

INSPECTION REPORT

St Peter and St Paul C. of E. Primary School

Syston, Leicester

Unique reference number: 120231

Headteacher: Mr. L. Venning

Reporting inspector: Mr Malcolm Johnstone
21114

Dates of inspection: 9th to 12th October 2000

Inspection number: 224700

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Upper Church Street Syston Leicester
Postcode:	LE7 1HR
Telephone number:	0116 2607577
Fax number:	0116 2697301
Appropriate authority:	The governing body
Name of chair of governors:	Mr. T. Garner
Date of previous inspection:	09.09.96

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M. Johnstone 21114	Registered inspector		<p>What sort of school is it?</p> <p>What should the school do to improve further.</p> <p>Schools results and achievements.</p> <p>How well are pupils taught?</p>
J. Madden 13450	Lay Inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well the school cares for the pupils</p> <p>The partnership with parents</p>
A. Margerison 21666	Team inspector	<p>Special educational needs.</p> <p>English, geography and history.</p>	
A Lawson 30834	Team inspector	<p>Information and communication technology, art and music</p> <p>Equal opportunities</p>	How good are curricular and other opportunities?
M Leah 22740	Team inspector	<p>Science, design and technology.</p> <p>Areas of learning for children in the Foundation Stage</p>	
D Kilborn 21450	Team inspector	Mathematics and physical education	How well the school is led and managed.

The inspection contractor was:

Nord Anglia Inspection services
Strathblane House,
Ashfield Road,
Cheadle,
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a large voluntary aided Church of England primary school for boys and girls aged 4-11 years. It is situated in the centre of the town of Syston on the outskirts of Leicester. Housing in the area is a mixture of private and rented properties. There are 453 pupils on roll consisting of 213 boys and 240 girls. The number on roll is similar to that at the time of the previous inspection. At the time of this inspection there were 25 children under six in the reception class. (Foundation Stage) The percentage of pupils who have English as an additional language (3.5 per cent) is above average. Most of these are of Indian origin. Assessment of children on entry to the reception class indicates that attainment is broadly in line with the national average, although below the county average. The full range of attainment is represented. The percentage of pupils who are eligible for free school meals (11 per cent) and the percentage of pupils who have special needs (21 per cent) is broadly typical of schools nationally. The percentage of pupils who have a Statement of Special Educational Need (1.5 per cent) is similar to the national average.

HOW GOOD THE SCHOOL IS

In the previous inspection report in 1996, the school was found to have serious weaknesses in several key areas of its work. Since then a new headteacher, deputy and several governors have been appointed and key management roles have been re-defined. These factors have brought a clearer sense of direction and commitment to the work of the school. There has been good reaction to the serious weaknesses and the school has been largely effective in rectifying them. The capacity for improvement is good. Teaching and learning are satisfactory overall and standards are improving. There are still shortcomings in some areas of the school's work and some initiatives have not yet worked through in practice. However, these do not now constitute serious weaknesses. The school provides satisfactory value for money.

What the school does well

- Good leadership is raising standards and the quality of learning.
- The school has made good progress since the previous inspection.
- There are good procedures and support for pupils with special educational needs.
- Children are given a good start to school life in the reception class.
- Pupils have positive attitudes to learning and behaviour and relationships are good.
- Financial planning is very good and linked firmly to educational priorities.

What could be improved

- Standards in English, particularly in writing and spelling.
- Pupils' computer skills and the use of computers to support work in other subjects.
- The quality of teaching in the infants.
- Work for pupils in group activities that more closely matches their abilities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected last in September 1996 the school was found to have serious weaknesses. Pupils' achievements were not high enough. Curriculum development, leadership and management, the planning and assessment of pupils' work and provision for pupils with special educational needs were all unsatisfactory. Since then the school has made good progress on all these fronts. The results achieved by pupils in national tests at the age of 11 have risen markedly since 1997, particularly in mathematics and science. Teaching has improved in the juniors as a result of better curriculum planning, assessment and monitoring of what works well and what does not. From being unsatisfactory, the procedures and support for pupils who have special educational needs are now good.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	E	E*	E	E
Mathematics	E	E*	C	C
Science	E	E	B	B

Key

well above average A

above average B

Average C

below average D

well below average E

Children in the Foundation Stage (children who are under the age of six) make good progress and achieve the expected standard for children of this age in all the areas of their learning. By the end of the infants, standards in reading and writing, mathematics and science are similar to the national average.

