is relatively low, however a "Share Group", organised by one of the acting-headteachers, is popular with many parents. Through this parents are given the skills necessary to make the maximum impact on their child's education. The induction programme for pre-school children and their parents provides a good introduction to the aims and objectives of the school. For example, talks about literacy and numeracy were given during the spring term to parents whose children were starting school in the following September. Overall parents make a very good contribution to their children's learning.
86. The school has good links with parents of pupils who have special educational needs. Liaison takes place on a regular basis both formally and on an informal basis.
87. Parents of pupils with English as an additional language are kept well informed of their children's progress. However, the school has not considered whether those parents for whom English is an additional language would prefer to receive information about their children's academic progress in their home language.

88. The community links identified at the time of the last inspection have been maintained effectively and these are used well to enhance the curriculum and pupils' personal development. Several educational visits are made to places of local interest. Residential visits and field trips are closely linked with work in history and geography. The work of the "Friends of Sandfield" helps to integrate the school into the local community. This very active group of parents provides resources for the school through a variety of social and fund raising events, both in and out of school. Sponsorship from local industry enhances this fund raising. Contact has been established with G E Lighting to look at ways of developing closer links with industry and the work of school. Satisfactory links exist with the main feeder secondary schools.

HOW WELL IS THE SCHOOL LED AND MANAGED?

89. The last inspection report found that the overall leadership and management of the school to be unsatisfactory. Specific issues had been identified as weaknesses for some time and initiatives begun to put them right but not carried through. Very good improvements have been made in addressing most of the weaknesses found and as a result the leadership and management shown by the senior staff of the school is of a very high standard. There is now a clear management structure in place and curriculum co-ordinators play an important part. The school development plan is well focussed on raising standards. Assessment procedures and the use made of the information gathered in English, mathematics and science are very good but systems are less well developed in other subjects.
90. The quality of leadership and management of the school shown by the joint acting headteachers and other senior staff is very good. The school's headteacher has been absent through sickness for the last eight months and the two co-ordinators temporarily appointed to take her place have worked hard to not only ensure the smooth running of the school but also in improving standards of attainment in English, mathematics and science. Their leadership style encourages all staff to make contributions to decision-making. Although certain staff have additional allowances for key responsibilities, all teachers apart from those who are newly qualified undertake curricular and other responsibilities and fulfil effectively a leadership role within the school. The school successfully meets its aims.
91. There is a very positive ethos throughout the school and relationships are very good.
92. Within this positive ethos there is a strong commitment to promoting equal access by all pupils to the full range of opportunities that the school provides. The school has a clear educational direction to ensure good provision for all pupils. It monitors pupils' achievements to ensure that boys and girls, pupils of different abilities and pupils with English as an additional language are all making at least appropriate progress. Assessment is used very well to help identify pupils' difficulties and resources are carefully directed towards those pupils in greatest need.

93. Very good progress has been made in addressing the other key issues raised in the last inspection report. Standards in all subjects are now at least in line with those found in most schools. The National Curriculum requirements in all subjects are covered in sufficient depth throughout the school. At the time of the last inspection almost a quarter of all lessons seen were unsatisfactory, with lessons lacking pace and short of challenge for higher attaining pupils. Evidence from the current inspection shows that teaching is of good quality with no unsatisfactory lessons seen during the week of the inspection. Higher attaining pupils are suitably challenged in English, mathematics and science, and most lessons move at a swift pace.
94. The chair of governors is new in post. All legal requirements are met and the governors have in place all the requisite committees. The vice-chair of the finance committee has been very active in successfully applying for additional funding for the school from various sources. Though governors have put in place appropriate measures to evaluate the impact of spending decisions through monitoring of the school's development plan and provide committed support for the school, they are insufficiently involved in its strategic management. Too much has been left for the headteacher and staff to do. For example, governors only become involved in school development planning at a very late stage. The literacy governor, special needs governor and numeracy governors have a good understanding of their roles.
95. The procedures for monitoring the implementation of the English, mathematics and science policies and the quality of provision are very good. Regular planned monitoring, for example, of literacy and numeracy has taken the form of classroom observations to evaluate the effectiveness of teaching. Co-ordinators check lesson planning and some have been provided with time to work alongside colleagues in order to improve the quality of learning. Results of annual tests are reviewed and analysed to plan strategies and set targets for future progress. This is helping to improve standards.
96. All members of staff have job descriptions. The support given to newly qualified teachers is good. It ensures that they are fully informed on all procedures. The appraisal system is currently being reviewed in the light of the introduction of performance related pay for teachers. Staff have attended appropriate training courses.
97. Financial planning and management are good. The headteacher, bursar and other administrative staff conscientiously follow clear financial procedures. There are clear systems in place for ordering materials and handling monies. Spending is linked to identified priorities and the governors show a sound understanding of the need to obtain value for money. For example, recently purchased information technology equipment is having a positive effect on pupils' progress. Reserve balances have been kept to cope with any drop in pupil numbers. The school was last audited three years ago. Day-to-day administration is of a good quality.

98. The school has a sufficient number of teaching and support staff who are suitably qualified and experienced to meet the demands of the curriculum. There is a wide range of experience amongst the staff including provision for children who are under five, pupils with special educational needs and for pupils who speak English as an additional language. They have sufficient knowledge and expertise to meet the requirements of the National Curriculum and religious education. There is a designated member of staff appointed to co-ordinate the provision for pupils who speak English as an additional language. The effective deployment of this teacher, the classroom support worker and the bilingual assistant have a significant impact on the quality of pupils' learning. Teachers work very well together as a team despite the difficulties associated with classes being housed in four separate buildings. Classroom support staff are appropriately deployed and very well briefed. They make a valuable contribution to the progress pupils make.
99. The money allocated to the school to support pupils with special educational needs and those who speak English as an additional language is used well. The school provides a high quality of education for these pupils. This is a strength of the school and contributes to the good progress they make not only in academic work but also in personal and social development. The special educational needs co-ordinator manages and organises the provision to a high standard.
100. As at the time of the last inspection resource provision is adequate. The permanent accommodation is of an open plan design and teachers and support assistants work hard to overcome possible noise distractions from neighbouring classes. Four classes are situated in temporary mobiles and pupils have to go across to the main building to go to the toilet or to bring water across to their rooms for lessons. Drainpipes emptying straight onto the flags near to where pupils walk cause a potential hazard. The hardworking caretaker and cleaning staff keep buildings very clean. Throughout the main building there are some good displays of work but throughout Key Stage 2 school the quality of display varies from good to unsatisfactory.
101. The newly established information technology suite provides good facilities for developing pupils' skills in the subject. The school library is not well organised or stocked with books and not well used. Sections such as art and music do not reflect the cultural diversity of the school's population. For example there are few books that refer to non-western artists or composers. School grounds are very attractive.

WHAT SHOULD THE SCHOOL DO NEXT TO IMPROVE?

102. The school has successfully put in place measures that have raised standards in English, mathematics and science throughout the school. As it continues to strive for improvement in other areas, the governors, headteacher and staff should:

review the school's assessment arrangements in art, design and technology, geography, history, music, physical education and religious education by:

using the very good practice that exists in English, mathematics and science to devise assessment procedures for all other subjects to track the development of pupils' skills;

- ensuring that the assessments are carried out systematically and on a regular basis;
- making sure that the results from assessments are analysed to set clear targets for future learning for individuals and year groups;
- using the information to inform teachers' future planning in the subjects;
- developing whole school portfolios to help teachers be secure when assessing pupils' attainment against National Curriculum levels;

(See paragraphs 82, 160, 168, 178, 186, 193, 200 and 205 in the main report.)

involve the governing body more in the strategic management of the school by:

- involving governors more effectively in setting targets for improvement;
- monitoring progress made in achieving the targets set;
- (See paragraph 94 in the main report.)

re-organise the library to provide an effective learning resource by:

- improving the quality and range of fiction and non-fiction books as and when funds become available;
- improving its organisation;
- ensuring pupils have sufficient opportunities to use it in order to put into practice their library skills;
- (See paragraphs 7, 52, 71, 101 and 121 in the main report.)

continue to press for improvements to be made to the accommodation presently being used by Years 4 and 5;

(See paragraphs 100, 156, 161 and 168 in the main report)

Other issues that should be considered by the school.