The table above shows that in 1999 by the end of the juniors, standards in English were well below the national average and those in similar schools (schools with a similar percentage of pupils eligible for free school meals). In mathematics, standards were high enough to be in line with the national average and those found in similar school, whilst in science they were above average. In 1998 the school's results in English and mathematics were in the bottom five per cent of schools nationally. In science and mathematics, results have improved markedly since 1998. Provisional results of the 2000 tests indicate improvements in English to a position close to the national average. Pupils' performance in mathematics was similar to 1999, although in science it fell slightly. In English and mathematics, the school met its targets for 2000. Inspection evidence is broadly in accord with these results. The standard of work seen is similar to the national average in mathematics and science. Whilst standards in English are closer to the national average, they remain below it and are still not high enough. There are weaknesses in pupils' writing and spelling. Work in other year groups indicates that standards are continuing to rise and the school is on course to meet its challenging targets for 2001 and 2002. Pupils' computer skills are improving but remain below average in the infants and juniors. By the end of the infants and juniors, the work seen in all other subjects is similar to that expected for pupils' age. Religious education was inspected in a separate Section 23 inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and the large majority have good attitudes to work. Children who are under six settle quickly into school and are happy and well motivated.
Behaviour, in and out of classrooms	Good. Pupils are polite and respond well to the school's high expectations. They are helpful in the classroom and play together happily at lunchtime and playtime.
Personal development and relationships	Relationships are good throughout the school. Pupils' personal development is satisfactory. There are not enough opportunities for pupils to take responsibility for their own learning.
Attendance	Satisfactory. Attendance levels are similar to those found nationally.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
	Good	Satisfactory	Satisfactory

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 and learning are satisfactory overall. Teaching meets the needs of all pupils satisfactorily, including those who have special educational needs. Teaching has improved since the previous inspection when 19 per cent of lessons were unsatisfactory. There is now a larger percentage of good teaching, a smaller amount of unsatisfactory teaching and better teaching in the junior classes. This is mainly due to more effective leadership, curriculum development and monitoring of what works well and what does not. The teaching of literacy and numeracy are mostly satisfactory and sometimes good, particularly in the juniors. Planning is more focused on the development of skills from year to year, although in all subjects, the work given to pupils when working in groups, is not always sufficiently challenging. In all other subjects the teaching is mostly satisfactory and sometimes good. A few very good lessons were seen in music and physical education. There has been some improvement in the teaching of Information and communication technology (ICT) although this has not yet had sufficient impact on pupils' learning. The teaching of English, music and physical education has improved.

In the 76 lessons seen across the school, 42 per cent were good and a further ten per cent were very good. Forty-one per cent of lessons were satisfactory and seven per cent unsatisfactory. The teaching of children in the Foundation Stage (children under six) is good. The teachers have a good knowledge of how young children learn, manage lessons very well and have high expectations of what all the children can achieve. There is a higher percentage of good teaching in the juniors and a smaller percentage of unsatisfactory teaching. Teaching is mostly good in the final two years of the juniors. Relationships are good across the school and teachers have high expectations of pupils' behaviour. Whilst teaching is satisfactory overall in the infant classes, 12 per cent of lessons were unsatisfactory and pupils' progress was too slow. In these lessons, there were weaknesses in classroom management, pupils became inattentive and the activities planned did not take sufficient account of the different abilities within the class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Improvement since the previous inspection has been good and has ensured that the school meets all statutory requirements. All pupils now receive a broad and relevant curriculum. The range of extra-curricular activities is good.
Provision for pupils with special educational needs	There has been much improvement since the previous inspection and overall provision is good.
Provision for pupils with English as an additional language	Only one pupil needs additional support. Provision for this pupil is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Christian values ensure that pupils develop good moral and social responsibilities. Satisfactory provision is made for spiritual development and for pupils to appreciate cultural traditions.
How well the school cares for its pupils	The care of pupils in the school has improved since the previous inspection, and is now very good. Assessment procedures are good in English, mathematics and science and are used well in curriculum planning. There are no whole school procedures in other subjects.

The school has established a good partnership with parents and they have greater confidence in the school. There is good support for the school in the large majority of its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school have improved markedly since the previous inspection and are now good. The headteacher, deputy and co-ordinators are committed to improvement.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties well and hold the school accountable for its work. They are involved in all aspects of school life and support the headteacher well.
The school's evaluation of its performance	The monitoring of teaching and learning has greatly improved and is beginning to have a good effect on standards and the quality of teaching. Results from national and school tests are used effectively to target weaknesses.
The strategic use of resources	Staffing levels and resources are satisfactory overall and the accommodation is good. Governors seek best value in all spending decisions. Most resources are used well and taking into account other factors such as standards and teaching and learning, the school provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are expected to work hard. • The school is helping their children become mature and responsible. • They would feel comfortable about approaching the school with questions or a problem. • The school is well led and managed • The school has made significant progress since the previous inspection. 	<ul style="list-style-type: none"> • They would like more information on how their children are getting on. • They do not feel that their children get the right amount of homework. • The school does not provide an interesting range of activities outside lessons.