Present information about children's academic progress in the home language of parents for whom English is an additional language.

[paragraph 87]

Introduce a more consistent approach to the display of children's work in Key Stage 2.

[paragraphs 54, 100, 129 and 161]

Make more use of the pupils' cultural background in subjects such as art and music.

[paragraphs 71, 157, 164 and 189]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8%	29%	34%	29%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		412
Number of full-time pupils eligible for free school meals		39

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		75

English as an additional language	No of pupils
Number of pupils with English as an additional language	340

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	25	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	23	16
	Girls	24	25	24
	Total	42	48	40
Percentage of pupils at NC level 2 or above	School	88	100	83
	National	82 (77)	83(81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	17	21
	Girls	25	24	25
	Total	45	41	46
Percentage of pupils at NC level 2 or above	School	94	85	96
	National	82 (81)	86 (86)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	42	32	74

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	35	39
	Girls	28	29	29
	Total	58	64	68
Percentage of pupils at NC level 4 or above	School	78	86	92
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	31	30
	Girls	23	22	24
	Total	45	53	54
Percentage of pupils at NC level 4 or above	School	61	72	73
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	34
Black – other	0
Indian	268
Pakistani	17
Bangladeshi	0
Chinese	0
White	16
Any other minority ethnic group	28

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	25.1
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	258

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	1999
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	£
Total income	735,365
Total expenditure	732,042
Expenditure per pupil	1,790
Balance brought forward from previous year	20,678
Balance carried forward to next year	24,001

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	403
Number of questionnaires returned	279

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	2	1	0
My child is making good progress in school.	46	42	6	1	5
Behaviour in the school is good.	50	38	6	0	5
My child gets the right amount of work to do at home.	43	42	7	3	4
The teaching is good.	48	41	4	0	7
I am kept well informed about how my child is getting on.	43	44	7	3	3
I would feel comfortable about approaching the school with questions or a problem.	53	38	5	1	4
The school expects my child to work hard and achieve his or her best.	57	33	4	1	5
The school works closely with parents.	49	38	7	2	4
The school is well led and managed.	42	43	5	1	9
The school is helping my child become mature and responsible.	50	40	4	0	6
The school provides an interesting range of activities outside lessons.	42	38	11	4	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Under Fives

103. Education for children under-five is provided in two reception classes. The school's provision has improved since the last inspection and is now good. The curriculum for children is based on the 'six areas of learning' and gives the children broad and balanced experiences. There is a wide range of challenging and well focussed experiences to promote the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. The school provides the children with a good start to their education.
104. The overall attainment levels of most of the children entering the school are in line with those expected nationally. However, a significant minority of children enter the reception classes learning English as an additional language and a few have special educational needs. Teaching in reception is of a good standard and this has a positive effect on children's learning. As a result most children achieve well and are in line to reach the early learning goals in all six areas of learning by the end of the Reception classes, with a significant number reaching them well before they move into Year 1.

Personal, social and emotional development

105. The personal, social and emotional development of the children is good. Standards are above average by the age of five. There are good procedures for introducing children to school life, which help the children to settle in with ease. Care is taken to meet with parents and carers in order to be able to plan carefully to meet the individual needs of children. Extra support is given to parents of children who do not have a good command of the English language. Children enjoy coming to school, they respond well to the rules and routines of the class. Most are confident in trying out new activities and speak confidently to other children and adults. Relationships in both classes are very good. The children are polite and respectful to their teachers and other helpers in the classrooms. Classroom resources are used carefully; for example, magnets are used appropriately when investigating objects and materials. They sit quietly in assembly to hear a story and respond with respect during a shared prayer. Even at this early stage of the school year the children concentrate on their activities for extended periods, either when listening carefully to a book during the Literacy Hour, or when persevering with the careful 'lacing' of a spider's web. Children select their own activities during free choice periods and most are able to play sensibly alongside other children and some are able to share the activity with others. They demonstrate growing independence in their dressing skills and in personal hygiene; for example, changing for physical education lessons and washing hands following a painting activity. There are well planned opportunities for children to develop a sensitivity and awareness of other people, their different religions, cultures and ways of life. Teaching is good, as every opportunity is taken to develop the children's skills. All adults provide the children with good example in personal and social skills.

Communication, language and literacy

106. In communication, language and literacy, standards are average by the age of five. Children make good progress in developing their speaking and listening skills. In both reception classes listening and speaking skills are extended effectively through a wide range of appropriately planned activities. When children are playing, staff engage them in discussion, question them effectively and challenge them to think. All staff keep detailed records of the progress the children make. This is an improvement since the last inspection and assessment is now used very effectively to plan for future learning.
107. Elements of the National Literacy Strategy are used well to develop and extend children's language and literacy skills. A strong emphasis is placed on listening carefully to the teachers and following instructions. This is particularly effective for children with special educational needs and those learning English as an additional language. The children are attentive listeners. They enjoy listening to stories and rhymes and join in familiar ones with enthusiasm. They follow instructions when playing the games like 'Simon says' and respond correctly to instructions in a physical education lesson. In a discussion about rain, children offered many interesting suggestions as to how it evaporates. Vocabulary skills are developing as children talk about 'S' words; for example, snake, spider and spout. Structured play situations, puppets, group activities, lunchtimes and circle time provide opportunities for children to use and extend their vocabulary. Clearly labelled displays, nursery rhyme pictures, calendars, weather charts and individual name cards help children develop early reading and writing skills. Many hold their pencils correctly and know how to form their letters. Some can write their name and simple words. In both classes the book corner is used well by the children and they handle the books with care. In shared reading tasks children recognise initial sounds and use these to read unfamiliar words. Children choose books as an activity and they all take books home on a regular basis to share with family members. This has a positive effect on children's progress in learning to read. Teaching in this area of learning is good, and it is sometimes very good. All staff are competent in teaching basic skills in literacy and use every opportunity to promote the development of children's communication, language and literacy skills.

Mathematical development

108. Children make sound progress in developing their mathematical understanding and standards are average by the age of five. Work is planned using the National Numeracy Strategy. Through play, practical activities, number songs, rhymes and counting games many recognise numbers up to 10 but a significant number can count to 25 with ease. Most reception children are able to join in with the teacher and count down from five to zero. In both classes children have good opportunities to compare, match, sort, order and sequence. Teachers place great emphasis on developing appropriate mathematical language and children are encouraged to consider size, shape and position when playing with toys. A significant number can recognise two dimensional shapes and copy and repeat symmetrical patterns. Imaginative and exciting methods are used to maintain the children's interest and enable them to make good progress in their skills and understanding. One teacher's excellent use of the 'pig-sty' picture involved the children matching numbers to animals and other objects in the farmyard. This activity was further extended when a child spotted the number of apples was less when the pigs ate them. Calculating skills of more or less, greater or smaller are also developed through practical activities of threading beads and cutting various lengths of paper. Teaching in this area is good. The teachers and support staff are competent in teaching the basic skills of

numeracy.

Knowledge and understanding of the world

109. Children's knowledge and understanding of the world is developed well and they attain levels that are at least average by the age of five. The natural curiosity of young children is enhanced as staff continually encourage them to talk about their discoveries and experiences, to ask questions and to explore made and natural materials. From looking at seeds they are aware of how they develop into plants that bear fruits or become flowers. They learn about the passage of time through celebrating birthdays and festivals. They talk about the days of the week, changing seasons and the weather. Through religious education lessons children learn about other cultures and different ways of life. They know that the Harvest festival is a Christian celebration when some Christians thank God for the harvest. With support from the teacher they make up group prayers. Staff carefully observe and assess children's progress providing them with support and encouragement in improving their skills of cutting, folding and sticking. They develop their observational skills as they experiment with magnets, identifying materials that are 'pulled' towards the magnet. The computer is a popular choice and many children are confident and competent in using the 'mouse'. Construction toys are used well to encourage pupils to design and make their own models and to discover how things work. Teaching is good. Through appropriate topics the children gain knowledge and skills which provide a good foundation for future work in science, design and technology, history and geography.

Physical development

110. Children make good progress in their physical development and standards are above average by the age of five. In physical education lessons they walk, run, jump and hop using forwards and sideways directions. They can hold balanced positions on hands and feet. They listen carefully to the teacher's instructions and use space well, being aware of how to move to keep themselves and other children safe. Children use the hard outdoor playground area for riding on wheeled toys, climbing on large equipment and playing with balls, hoops and ropes. Emphasis is placed on developing children's skills when handling tools, construction toys and malleable materials. Children are given many opportunities to cut out, glue, paint and crayon to develop their handling skills. Teaching is good and enables the children to make good progress.

Creative development

111. Standards in creative development are average by the age of five. Children enjoy a good range of experiences, art, music, story and imaginative play. Through such experiences children are encouraged to use appropriate vocabulary and to develop their use of language to express ideas. A very good range of musical instruments, songs and rhymes helps to develop children's understanding of sound, rhythm and pattern. Children enjoy taking part in role-play situations; for example acting out the characters from the nursery rhyme Little Miss Muffet, using puppets and other resources. The excellent range of puppets are used very well for developing speaking and listening skills. The teachers actively seek opportunities to use them as a teaching aid in other areas of the curriculum, and to great effect. There are many activities available for children to develop their senses through investigating texture, shape and colour. Staff provide materials with a variety of interesting textures from which children can choose to create their own pictures and models. They work with play- dough, plasticene and junk material to create three- dimensional models. Sand and water are available for the children to explore. Teaching is good in this area of learning. Many varied activities are provided which encourage the development of creativity.

Teaching

112. Teaching in the early years is good with some very good teaching. Teachers have a very secure knowledge of how young children learn and develop, resulting in carefully planned learning activities which build on what the children already know and then challenge and extend their learning. Children's progress is monitored by frequent assessment, which is used to help teachers in planning future lessons. Activities are well organised to promote communication, language, literacy and mathematical development. There is a balance of teacher directed activities and child initiated ones although further development of opportunities for extending children's spontaneous play are needed. Staff provide very effective support for all activities, interacting to check and extend children's understanding. Praise and encouragement are highly effective in promoting positive behaviour. Teamwork is of a high quality, staff working very well together. They are enthusiastic, committed and have high expectations of the children. Parents are actively involved in their children's learning through supporting simple homework tasks.

ENGLISH

113. Since the previous inspection attainment at the end of Key Stage 2 has improved considerably. At the last inspection standards were below those expected nationally and progress was unsatisfactory. By the time pupils reach the end of Key Stage 2 standards are now above the national average. The great majority of pupils are on course to meet and a significant number to exceed the national standard. This is an improvement on the 1999 national test results which showed the performance of pupils at the end of Key Stage 2 to be in line the national average and below the average for similar schools. Although there are not yet any national comparisons the latest national tests confirm the improvements in standards, with a significant increase in the number of pupils achieving the expected Level 4 and the next higher Level 5. This represents good progress over time for the school.

114. In the 1999 reading tests for seven-year-olds the percentage of children reaching Levels 2 and 3 was close to the national average. Compared with similar schools the percentage at Level 2 was below average and the percentage at Level 3 was well below average. In the writing tests the percentage all pupils achieved at least Level 2 and the percentage achieving Level 3 was well above the national average. When compared to similar schools the percentage at Level 2 was very high and above average at Level 3. Teacher's assessment in speaking and listening show standards to be well above average.
115. By the end of Key Stage 1 standards overall are above those expected nationally. This is an improvement on the previous inspection findings where standards were in line with the national average. Inspection evidence indicates that the great majority of pupils in Year 2 are on course to reach the expected Level 2 with a significant number on course to reach the next highest Level 3. The most recent national tests indicate an improvement in the number of pupils achieving the higher levels in writing which was highlighted as a weakness at the last inspection. National tests indicate that standards in reading are not as high as in writing and speaking and listening. However, observations during the inspection show that standards are rising and are at least in line with national expectations.
116. Literacy is given a very high priority throughout the curriculum. In relation to their prior attainment most pupils make good and sometimes very good progress in developing the skills of literacy and standards are above average. In this they are building on the very effective foundation for learning provided for them in the reception classes. All areas of weakness highlighted at the last inspection have been addressed with rigour and enthusiasm. Emphasis is now placed on reading and writing in a variety of contexts and for a wide range of purposes. Pupils of all attainment levels are developing a rich and appropriate vocabulary. They use their reading and writing skills well in other areas of the curriculum, for example, when recording their investigations into 'sugary drinks' in science lessons or planning, designing and evaluating their models.
117. The school has enthusiastically implemented the National Literacy Strategy and this is having a very positive effect on raising standards. Teachers and pupils are aware of the skills they are teaching and learning and lessons have an atmosphere of hard work and commitment to high standards. The school has also adopted the Additional Literacy Strategy and booster classes to provide support for those pupils needing extra help to reach the required standards.
118. The pupils with special educational needs receive very good support and achieve standards in line with their prior attainment. Pupils for whom English is an additional language make good progress and most achieve the expected standards, with a significant number achieving above that expected.

119. Speaking and listening skills are now developed well and are very good in both key stages. The school places considerable emphasis on developing speaking and listening skills and as a result most pupils make very good progress. By the end of Key Stage 2 standards are well above those expected nationally. Pupils are confident and articulate speakers. By the end of Key Stage 1, pupils are becoming confident speakers, eager to answer questions and to talk and evaluate their work. By the end of Key Stage 2, pupils are able to discuss texts using subject specific vocabulary. They express ideas clearly and use interesting and grammatically accurate language. New vocabulary introduced during the Literacy Hour is used well in class discussions. For example, during the inspection, teaching and learning in Year 4 had been concentrating on recognising the characteristics of newspaper articles. In class discussions pupils were able to use a wide range of vocabulary as they confidently discussed and highlighted the differences between broadsheets and tabloids.
120. By the end of Key Stage 1 attainment is in line with the national average in reading. Pupils in Key Stage 1 are aware of authors and illustrators and are able to identify the main characters and events in their favourite books. Younger pupils read simple books with increasing accuracy and understanding. Higher attaining pupils in Year 2 use a variety of strategies to help them recognise unfamiliar words, such as letter patterns and sounds, context and pictures. They read aloud with confidence and appropriate expression and understanding. Emphasis is placed on ensuring that pupils for whom English is an additional language fully understand the texts they are reading. In guided reading groups teachers and support staff provide pupils with opportunities to talk about their books to ensure they have understood the reading material. Pupils take books home regularly and family members hear their children read. This has a very positive effect on pupils' standards and progress.
121. In Key Stage 2 pupils continue to make good progress. Most are able to read a range of texts fluently and accurately. Books are now very well matched to pupils' attainment and interest levels and pupils are very enthusiastic readers of a wide range of texts. Older pupils express a preference for particular authors and they choose books because of particular interests such as animals or adventure stories. Higher attaining and average attaining pupils understand plot, setting and characterisation. They show a mature understanding of different writers' styles and accounts and are able to make deductions and inferences from their reading. Pupils are developing good independent research skills as they use dictionaries, thesaurus, encyclopaedias, CD Roms and the internet. However, the poorly resourced and located library limits pupils' opportunities to use library skills.
122. By the end of Key Stage 1 standards in writing are well above the national average. Improvements since the last inspection are significant. By the end of Key Stage 1 the majority of pupils are spelling common words correctly and making good attempts to spell more complex words. They now write for a variety of purposes, such as recording science experiments, using appropriate layout and vocabulary and writing interesting stories and accounts. Pupils observe the rules of punctuation, using full stops and capital letters. Higher attaining pupils use question marks and apostrophes and some are beginning to use speech marks to add interest to their stories. Handwriting is almost always very neat and well formed with youngest pupils learning to join their letters.