Inspectors support the parents' positive views. The opportunities provided for parents to meet the teachers, both formally and informally are similar to most schools and annual reports on pupils' progress are good. The school has recently revised its homework policy in the light of some parents' concerns. It is now clearly stated when parents can expect homework. The level of homework given during the inspection was similar to that given in most primary schools. Inspectors judge the range of extra-curricular activities provided to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Children enter the school with broadly average attainment, although the full range of attainment is represented. Assessments of children soon after entry show attainment to be below the county average. The school makes good provision for these children and with good teaching and support most pupils attain the expected levels in all areas of their learning by the age of six. All children, including those who have special needs make good progress throughout the Foundation Stage (this refers to children in the reception class).
- 2 For pupils at the end of the infant stage, the school has steadily improved its results in national tests year on year since the previous inspection in 1996. In the 1999 tests for reading and writing the percentage of pupils reaching the average level (Level 2) and the above average level (Level 3) was similar to the national average. In the 1999 tests for mathematics, standards were above average. Whilst the percentage of pupils attaining level 3 was similar to the national average, almost all the pupils attained level 2. Teachers' assessments closely mirrored the test results. In all subjects, there was no significant difference in the performance of boys and girls. When compared with similar schools, standards were high enough to be average in reading and writing and above average in mathematics. Provisional results from the 2000 tests indicate that whilst results in reading were similar to those in 1999, they had improved in writing and mathematics. In the 1999 teachers' assessments in science, standards were above the national average. In relation to their prior attainment, pupils' make satisfactory progress in the infants and standards meet national averages in reading, writing and mathematics. The standards of work seen for pupils who are now in Year 2 are not as high as in the 2000 tests. This is due to some unsatisfactory teaching and a higher percentage of pupils who have special needs. Pupils make similar rates of progress irrespective of ability or gender and inspection evidence indicates that there is no significant difference in the work of boys and girls.
- 3 Since the previous inspection, test results for pupils at the end of the juniors have remained well below the national average in English up to 1999. In 1998, results were in the bottom five per cent of schools nationally and well below those in similar schools. This was also true in mathematics, although the 1999 results improved markedly and were high enough to be similar to the national average and those of similar schools. In science, results improved from being well below average in 1998 to be above average in 1999. In the 1999 tests the percentage of pupils attaining the higher level 5 was above average in mathematics and science but was well below in English. Teachers' assessments underestimated the performance of pupils in English and science. Girls did better than boys in science, although there was no significant difference in English and mathematics. Provisional results for 2000 indicate that the percentage of pupils attaining the higher level 5 has increased markedly in English. Results in mathematics and science are similar to those in 1999. The school met its targets for English and mathematics and is on course to meet improving targets for the next two years. Teacher assessments were much closer to the test results and reflect improved use of assessment procedures. Inspection evidence is in broad accord with these results. Although standards in English are closer to the national average, they are below and not high enough. Speaking and listening and reading are broadly average but standards in writing are

below the national average. In science, standards for pupils who are now in Year 6 are similar to the national average, being not quite as high as in the 2000 tests. This reflects a higher percentage of pupils who have special needs in this particular year group. In relation to their prior attainment, pupils' progress is satisfactory in all three subjects but better in Years 5 and 6 as a result of more effective teaching. There is no evidence of any significant difference in the work of boys and girls in any of the three subjects.