123. In Key Stage 2 pupils now progressively develop their ability to write for different purposes using a wide range of styles. This is an improvement since the last inspection. Work shows an awareness of the need for different presentation skills, vocabulary and style and a very good use of well-chosen vocabulary to capture the imagination of the reader. All pupils produce diagrams and posters to support their work in other subjects. They write poems, book reviews, character portraits, letters, scientific, geographical and historical accounts. Writing is very well organised. Higher attaining pupils use paragraphs, correct punctuation, complex grammatical structures and rich appropriate vocabulary to enliven their writing. They also use bullet points and notes appropriately to add interest and speed to their work. Information technology is used effectively to support knowledge and understanding. For example, Year 6 pupils used the Internet to research information on Macbeth.
124. Behaviour is very good. Pupils show very favourable attitudes to learning and enjoy very positive relationships with their teachers. This makes a considerable contribution to their rate of progress and the high standards of attainment achieved. Most pupils are very eager to learn, stay on task and show very good levels of independence and concentration. They work very hard to improve their handwriting and presentation skills and show pride in producing work of a high standard. Opportunities to work collaboratively and to develop personal skills are used well. Pupils enjoy English lessons and respond very well to the structure of the Literacy Hour.
125. The quality of teaching is good overall throughout both key stages and has improved since the last inspection. During the week of the inspection it was never less than satisfactory and often very good and occasionally excellent. In Key Stage 1, 50 per cent of lessons seen were good or better and in Key Stage 2, 75 per cent were good or better.
126. All teachers are confidently implementing the Literacy Hour. Teaching is now carefully structured and well planned to meet the needs of pupils of all attainment levels. Teachers share the learning objectives with the pupils and ensure that pupils are very clear about what it is they are expected to learn. Speaking and listening continues to be given a high priority. Spelling, punctuation and grammar are given a particularly high priority and pupils' knowledge and understanding of basic skills are apparent in their extended writing and when writing in other subjects. Opportunities for extended writing are made within the curriculum to ensure that progress in this aspect of English is maintained. Teachers use praise, comments and questions effectively to check understanding and extend thinking.

127. When teaching is very good or outstanding, expectations are particularly high and the teacher's enthusiasm, explanations and knowledge have a very positive effect on attainment and progress. In excellent lessons teaching is imaginative, lively and exciting and moves pupils' learning on at a fast pace. Pupils are constantly reminded of the strategies they need to improve their work, such as good handwriting, correct spelling and punctuation. Plenary sessions check pupils have understood the lesson and also extend their thinking, pushing them just that bit further. Teachers and pupils share the same purpose and there is an expectation on both parts that learning is an enjoyable all-consuming activity. Pupils confidently offer answers to teachers probing and difficult questions knowing that even if their answers are incorrect the teacher will help them to discover the right answer for themselves. Where teaching is less effective staff do not have sufficient strategies to help pupils understand where they have gone wrong or why their answers are incorrect.
128. Relationships are usually very good and teachers have high expectations of their pupils' behaviour and attainment resulting in very good discipline and high standards. Pupils are encouraged to believe in their own ability to succeed. In some lessons however, teachers do not always channel pupils' eagerness and this results in some pupils becoming restless and inattentive.
129. Teachers use a range of appropriate and high quality resources to support the teaching of literacy. Some teachers are very proficient in their use of information technology and produce individual templates, work sheets and tasks. This has a very positive effect on the quality of the provision, making the teaching and learning of English challenging and interesting. However, in some classes in Key Stage 2 pupils' work is not well displayed.
130. Provision for pupils with special educational needs is very good. Pupils with English as an additional language are given high quality support. Support staff are used very effectively to give additional help to designated individuals and groups of pupils. Their contribution greatly enhances the learning opportunities for the pupils.
131. Assessment and record keeping are now very good. National Curriculum Tests are used very effectively to set individual targets for pupils, to raise standards and to identify areas for school development. Teachers mark work on a regular basis and pupils are now given helpful suggestions on how they can improve their work. Homework is set to extend work done in lessons and to check that pupils have fully understood new learning.
132. The curriculum meets statutory requirements. The co-ordinators are enthusiastic and knowledgeable about the subject. Formal monitoring of the teaching and planning takes place and staff are given feedback on how to improve the quality of the teaching and learning. National test results and teacher assessments are carefully scrutinised to improve standards, track pupils progress and to set targets for the school and individual pupils.

MATHEMATICS

133. In the 1999 National Curriculum Tests for seven-year-olds, pupils attained at a level which was below the national average at level 2 and above. However, at level 2B pupils achieved standards which were close to the national average and those attaining the higher level 3 were well above the national average. At the time of the previous inspection attainment was in line with that expected nationally. Since 1998 the school's results have improved at a faster rate than the national trend.
134. In the most recent national tests the proportion of the school's pupils attaining level 2 or above improved and was higher than the target set. However at the higher level 3 the results were lower than the target set and declined. National figures for comparison are not yet available.
135. Inspection evidence shows that the standard of work seen in mathematics is broadly in line with national expectations at the end of Key Stage 1. Most teachers have a secure understanding of the levels of attainment of pupils and teacher assessment generally matches test results. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans.
136. At Key Stage 2, in the 1999 National Curriculum tests for eleven year olds, pupils attained at a level which was well above the national average at level 4 and the higher level 5. At the time of the previous inspection attainment was in line with national averages. When compared to similar schools the results were well above the average at level 4 or above. Since 1998 results have improved faster than the national trend.
137. The most recent national tests indicate an improvement in the percentage of pupils achieving Level 4 or above and a very slight decline in the proportion attaining the higher level 5. National figures for comparison are not yet available.
138. Inspection evidence shows that the standard of work seen in mathematics is well above national expectations by the end of Key Stage 2. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans. The full range of programmes of study in the National Curriculum is taught. Good use is made of mathematical language and using and applying mathematics across the curriculum in, for example, science.
139. By the end of Key Stage 1 standards in mathematics are broadly in line with national expectations and pupils make satisfactory progress. In Year 2, pupils provide appropriate answers for calculations such as finding the value of coins with totals to 30p. Pupils worked quickly and used their mental agility skills well to find the answers. All could count in 10's to 100 starting with three. Pupils could give quick answers to simple subtraction sums such as 20p -15p. Using number fans, pupils doubled 2 digit numbers such as 21. They understood near doubles and quickly answered questions such as $5+5=10$, $5+6=11$ and $6+5=11$. Year 1 pupils understand two and three dimensional shapes and could explain how many faces, corners and sides individual shapes had. They could name cone, triangular prism, cube, cuboid cylinder, sphere and pyramid. In their mental mathematics pupils counted using odd and even numbers to 20.

140. In Key Stage 2 very good use is made of mathematical language which develops understanding of skills and concepts very well. Pupils' understanding of their mathematics is very good. They use and apply mathematics across the curriculum well, for example when using information and communication technology to interpret data. In Year 6 pupils recall decimals lying between two numbers, for example 34.1,34.2. Other pupils could give pairs of factors for numbers to 100 such as, 10 and 3 (30). They quickly and accurately answered question such as 40×2 . Pupils have a good knowledge of their multiplication tables which they use very effectively in their mental work. They were beginning to understand grouped data. All understood how to plot a graph using x and y axes, and the majority could categorise data into bands of time to 30 minutes. Pupils linked this learning appropriately into information and communication technology work, by creating graphs using the Excel program. The use of plenary sessions at the end of lessons to assess pupils' knowledge, skills and understanding was very good and this method of assessment improves pupils' learning.
141. Progress throughout the key stage is very good overall. In Year 5 pupils had a very good understanding and use of fractions. They quickly worked out $\frac{1}{4}$ of 20, divided 20 by 4, found $\frac{1}{10}$ of 90 and divided 90 by 10. Other pupils understood and could use equivalent fractions. The use of mathematical language to support learning was very good. Pupils understood $\frac{1}{3} = \frac{2}{6} = \frac{3}{9} = \frac{4}{12} = \frac{5}{15}$, and that the numerator increases by 1 and the denominator by 3. In Year 4 pupils measured the perimeters of rectangles and simple shapes and developed an understanding that the perimeter of a rectangle can be calculated if the length of one long side and one short side is known. Year 3 pupils estimated and used appropriate vocabulary when investigating time.
142. Pupils' attitudes to their lesson are very good, as are their classroom relationships and behaviour in lessons. They are attentive, concentrate well and by the time they are in Key Stage 2 have established very good work habits.
143. In both key stages teaching is good overall, with some very good and excellent teaching seen. No unsatisfactory lessons were observed. The quality of learning is good throughout the school. Where teaching is good or better, teachers have very good subject knowledge, are confident, have effective pupil management and the pace of lessons is brisk. In these lessons the pupils show interest and are challenged to achieve high standards. Planning is good and effective questions help to assess pupils' knowledge, skills and understanding before the lesson moves on. Mental mathematics was conducted at a quick pace and pupils encouraged to respond with speed and accuracy. In a small minority of lessons where the pace was slower pupils become distracted and were not always on task. Teachers have all received training in the National Numeracy Strategy and have a very secure understanding of the methods used. This is one of the main reasons why standards in numeracy are well above average by the time pupils leave school.