- 4 By the end of the infants and juniors, most pupils attain levels expected for their age in speaking and listening. They develop good confidence in speaking in front of others and listen with increasing concentration as they move up the school. Some lower attaining pupils in Years 5 and 6 give short explanations of their ideas but do not expand sufficiently upon their answers. In reading, pupils in the infants build upon the skills, knowledge and understanding gained in the reception class satisfactorily so that the overall standards reported at the last inspection have been maintained. Pupils develop a good knowledge of letter sounds and combinations of sounds, which helps them read unfamiliar words with increasing success. Pupils enjoy reading and recount the significant ideas, events and characters in stories. Higher attaining pupils read with fluency, expression and understanding. By the end of the infants, overall standards in writing are satisfactory, although pupils' understanding of skills in grammar and punctuation is weaker. They develop an understanding of how to use full stops and capital letters but do not use more complex forms of punctuation with any confidence. In the juniors there is distinct variation across the classes and year groups in the quality of their writing and presentation. This results in uneven and generally unsatisfactory progress. Progress in spelling is slow and standards are not as high as they should be.
- 5 Pupils' literacy skills support work satisfactorily across other subjects. There is some good use of speaking and listening skills in subjects such as mathematics, religious education and science and religious education. Reading supports work well in history and geography and there is some good factual and empathetic writing in science and history. Overall, however, there are not enough opportunities for pupils to write at length and in a wide range of styles in other subjects.
- 6 In mathematics overall progress is satisfactory. Most pupils develop satisfactory mental arithmetic skills to help them calculate number problems quickly and accurately. Higher attainers make good progress in basic number work and in the development of mental skills. All pupils use their numeracy skills effectively to support work in other subjects. In geography, for example, where their knowledge of co-ordinates is put to good use and in design and technology and science, where measuring and data handling skills are used effectively.
- 7 In science, the majority of the pupils make satisfactory progress in developing skills and knowledge as they move up the school. In the infants, lessons do not fully challenge the potential higher attaining pupils and they do not always achieve as well as they might. Pupils develop a sound knowledge across the science curriculum and recent emphasis on experimental and investigative science is raising standards in this aspect.

- 8 Despite recent improvements, standards in information and control technology (ICT) are not high enough. Pupils' progress is uneven and generally unsatisfactory as they move up the school. Pupils' do not have enough opportunities to develop their skills by using computers in other subjects and this slows their progress.
- 9 By the end of the infants and juniors, standards are similar to those expected for pupils' age in art and design, design and technology, history, geography, music and physical education. Throughout the infants and juniors, progress is mostly satisfactory in all these subjects. Pupils do well in swimming and the large majority swim the required 25 metres by the end of the juniors. Standards in art and design have improved since the previous inspection when they were below expected levels. Pupils are developing sound techniques of drawing, painting and printing by building more effectively on the development of skills from year to year. Standards in design and technology have improved from being below expected levels. A suitable range of activities is now provided. Standards and teaching in music across the school were found to be variable at the time of the previous inspection. Specialist teaching by the co-ordinator in both the infants and juniors has brought greater consistency to the teaching and is improving standards. However, there are insufficient opportunities for pupils to develop skills in creating and developing musical ideas in a more formal way using symbols and notation and to use ICT to change and combine sounds.
- 10 Pupils with special educational needs make good gains in skills, understanding and knowledge in literacy lessons. In the small group sessions they benefit from the support of the classroom support staff or specialist teaching and this has a beneficial effect on their learning. Overall, taking all lessons into account, they make satisfactory progress so that by the end of the juniors they achieve appropriately in relation to their age and ability in most subjects. There is one pupil with English as an additional language (EAL) who needs additional support. This pupil makes similar progress to all other pupils.

Pupils' attitudes, values and personal development

- 11 Pupils' attitudes to school are good. Standards have been maintained since the previous inspection. Pupils are happy, arrive on time, and settle quickly to the school day. Teachers provide a good range of activities designed to improve learning in the classroom and contribute to personal development. These activities are undertaken enthusiastically by most pupils. In the large majority of lessons, there are good conditions for learning and pupils pay attention and respond well. Teachers use praise effectively to reward effort, helping pupils to become confident and keen to join in lessons. There are a few occasions, especially in the infants, when teaching fails to capture the pupils' interest. At these times, the pace of learning is too slow and the good standards of behaviour slip.
- 12 Good behaviour has similarly been maintained since the previous inspection. Pupils in the classroom, the playground, and around the school, are generally well behaved. Good pupil management, especially in reception and the junior classes, has a beneficial effect on learning. In a small number of lessons in the infants and lower juniors some pupils are less than attentive when the work lacks interest or challenge. No incidents of bullying or aggressive behaviour were observed during the inspection. In the majority of lessons, pupils are courteous and polite, being taught from the reception class to say 'please' and 'thank you'. Parents are very pleased with the behaviour in the school.