144. The co-ordinator for the subject is very keen and hard working and determined to raise standards. She manages and organises the subject very well. She monitors teaching and learning and provides support and guidance for staff, which is of a very high quality. The school has good resources for mathematics and the use made of them to support the work in the subject is good. Assessment of learning is very good. Teachers systematically check pupils' thinking to make sure that pupils understand what they are learning. This has a marked impact on the standards achieved, particularly at Key Stage 2.

SCIENCE

145. Standards in science have risen considerably since the time of the last inspection. Standards of attainment are especially high in Key Stage 2 because of the very good teaching pupils receive. A particular strength in the teaching of the subject is the development and use of scientific vocabulary and the very good opportunities pupils are given to organise their own learning. For example, pupils in both Year 6 classes can competently make a hypothesis, set up and carry out a fair test. They record and analyse their findings with little teacher intervention. Since 1998 the school's results have improved at a faster rate than the national trend.
146. In the 1999 national end of Key Stage 2 tests the percentage of pupils reaching the level expected for their age was well above the national average and well above that found in similar schools. The Year 2000 results show that all pupils achieved level 4 and above and over 60 per cent achieved level 5.
147. Teachers' assessments of Year 2 pupils' attainment in 1999 showed standards to be above the national average and very high at level 3. The Year 2000 results were not as high as the previous year's assessments, with a smaller percentage of pupils attaining the higher level 3. The results reflected the capabilities of this particular class and did not indicate a decline in standards.
148. Inspection evidence shows that standards are above average at the end of Key Stage 1. At the end of Key Stage 2 standards are well above average with well over half the Year 6 pupils are on course to achieve the higher level 5. Pupils have very good scientific knowledge. In both key stages pupils who speak English as an additional language and those with special educational needs receive very good support and make good progress. Inspection evidence shows that there is no significant difference between the performance of boys and girls. The use of national guidelines has helped to raise teachers' confidence in teaching science and has had a beneficial effect upon the quality of learning.
149. Very good progress has been made in raising standards in the short period of time since the last inspection when standards were found to be below average at the end of Key Stage 1 and in line with the national average at the end of Key Stage 2. Inspection evidence shows standards in science are now above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. The last inspection found that higher attaining pupils in Key Stage 2 were not sufficiently challenged. This is not now the case. In the last two years the percentage of pupils attaining level 5 in the end of Key Stage 2 national science tests was above the national average. Planning and the use made of assessment information have both improved and are now of very good quality.

150. Pupils in both key stages make good progress overall. Year 6 pupils make very good progress due to very good teaching, the high emphasis placed upon the use of accurate scientific vocabulary, good subject planning and careful preparation for the national tests. Progress is good in those lessons where teachers carefully link the new knowledge with pupils' previous learning. Where pupils' progress is satisfactory, the teacher's explanations are not always exemplified in the chosen tasks.
151. At Key Stage 1 the oldest pupils identify the needs of babies and toddlers and how to care for them. They make good use of their writing skills. For example, one pupil wrote 'A toddler can play with toys and learn to ride a bike.' Pupils demonstrate a good understanding of the life cycle of a butterfly. Homework is used well to involve parents in helping their children to keep a weekend food diary. Younger pupils know that a monkey has hands similar to a human being. They can recognise and name the external parts of the body. The higher attainers are able to write simple sentences describing animal movements, for example, 'The hippo trots and swims.' Surveys of the previous year's work shows that pupils learn about all aspects of the science curriculum. They record their observations in labelled diagrams that are accurately and carefully drawn. Last year's work included some excellent diagrams drawn by pupils of the life cycle of a butterfly. The younger pupils recognise the origins of everyday sounds and know how a magnet can attract certain materials.
152. Pupils in Key Stage 2 develop a good awareness of scientific procedures and, by Year 6, have a very good understanding of a fair test. They quickly assimilate facts about the best type of soil for plant growth. They use keys to classify information quickly and accurately. Year 6 pupils are able to set up and carry out soil sample observations. They are competent at recording their findings and make very good use of vocabulary. For example, texture is described as, 'wet, spongy and damp.' Pupils have a very clear understanding of a fair test and not only record their findings but also the reason why something has occurred. One pupil recorded that "if soil is too moist roots may not anchor into the soil." Year 4 pupils accurately compile twenty facts about the human skeleton. They have a good subject vocabulary, confidently using words such 'contract' to describe muscle movement. Year 5 pupils know that sound travels in waves and show good skills in carrying out an experiment to see how sounds can be muffled. Very good use is made of the data handling application of information and communication technology to order the data and present it in graphical form.
153. Pupils behave very well in lessons and they take a real pride in their work. They listen attentively and work with enthusiasm, collaborating well and taking part sensibly and actively in discussions. There is in all lessons a good industrious working atmosphere where pupils engage well in practical activities and take a pride in their work. They are quick to settle and this reflects the interest generated by the activities. Pupils respond well to the opportunities to use their initiative and show perseverance and patience when completing tasks. They carefully record their findings.

154. The quality of teaching is good overall in Key Stage 1 and occasionally very good. Where teaching is very good instructions are very clear so that when pupils move to the set activity they know exactly what to do. In the less successful lessons the quality of learning is not as good because the teacher has to stop the flow of the lesson as a result of pupils shouting out answers rather than waiting to be asked. Occasionally opportunities are missed to develop pupils' understanding when, for example, no comparisons with human movements were made during a lesson about the movements of animals. All teachers have a secure knowledge of the subject. Where teaching is very good explanations are precise and supported by good probing questioning, which helps pupils to organise their thoughts and ideas.
155. The quality of teaching in Key Stage 2 is very good overall. Teachers have very good subject knowledge. Good teaching results in effective learning taking place, with pupils gaining new knowledge and developing a greater understanding of the scientific process. One teacher told his class that if the results did not fit with the hypothesis they would have to reformulate the hypothesis. Pupils are told not to sketch diagrams but to draw them. High quality introductory explanations give pupils good opportunities to assimilate new scientific ideas and information. For example, in Year 4 quick fire questions really motivated pupils to remember 20 facts about the human skeleton. Very positive relationships between pupils and between pupils and the teacher are evident and as a result pupils enjoy their work. Teachers allow pupils to think independently and work collaboratively. Support teachers and classroom assistants are used very well. During the week of the inspection the quality of learning was very good because pupils were given time by their teachers to carry out their own experiments with the minimum of intervention.
156. The work in the pupils' books indicates good subject planning that ensures full coverage of the National Curriculum. The subject co-ordinator has worked hard and successfully to provide direction and guidance for staff. She has very good subject knowledge. A good policy and scheme are in place. Good use is made of assessment to plan future work and to enable the school to meet its targets for the subject. Pupils are involved in target setting and the school analyses its results well. Resources are adequate but four classes are housed in temporary accommodation and pupils have to carry water from the main building for lessons.

ART

157. Insufficient evidence was available to form a judgement on teaching, learning and attainment. A scrutiny of the school's schemes of work and teachers' planning indicates that sufficient time is allocated to the subject and the appropriate skills, knowledge and understanding are being developed across year groups and key stages. There are good cross-curricular links with other subjects. However, there are insufficient opportunities for pupils to develop an awareness of the art of other cultures, particularly those represented in the school. Visits and visitors are not used effectively to further develop pupils' appreciation of art and design.
158. The newly appointed co-ordinator for the subject is working closely with staff to raise their confidence and skills in the teaching of art. This is mainly done informally as there is little time allocated to formal monitoring and evaluation of the subject. Staff are engaged in updating the scheme of work for art to bring it in line with demands of Curriculum 2000.