- 13 Relationships have greatly improved since the previous inspection, and are now good. Throughout the school, good teacher-pupil relationships based on mutual trust support well pupils' efforts in the classroom. Good relationships between pupils lead to good co-operative working in pairs and small groups in classroom discussions. As a result, pupils in a Year 6 science lesson were able to work sensibly together, sharing and handling equipment with care.
- 14 The personal development of pupils is satisfactory. However, they are allowed too little involvement in the day-to-day running of the school, although some pupils do help at lunchtimes. There is insufficient emphasis on pupils taking responsibility for their own learning. They are given opportunities to raise money for charities, and this helps them to appreciate the needs of others. In the main, though, they are not being given enough opportunity to plan and organise their own work.
- 15 Pupils with special needs and EAL are fully integrated into the school day. All pupils have an extremely high regard for teachers and are confident that they will understand and sort out any problems, for example bullying.
- 16 Attendance is satisfactory and broadly in line with the national average, whilst unauthorised absence is below the national average. There have been no exclusions.

HOW WELL ARE PUPILS TAUGHT?

- 17 The quality of teaching and learning is satisfactory overall. Teaching meets the needs of all pupils, including those who have special educational needs satisfactorily. Teaching has improved since the previous inspection. There is now a larger percentage of good teaching, a smaller amount of unsatisfactory teaching and better teaching in the junior classes. This is due mainly to more effective leadership and monitoring of what works well and what does not. Curriculum planning is much more effective and the teaching of literacy and numeracy are more focused on the development of skills from year to year. Whilst teachers' individual lesson planning has improved, some weaknesses still remain. There has been some improvement in the teaching of ICT since the previous inspection, although this has not yet had sufficient impact on pupils' learning.
- 18 In the 76 lessons seen across the school, 42 per cent were good and a further ten per cent were very good. Forty-one per cent of lessons were satisfactory and seven per cent were unsatisfactory. This is an improvement since the previous inspection when 19 per cent of lessons were unsatisfactory and only 25 per cent were judged to be good. The teaching of children in the Foundation Stage is good with 78 per cent of lessons being at least good and none being unsatisfactory. This has a marked impact on the quality of learning for these children and enables them to make good progress. Teaching is better in the juniors than in the infants and there is a higher percentage of good teaching in Years 5 and 6. In the infants, teaching is at least good in 36 per cent of lessons, but is unsatisfactory in 12 per cent. In the juniors, teaching is at least good in 57 per cent of lessons and five per cent are unsatisfactory. A few very good lessons were seen in English, music and physical education in the infants and juniors. Unsatisfactory lessons were seen in English, mathematics, history and ICT in the infants and lower juniors.
- 19 In the Foundation Stage, the teachers and support staff have good knowledge and understanding of the needs of young children. They provide a stimulating curriculum

based on the six areas of learning recommended for this age group. The classroom is attractive and well prepared to support progress. Children's work is valued and attractively exhibited. Good displays of children's work promote interest and curiosity and resources are organised and accessible. A strong feature of the teaching in all areas of learning is the high quality of teamwork between teaching and non-teaching staff. This is very successful in promoting the children's good achievement. Lessons in the teaching of children's physical development, though satisfactory, are not as strong as in other areas. In some activities, skills are not developed systematically enough and opportunities for outside play are limited by the lack of an enclosed area and of suitable large equipment.

- 20 Across the infants and juniors, the quality of teaching of literacy and numeracy are satisfactory and sometimes good. There are strengths and weaknesses within aspects of the various parts of lessons. Most lessons get off to a good start with Big books, number lines and other resources including flip charts, text extracts and whiteboards being used well to develop pupils' understanding of key points. Good questioning is used to develop pupils' ideas in both subjects. Questions such as in a mixed Year 3 and 4 numeracy lesson when the teacher asks the pupils *'Can you suggest a way to test whether the estimate is right?'* develop pupils' thinking well. In a mixed Year 1 and 2 literacy lesson the teacher drew pupils' attention to the shared text well when asking *'Why do you think the wolf has turned blue?'* Most lessons have good recap sessions where key teaching points are emphasised and extended. In the most effective sessions pupils are encouraged to comment on the work of others. In a Year 4 literacy lesson, pupils were asked the question *'what were the group doing to make the improvisation work?'* When groups work without the teacher being with them all the time the work is usually well organised so that little time is wasted getting down to work. However, the activities planned for the pupils, particularly in the infants and lower junior classes, do not sufficiently take account of the different abilities within the class. This results in pupils making uneven progress at these times and some loss of concentration. Higher attaining pupils mark time, particularly towards the end of the sessions. Whilst planning has improved since the previous inspection, individual lesson plans and some weekly plans do not have clear learning intentions for pupils at these times. This is true of teacher's planning in all subjects and leads to some shortcomings in short-term assessments. These tend to be a descriptive record of the lesson rather than an evaluation of the strengths and weaknesses of individual pupils. This limits their value in informing future lesson planning.
- 21 There are weaknesses in the teaching of writing in the infants and juniors. Teachers do not provide enough opportunities for pupils to write at length and develop writing skills in a wide enough variety of styles. Limited use is made of ICT to consolidate and extend their writing experiences. This has a detrimental effect on standards and the rate of progress in writing. Across the school, teachers do not use computers sufficiently to consolidate and extend pupils' learning in all subjects.

- 22 In all other subjects, the quality of teaching is satisfactory and sometimes good. In the lessons taught by the music co-ordinator in both the infants and juniors, teaching is consistently good. Observation of a limited number of other lessons, scrutiny of planning and discussions with staff indicate that teaching overall is satisfactory. There are weaknesses in the knowledge and expertise of some teachers in how to develop pupils' skills in developing musical ideas using symbols and notation. The teaching of science, art and physical education has improved since the previous inspection. Better planning, curriculum development and improved expertise have brought this about. In science, teaching has improved particularly in the juniors where there is now greater emphasis on experimental and investigative science.
- 23 In all subjects relationships are good and praise and encouragement support pupils' learning by giving them the confidence to share their successes and failures. Teachers' expectations are satisfactory overall. In almost all lessons, pupils respond well to the teachers' high expectations of behaviour. In the infants and lower juniors where there is some unsatisfactory teaching expectations of behaviour are not consistent and pupils become inattentive. In most lessons, teachers' expectations of what pupils might achieve in independent group work are not as high as their expectations of behaviour and the pace of learning is satisfactory. In a significant minority of lessons teachers do not spend sufficient time with groups of pupils as they work independently. Opportunities to spend time with particular groups to question and to assess their understanding are often missed. Support staff consolidate and extend pupils' learning effectively in most lessons by giving sustained additional time to the groups they work with. The provision and consistency of homework has improved since the previous inspection and parents have been told when this will be given. Homework makes a satisfactory contribution to pupils' learning in English and mathematics and is beginning to be used more in other subjects. In geography and history topics, for example, pupils are encouraged to extend their knowledge and test out ideas by completing worksheets and questionnaires with family and friends. Overall teachers do not provide sufficient opportunities for pupils to take more responsibility for their own learning, for example, by working on independent research activities in all subjects.
- 24 The quality of teaching of pupils who have special needs is satisfactory and has improved markedly since the previous inspection. Overall, pupils with special educational needs make satisfactory gains in their knowledge, skills and understanding, particularly in literacy and mathematics. The majority of pupils on the register of special needs have difficulty in these area of learning. When pupils are taught in small groups or on an individual basis by classroom support staff or specialist teachers, the work concentrates effectively on developing pupils' reading and writing. In these lessons the quality of learning is good. In a minority of lessons where pupils with special needs are taught literacy within their own class without support, the pace of learning is reduced and pupils' progress is less rapid. This is primarily due to the limited use made by teachers of the individual education plans (IEPs) when planning whole class lessons. Planning rarely takes into account the needs of pupils with learning difficulties to provide specific activities targeted to their IEPs that build upon and develop the work done in the supported sessions. The teaching and learning of the one pupil with English as an additional language who needs additional support is effective in ensuring learning and progress are similar to all other pupils.