159. In the limited number of lessons seen teachers prepared well and used a variety of stimuli to catch pupils' imagination and interest. Pupils in Year 2 are developing very good self-evaluation skills as they create their own designs using a block printing technique. Pupils put considerable effort into creating intricate designs and transferring them to 'tiles' to create 'wrapping paper'. They discuss with each other and their teacher how they can improve their design by adding more detail or making them simpler.
160. In a Year 3 class good links with history involved pupils in designing an authentic looking piece of Roman jewellery. The teacher provided a wide range of very interesting materials to stimulate pupils' interest and enable them to create high quality work. Pupils had good opportunities to work together as a team to develop their thinking and share skills and ideas. Pupils are eager learners and respond well to the enthusiastic teaching. There are no formal arrangements for assessing and recording pupils' achievements.
161. Pupils' work is not always displayed sufficiently well in Key Stage 2 to reflect the time and effort they put into it. Pupils' artwork and that of other artists does not generally add to the attractiveness of the building. Four classes are situated in temporary mobiles and pupils have to go across to the main building to bring water to their rooms for lessons.

DESIGN AND TECHNOLOGY

162. Three design and technology lessons were observed during the inspection, all in Key Stage 2. Judgements about standards in Key Stage 1 are based on a scrutiny of pupils' work, including some photographs, an examination of teachers' planning and discussion with teachers. It is not possible to make any judgement about the quality of teaching in the key stage. The previous inspection found that the school was not covering the National Curriculum in sufficient depth. This is not now the case. An examination of all the teachers' planning and discussions held with the co-ordinator show that the subject is now appropriately covered.
163. Pupils make sound progress in design and technology during Key Stage 1. By the time they are seven, they have reached standards typical for that age. They learn an appropriate range of skills and techniques, for example how to cut and join a variety of materials. In Year 1, pupils are taught to use tools safely as they make a moving picture that incorporates a simple lever or slider. They are expected to draw and label diagrams of their work. In Year 2, pupils examine types of vehicles and discuss such features as wheels, axle, chassis, body and cab. They then design and make their own wheeled vehicle. As they progress, pupils are expected to consider ways of improving their models.

164. Progress in Key Stage 2 is now sound as pupils build on and extend their skills to a satisfactory standard. Younger pupils in Year 3 are taught a basic understanding of pneumatics when they produce models with moving parts. Good links are sometimes made with other areas of the curriculum. For example, Year 4 pupils explored how a simple battery operated circuit worked before designing and making their own torch. Children in Year 5 have been finding out about musical instruments. They have examined how they are made and how they make a sound. This project made good use of the pupils' own cultural background as they carefully designed and made some instruments of their own including a sitar and a damaru. Some of this work was completed at home and is of good quality. Year 6 have been practising construction skills. They first tested and selected appropriate materials for strength. During the week of the inspection they were making good use of this information to construct a shelter.
165. In the lessons observed pupils with special educational needs and those who speak English as an additional language received very good support and were able to take a full part in the activities. They made similar progress to their peers.
166. The quality of learning in the lessons seen at Key Stage 2 was good. Pupils work enthusiastically on tasks and enjoy the practical nature of the subject. They could explain with confidence how they have gone about making their models. A strength is the mature manner pupils were able to work together in groups. They shared ideas and sensibly reached decisions about how to overcome difficulties.
167. The quality of teaching in Key Stage 2 is good overall and has improved significantly since the previous inspection especially with the older children. Lessons are well planned and pupils expected to use and develop their existing skills and take care of their work. The design process and particular techniques are carefully demonstrated. Pupils have been given the opportunity to examine the design features of commercially produced objects such as musical instruments before designing and making their own. Teachers are not over directive. For example, problems are discussed but pupils are encouraged to find their own solutions.
168. There is a sound subject policy which is to be reviewed next year. The co-ordinator has only been in post for five weeks. Time has been allocated for her to monitor teaching in January 2001. The school has recently introduced the Qualifications and Curriculum Authority guidelines. This is having a positive effect upon teachers' planning. Skills are now being systematically taught and there is effective coverage of the programmes of study. Resources are adequate overall but four classes are housed in mobiles which do not have running water. There are no formal assessment procedures in place.

GEOGRAPHY AND HISTORY

169. The previous inspection found that by the end of both key stages pupils' attainment in history was below the national average, and their progress unsatisfactory. Standards have improved significantly since then and pupils are now achieving standards in line with the national expectations.

170. Children make satisfactory progress in their knowledge and understanding of history during Key Stage 1. By the age of seven they have a sound knowledge of the topics they have been taught such as "The fire of London". They have now a better understanding of chronology than they did at the time of the last inspection. For example, pupils have developed a sound understanding of change over time through studying how their toys are different from those in the past.
171. In Key Stage 2, pupils continue to make satisfactory progress. They develop a good knowledge of history through the use of primary and secondary sources and can talk confidently about the way of life in different periods of history. During the week of the inspection Year 6 were finding out about life in a Victorian school. They were able to collate evidence from different sources and evaluate it. The higher attainers selected relevant aspects from the information to answer specific questions. Year 5 are learning about life in Egypt and confidently explained why the Egyptians used mummification to preserve the dead. The youngest children in the key stage examine the similarities and differences between the Romans and the Celts.
172. It was only possible to observe two geography lessons during the week of the inspection. However, evidence from a scrutiny of workbooks, teachers' planning and discussions held with the co-ordinator provide sufficient information for judgements to be made.
173. Pupils make satisfactory progress in geography during Key Stage 1. In Year 1 they are introduced to the subject by discussing the places visited by "Barnaby Bear". Based upon the topic "How can we make our local area safer?" pupils have studied the local environment and gained an awareness of its physical and human features. They carried out a small survey and drew some conclusions from the evidence. Year 2 pupils hear stories about life on the imaginary island of Struay and recognise some similarities and differences between the island and their own locality of Rushymead. Standards of attainment by the end of Key Stage 1 have improved since the previous inspection and are now in line with national expectations.
174. A well-structured programme of geographical topics ensures that satisfactory progress is made during Key Stage 2 and standards of attainment are average. By the age of eleven pupils have an appropriate knowledge about their own region and contrasting areas including other countries, for example India. They study secondary evidence such as maps and photographs to find out about life in an Indian village. Field studies play a prominent part in the work they do. For example, one topic covered is the school and the local environment. The children consider ways it could be improved and how human processes change the environment and not always for the better.
175. Pupils with special educational needs and those who speak English as a second language receive very good support and make similar progress to their peers.

176. The quality of learning in the lessons seen was good overall. It has improved considerably since the previous inspection. In Key Stage 1 the higher attainers are now being appropriately challenged and in Key Stage 2 pupils are acquiring a good range of skills as they answer historical questions. They can research for information using a variety of resources such as photographs or artefacts. Work in geography is mostly based upon real places and this makes the lessons more interesting and the activities more relevant. In both subjects pupils develop their language and literacy skills well when discussing ideas or writing up their findings. Pupils enjoy their history and geography lessons. They listen carefully and are willing to contribute their own ideas to class discussions. In both key stages pupils apply themselves well to tasks. Most make sensible observations from the resource materials available to them.
177. The quality of teaching in history is satisfactory in Key Stage 1 and good in Key Stage 2 with some very good teaching observed in Year 6. It is not possible to make an overall judgement about the quality of teaching in geography because only two lessons were observed. Teachers prepare their lessons conscientiously and are clear about the facts they want pupils to learn. Planning clearly identifies the knowledge and skills they want pupils to acquire. Good use is made of time and an appropriate range of resources. A strength of the teaching is the care taken to ensure that follow up activities take account of pupils' prior attainment. This helps to ensure that the higher attainers are now being suitably challenged. Explanations are clear and questioning is used well to assess pupils' understanding. Classroom management is good. For example, when pupils are working in their groups, the teacher moves around giving support and checking their understanding. This keeps pupils on task.
178. Both schemes of work have been reviewed and Qualifications and Curriculum Authority material incorporated to ensure pupils are taught the full range of skills. There are no systems in place to identify the strengths and weaknesses in the teaching of the subjects or to assess pupils' achievements. Resources are adequate. Visits to places of interest make a valuable contribution to the quality of learning and standards in both subjects.