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

- 25 A key issue from the previous inspection in 1996 was to ensure that the curriculum fully met the requirements of the National Curriculum by developing detailed schemes of work. To rectify this issue, a whole school curriculum co-ordinator was appointed and during the last year, she has worked very hard to produce a cohesive whole school curriculum plan. There are now good policies and schemes for English, mathematics and science. In all other subjects policies and schemes of work are satisfactory and have allocated development time within the wider school development plan. This has been effective in ensuring that the school meets the statutory requirements of the National Curriculum for 2000 and the new Foundation Stage. Improvement since the last inspection on this key issue for development has been good. The school now ensures that pupils receive a satisfactory education by delivering a broad and balanced curriculum. The quality and range of learning opportunities in the school are now satisfactory and include effective provision for health, sex education and drugs awareness education. The curriculum reflects the school's aims and values well. Where possible, the school has made effective use of the specialist expertise of staff. An example of this is the release of the teacher in Year 5 to teach music throughout the school. This is having a good impact on standards and is helping to develop the confidence and expertise of the staff.
- 26 The school has effective strategies for the teaching of literacy and numeracy skills. The local education authority (LEA) has given the school intensive support for literacy, numeracy and teaching is now better than at the time of the previous inspection.
- 27 The curriculum in the reception class for the Foundation Stage is rich and stimulating. It is firmly based in the six areas of learning recommended for this age group. The accommodation and lack of equipment such as large wheeled toys limit provision for independent outside play. The curriculum for these children is extended by the unusual provision of a weekly opportunity to use the swimming pool.
- 28 The school provides a good range of extra-curricular activities involving about a quarter of the staff. All pupils in Key Stage 2 have the opportunity of taking part in lunchtime and after school activities. Pupils have access to special interest clubs, such as chess, book and Christian clubs, as well as sporting activities. Activities are well supported by pupils and where possible, parents are involved, either to help to provide transport to sporting fixtures, or to support events. The school provides opportunities for all Year 6 pupils to attend a residential activity at Fairbourne in Wales. Some pupils in Year 4 have a similar opportunity to take part in a residential activity. These have a beneficial effect on pupils' social and academic learning.
- 29 The school makes satisfactory provision for the personal, social and health education of the pupils. A recent school development has been to appoint a co-ordinator to further develop this aspect of the curriculum to ensure that the personal and social education of the pupils underpins the aims of the school. The newly appointed co-ordinator is very enthusiastic and has a clear vision of how this area should be developed. The school promotes the personal development of pupils satisfactorily through all aspects of the school curriculum. This is effective in developing pupils' ownership of their own classroom and school. However, opportunities for pupils to take roles of responsibility are inconsistent throughout the school. In some classes, pupils all have some areas of responsibility, for example library tasks, keeping shelves tidy and making sure resources are available, whilst in others, such opportunities are missed. Very few opportunities are given for independent activities, either working

outside the classroom or in the locality, in pairs or in small groups. Most classrooms have a clear set of rules to encourage such attitudes as valuing the views and opinions of others, listening carefully to instructions and showing respect and consideration to all.

- 30 Sex education and health education are developed effectively. The school has good liaison with external agencies to ensure that sound provision in this area is made. Pupils are given facts about aspects of developing a healthy lifestyle, which includes making choices and decisions in response to drugs. The school takes advantage of a "Life Bus" which visits the school every year and is part of the school curriculum for personal and social education. Parents are invited to join in this experience with their children and to take part in some of the activities. The school presently does not have a whole school policy for health or drugs education. It is planned to include this in the remit for the new co-ordinator for personal and social education.
- 31 Since the previous inspection the school has made good progress in developing the provision for pupils with special educational needs. It is now good and pupils benefit from effective support from appropriately experienced and trained support staff and specialist teachers. Class teachers prepare Individual Education Plans (IEPs) for pupils who need them and the majority of these plans have good short-term targets matched to appropriate strategies. The IEPs are well used to provide tasks for pupils working with support staff but less effective use is made of them in whole class sessions when the support staff are not available. Pupils, including those with statements of special needs, have equal access to the activities and the curriculum. Review meetings are well used to evaluate pupils' progress and there are opportunities for parents and pupils to contribute their ideas and comments.
- 32 Links with the local and wider community are satisfactory and are improving. The school has effective and productive links with the local church of St Peter and St Paul. The vicar and curate visit the school regularly and take school assemblies one day each week. Pupils visit the church on two or three occasions during the year to celebrate Christian events and festivals. An annual carol service is well attended by parents and the wider community. The school has an active parent/teacher association which runs events to which the local community is invited.
- 33 There are good links with local playgroups and nurseries, other primary schools and local secondary schools. Regular visits to partner institutions ensure close liaison. School staffs meet regularly to have joint training days and sporting fixtures ensure pupils are given the opportunity to develop socially. Effective transition arrangements are in place with local secondary schools.
- 34 The provision for the spiritual, social, moral and cultural development of pupils is satisfactory overall. Provision for pupil's spiritual development is satisfactory and is mainly provided in assemblies when pupils take part in worship. However, although assemblies do provide some opportunities for reflection, this is not always the case and opportunities to develop a spiritual aspect are missed. In religious education lessons, pupils write thoughtful prayers and poems. In the day to day life of the school, not enough opportunities are provided in the curriculum for pupils to reflect on wider issues and in lessons, spiritual development is an element that happens randomly, rather than one which is specifically planned. Few opportunities, outside religious education lessons, are offered for pupils to explore the beliefs and values of other cultures.
- 35 Provision for the moral development of pupils is good, resulting in the majority of pupils

being aware of what is acceptable and unacceptable behaviour. In classrooms, pupils are reminded to make good choices about their behaviour and attitudes to work. Teachers use effective strategies to reward positive behaviour and foster an attitude of working in a school community. The school's provision for the moral development of pupils has improved since the last inspection because strategies put in place are now embedded in the day-to-day life of the school. Pupils respond well to the success of others in all aspects of school life.