INFORMATION TECHNOLOGY

179. Good improvements have been made since the time of the previous inspection when standards in the subject were found to be below the national expectations at the end of both key stages and the requirements of the programmes of study were not met. This is not now the case. By the time pupils leave the school, their overall attainment is in line with that expected for the age group. Some pupils demonstrate high levels of skill in the application of data handling. Standards by the age of seven are similar to those found in most schools. Throughout the school all pupils make satisfactory progress including those with special educational needs and those who speak English as an additional language. All the programmes of study are taught.
180. Good use is made of the newly established information technology suite to develop pupils' skills, and this resource along with the additional training staff have received and the effective implementation of the national guidelines have helped to raise standards and improve the quality of pupils' learning.

181. In Key Stage 2, older pupils use word processors skilfully to organise and present their work. They draft and re-draft report writing. For example, in history they write descriptions of portraits of famous people from Tudor times. One pupil's description of a portrait of Queen Mary includes the word processed line, ' I can tell the lady is a Christian because she has a cross on her chain.' Pupils' keyboard and mouse skills are good. They use the mouse for a variety of tasks and select from screen menus. Pupils access the Internet to locate specific information related to topics they are studying. Date handling procedures are skilfully used in Year 6 to enter information onto a database then to interrogate it and re-organise it in graphical presentations. Pupils make good use of their skills in other subjects. Year 3 pupils are able to change text and add clip art pictures. In Year 5 pupils select a suitable background to complement collaborative writing. Special educational needs pupils in Year 6 with the help of a classroom assistant were observed making appropriate use of the class computer to write up their findings of a science experiment.
182. In Key Stage 1, pupils compose sentences making accurate use of both alphabet and command keys. They know how to choose a font and change its size. Some good work has been produced in Year 2 related to the story of ' The tiger who came to tea.' Pupils show satisfactory skills in using the delete and shift key deciding when to put in capital letters in a piece of text studied previously during a Literacy Hour lesson. Younger pupils use the 'Dazzle' programme to reinforce their mathematical understanding of shape. They make pictures using circles, squares and rectangles. Designs are also produced linked to a visit made to Tumbledown Farm. Occasionally pupils' ability to complete a task when using the ' Reading Write Away' program is limited by their literacy skills.
183. Attitudes to information technology are very good. Pupils are eager to demonstrate their skills and talk confidently about their work. They are keen and interested and are able to collaborate effectively together in pairs, sharing out tasks and supporting each other when they experience problems. They carefully follow the laid down procedures for operating the computers and take their work seriously.
184. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. As a result the quality of learning is never less than satisfactory and good in Key Stage 2. Where teaching is of good quality clear explanations are given about the skills to be developed. In one very good lesson the teacher used the time well in the classroom to explain to the pupils the work they were expected to do. This meant that pupils could have immediate 'hands on' use of the computers when they arrived in the computer suite. As a result the quality of learning was very good. Where the quality of learning was of a lower standard the large number of pupils in the group limited the progress pupils made because machines had to be shared. A very good pattern of organisation is used with Year 6 whereby the class is taught in two separate groups. As a result the quality of learning is very good because the teacher is able to spend more time with the pupils ensuring that they remain on task and receive the necessary help and guidance when they need it. For example, during one lesson seen during the week of the inspection pupils made noticeable gains in confidence in using the "Excel" program because the teacher was able to move round and give individual support.

185. Planning, the involvement of information technology in the curriculum and the quality of pupils' expertise are all of at least satisfactory quality. Teachers' plans identify some opportunities for developing information technology skills within subjects and topics. For example, in Year 2 good links have been established with English as pupils used a Literacy Hour text to develop shift key skills in identifying where capital letters should appear. Pupils successfully entered the capital letters in the correct places. In Key Stage 2, pupils have inputted information and then printed out graphs on the amount of water used each week.
186. The subject is very well managed and led. The co-ordinator is enthusiastic and rightly proud of the improvements the school has made. She organises a weekly computer club. A technician from a local High School gives very good technical support to the school. Good use is being made of the computer suite which is proving to be a valuable asset. However, computers in some classrooms are of poor quality and not used well. The Friends of the School Association has supported the subject well by providing all the chairs in the computer suite. Successful in-service training has raised the expertise and confidence of the staff. A portfolio of pupils' work in all strands of the subject is being developed. The school is well placed to raise standards further.

MUSIC

187. The previous inspection found standards in music to be in line with those found in most schools in Key Stage 1 and progress satisfactory. Inspection evidence confirms these findings. By the end of Key Stage 2 pupils' attainment was judged to be above that found nationally at the time of the previous inspection. However, the school no longer has the benefit of a music specialist to take most of the lessons. Inspection findings show that standards are average by the end of Key Stage 2 but pupils' composing and performing skills continue to be a strength. In both key stages pupils who speak English as an additional language and pupils with special educational needs make similar satisfactory progress to their peers.
188. In Key Stage 1 pupils learn about pulse and beat. They sing with some sense of melodic shape. Older pupils concentrated well and accurately identified high and low notes. Younger pupils know the names of some untuned instruments and can clap rhythm patterns accurately.
189. In Key Stage 2 lessons pupils make satisfactory progress. Progress in creative music making is very good at the end of the key stage and pupils attain above average standards. Pupils are able to play chords and compose music of good quality linked to a Literacy Hour topic about the story of Alice in Wonderland. They incorporate both melody and rhythm into their compositions. In another class they record their music graphically and demonstrate good evaluative skills. For example, pupils articulate their views well about whether a live performance is better than a recorded one. Good links with science and design and technology are made in one class with pupils making their own musical instruments including a sitar and a damaru. This is a good example of the contribution the pupils' own cultural background can make to standards and the quality of learning. However, music is not used sufficiently well to reflect the diverse cultures of the families represented in the school.

190. Pupils have the opportunity to learn to play the recorder but other forms of instrumental tuition are not available. Assemblies provide opportunities for pupils to perform together. During the week of the inspection groups of pupils performed their own instrumental compositions linked to a study of Macbeth. Both tuned and untuned instruments were used well to produce a performance of high quality. However, pupils in Key Stage 2 are not always given the opportunity to sing during assemblies.
191. In both key stages pupils enjoy music lessons. The quality of learning is never less than satisfactory. Behaviour in all lessons seen was good. When asked to do so most pupils play instruments sensibly despite some having a lack of confidence. A very good feature of Year 6 lessons is the way pupils take responsibility for their own learning, choosing instruments, organising who is going to play which instrument and practising and refining the group performance.
192. The quality of teaching is satisfactory in both key stages with some very good teaching at the end of Key Stage 2. Most teachers make satisfactory critical use of the Local Authority scheme to make up for any lack of expertise. In one age group classes are taught in two separate groups. This enhances the quality of learning in that pupils have more opportunities to perform their compositions in front of others because of the smaller number of groups.
193. The co-ordinator is new in post and is keen and enthusiastic. She gives of her time after school to teach pupils to play the recorder. Currently there is no system of evaluating pupils' progress as they move through the school. Resources for the subject are satisfactory overall but some are in need of replacement. The school does not have any electronic instruments or enough suitable computer programs. Good use is made of the studio with instruments readily accessible. National Curriculum requirements are met.

PHYSICAL EDUCATION

194. The school offers broad and balanced provision for physical education. This good provision enables pupils, including those with special needs and those with English as an additional language, to make satisfactory progress overall in both key stages and good progress in some aspects of the work at Key Stage 2. These findings broadly reflect the judgements made at the time of the previous inspection. Good opportunities are provided for pupils to take part regularly in out-of-school physical activities and this enhances the school's provision. Good use is made of visiting coaches who help pupils to develop higher standards in games skills. Swimming lessons are provided and most pupils can swim at least the required distance by the time they leave school. Progress is good in this aspect of physical education. Pupils are given opportunities to take part in competitive sport. All activities are open to both boys and girls.
195. Standards by the age of seven are similar to those found in most schools. By the end of Key Stage 1 pupils have developed their games skills well in, for example using rackets and balls. They learn how to control a ball, and can throw, strike and catch it with a satisfactory degree of accuracy.

196. By the end of Key Stage 2 pupils attain average standards overall. Younger pupils develop and consolidate their skills of throwing and catching. They progress to returning the ball using a bat. Older pupils have followed an environmental and exercise trail involving navigational skills. They participate in outdoor activity challenges. Pupils' use of problem solving skills is good, and they work well together. In Year 6 pupils developed skills in using their bodies to create controlled sequences, and explored and achieved different methods of rolling and jumping over their partners who were still or moving. The quality of learning was at its highest when lessons had clear learning targets and when the teaching was lively and enthusiastic.
197. Pupils demonstrate a high level of commitment to improve their skills when they are challenged and inspired by teaching. They show enjoyment in using their bodies in controlled creative sequences of movement and respond enthusiastically to the physical demands of the subject.
198. The quality of teaching and learning in the lessons observed during the week of the inspection was good overall. This represents an improvement from the findings of the previous inspection when weaknesses were identified in organisation and the use of sanctions. All these weaknesses have been successfully addressed. A Particular strength in both key stages is the inclusion of all pupils in the activities. At Key Stage 2, teachers' enthusiasm, lively approach and dedication to improving the health of pupils through the use of an exciting approach to physical education ensure that all pupils' learning is good.
199. Curriculum planning ensures that over the key stages a balance of activities is provided. Swimming is included and is an example of excellence in teaching of this subject. Further enrichment of the curriculum occurs through the many extra activities, for example rugby, football tennis and athletics.
200. The subject is well managed and organised. Since the last inspection standards have been maintained. Teaching and learning have improved. Resources and equipment for physical education are very good. The hall provides suitable accommodation for indoor activities and the school's sports field is an ideal location for games lessons. There is, however, no consistent approach to the recording of pupils' progress.

RELIGIOUS EDUCATION

201. Standards at the end of both key stages match the expectations of the local agreed syllabus and have improved significantly since the previous inspection.

202. Pupils in Year 1 develop their understanding of similarities and differences between the stories in Muslim and Christian holy books. They know that Muhammad is the leader of Islam and that Jesus is the leader of Christianity. They know the difference between a cross and a crucifix. By the end of Year 2, pupils have developed a satisfactory understanding of what makes holy places 'special'. Their work shows a satisfactory understanding of the basic beliefs and practices of world faiths such as Christianity, Islam, Hinduism and Judaism. For example, they know that the Jewish holy book is the Torah. They understand that Jewish people believe that the Torah teaches them how God wants them to live. Higher attaining pupils express their understanding well through reflecting and writing about the importance of rules in their own lives. They are also developing their skills of literacy through this.
203. At Key Stage 2, pupils continue to make satisfactory progress in developing their religious knowledge and understanding. They show a sound knowledge and understanding of the Hindu religion. They are able to discuss, in some detail, the differences between holy books, buildings and customs of the major world religions. Pupils in Year 4 know about the place of worship in their neighbourhood and that Christians worship in churches and pray and sing hymns. Older pupils in Year 5 develop their knowledge of the Islamic faith and are able to reflect on the teachings and stories of Muhammad. Many pupils see the relevance of his teachings in their own lives. Some of their explanations are very moving. For example, one pupil said "We should treat everybody, even animals with kindness" whilst another pupils said "We love all our family". Pupils of all levels of attainment develop their awareness of the various signs and symbols of world religions. One Islamic pupil discussed his holy book, the Quar'an, and how it is kept in a special place, but at the same time, showed a clear tolerance and respect for the cultural traditions and holy books of the other faiths. The subject is making a valuable contribution towards the development of pupils' information technology skills. For example, pupils in Year 6 were encouraged to use the internet to research information on the Hindu celebration of Diwali.
204. Only four lessons were observed during the inspection. Analysis of pupils' work and discussions with pupils is also taken into account in judging the impact of teaching on pupils' learning and the standards they attain. Teaching in both key stages is satisfactory overall. Good lessons were seen in both key stages. In Year 2, teaching is good, with the teacher providing pupils with interesting information about the Torah and relating this to the importance of rules in their lives. A very effective lesson in Year 5 involved pupils reflecting on the meanings of the stories of Muhammad. Later they shared their ideas and understanding of the various stories with the class. Pupils responded well to their teacher and listened carefully to the views and opinions of others. A notable feature of the better teaching in both key stages is its effectiveness in helping pupils' spiritual development. In their written prayers they show a strong sense of belief in a God, a supreme being, and his power to help them in their every day life. Pupils are very secure and enthusiastic in their beliefs and greatly value the work they do in this subject. Religious education contributes significantly to the pupils' spiritual, moral, social and cultural education.

205. The subject is well led by the co-ordinator who has worked effectively to develop a scheme of work which provides a good basis for teachers' planning. The development of this scheme, matched closely to the requirements of the local agreed syllabus, represents good improvement since the last inspection. The provision of learning resources has also improved and there is now a good range of artefacts easily available for use in lessons. The co-ordinator has collected samples of work from each year group to check on standards. However, procedures for assessing pupils' progress are not yet developed sufficiently.

ENGLISH AS AN ADDITIONAL LANGUAGE

Standards

206. Over 80 per cent of pupils speak English as an additional language. A significant number of pupils who enter school are not fluent users of English and need additional support to access the curriculum. Pupils make good progress in becoming fluent in English and this has a positive impact on their attainment in all areas of the curriculum. By the end of both key stages almost all pupils for whom English is an additional language are achieving similar standards to other pupils.

Teaching

207. The quality of teaching for pupils for whom English is an additional language is good throughout the school. The specialist teacher offers effective support which is appropriately limited to those individual pupils who have very specific learning needs in Years 5 and 6. A classroom assistant and a bilingual assistant provide very effective support for children in the reception class. Bilingual skills are used well to assess children's attainment levels when they first enter school. This enables staff to build effectively on what children already know and can do. Staff use their skills well to help children settle into school and to enable them to access the foundation stage curriculum. All staff supporting pupils for whom English is an additional language have high expectations of them. They set clear and appropriate targets for pupils and as a result most are successful in moving to independent learning. The staff's effective grouping strategies provide a range of opportunities for pupils to develop effective listening, speaking, reading and writing skills. Emphasis is rightly placed on supporting pupils' development in literacy and numeracy skills but support is also available for pupils to fully extend their thinking and understanding in other subjects such as history.

Curriculum

208. The curriculum for pupils for whom English is an additional language is good. A high priority is given to teaching pupils to be confident and fluent users of English. Emphasis is placed on developing pupils' communicative skills and the acquisition of appropriate language to help them access all the subjects of the curriculum.

Support Guidance and Assessment

209. The assessment procedures for pupils for whom English is an additional language are very good. The results of these assessments identify the deployment of support staff in order to improve pupils' fluency in English and raise their attainment across the curriculum. Detailed records are maintained indicating pupils' performance and their progress in the acquisition of English. Staff carefully monitor the progress of boys and girls and use the information well to identify where pupils need additional support to make the progress they are capable of.

Parents

210. Parents are kept well informed of their children's progress. However, the school has not considered whether those parents for whom English is an additional language would prefer to receive information about their children's academic progress in their home language.

Spiritual, moral, social and cultural development

211. The school is effective in developing a harmonious atmosphere in which the pupils' different backgrounds, cultures and faiths are respected and valued. Pupils' home languages and cultures and religions are valued and respected. Labels, notices and welcome signs in the appropriate languages are displayed around the school. Books representing different cultures and ways of life are available in classrooms but there are insufficient books relating to pupils' home cultures and history available in the library. Music and art are not used sufficiently well to reflect the diverse cultures of the families represented in the school.

Staffing

212. There is a designated member of staff appointed to co-ordinate the provision for pupils for whom English is an additional language. The effective deployment of this teacher, the classroom support worker and the bilingual assistant have a significant impact on the quality of pupils' learning.

Leadership and management

213. The school has a clear educational direction to ensure good provision for all pupils. Assessment is used very well to help identify pupils' difficulties and resources are carefully directed towards those pupils in greatest need.