- 36 The social development of pupils is well promoted by the school. Teachers often provide worthwhile opportunities for pupils to work in a variety of ways in the classroom to effectively promote social development. The provision made by the school for residential visits in Years 6 and 4 enable pupils to develop their social skills and to begin to work as a team. The quality of relationships seen in classrooms and throughout the school is good. Pupils are usually supportive and helpful but are not given sufficient opportunities to take responsibility and show initiative. Older junior pupils, however, do respond well when raising funds for local and national charities. An impressive array of charities has been assisted by the pupils' enthusiastic approach to helping those less fortunate. The recent harvest festival culminated in giving harvest gifts to local pensioners and many have responded by sending letters of thanks to the pupils.
- 37 The school's provision for the cultural development of pupils is satisfactory and is promoted through assemblies, when stories are drawn from a variety of cultures. Pupils are encouraged to appreciate cultural traditions within the music and art curriculum, for example, they listen to music from other cultures and study the work of great artists. The school promotes the cultural traditions of the local area in the history and geography curriculum. Drama groups are invited into school and as part of the Diwali celebrations last year, an exhibition and workshops of traditional Indian dance took place. However, opportunities for the pupils to develop an understanding of the cultural diversity within society are not sufficiently developed. No displays celebrate other cultures; neither do resources reflect the ethnic and cultural diversity of British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 38 The care of pupils in the school has improved since the previous inspection, and is now very good. This echoes the comments made by parents at the pre-inspection meeting when they said that the care of pupils is now of paramount importance in the school. Child protection procedures are very good and all staff are aware of the issues. Teachers know individual pupils very well, including those with physical, educational or emotional needs. Outside agencies are used well, including the educational psychologist, the specialist teaching service, autism outreach, and the early years and able pupils' advisor. There are regular visits from the school dentist.

- 39 The school closely monitors the personal development of pupils. Their achievements are recorded carefully in English, mathematics and science. The reward system is designed both to reward and support pupils in all areas of school life. Its use makes a considerable contribution to the good behaviour of pupils. Pupils are aware that bullying will not be tolerated, and that any instances should be reported immediately. Those pupils spoken to have faith in their teachers but said that if all else failed, the headteacher would sort matters for them.
- 40 Health and safety is a clear priority, with daily checks by the site manager. A full health and safety audit is undertaken annually by the Governors' Committee, alternating inside and outside the school in a six-monthly cycle. The school site is secure and well monitored. The swimming pool on the site is extremely well supervised by parents and teachers while being used for lessons. Pupils have been taught to be very conscious of safety issues in science, physical education and design and technology lessons.
- 41 Playtimes and lunchtimes are supervised well. Pupils are well behaved at these times due to the efficient, caring and unobtrusive management by staff. The arrangements for first-aid care are planned well, with a full-time first-aid room staffed during break-times, and kits available in classrooms. The first-aid equipment is easily accessible and there is a direct telephone line to the emergency services. One person fully qualified in first-aid works full time and all other members of staff have had some training.
- 42 Arrangements for the children in the Foundation Stage are well thought out. The reception teachers liaise effectively with local nurseries and playgroups, and pupils' records are passed on to the school. Pre-school children visit the school's swimming pool, following this with a useful and informative visit to their new classroom during the term before they start school. The move to secondary school is similarly well prepared. The pupils use the secondary school computer suite in the term before they move, and also have a day to sample lessons and arrangements at the school. Teachers from the secondary school come to talk to pupils, and each pupil is discussed individually by their Y6 teacher. This, with the completion of friendship forms, helps to formulate the new classes into which the children will be placed. These arrangements prepare them well for their first taste of secondary education.
- 43 Attendance procedures are very good and parents are very aware of the need to keep the school informed if their child is going to be absent. The school uses a good computerised database to record attendance. Class teachers are very familiar with the recording system and the need for parent verification of pupils' absences and lateness.
- 44 The impact of support upon pupils with special educational needs in the classroom is positive. The support staff have good relationships with the pupils and use this to encourage and guide the pupils. Training has provided support staff with the ability to provide skilled and effective support. They have a good awareness of the personal as well as the academic needs of their pupils helping to create a safe and secure environment for them. Good support is obtained from external services for pupils with specific difficulties to conduct assessments and to provide advice and support.
- 45 Assessment procedures were reviewed following the previous inspection when they were unsatisfactory. They are now good, especially in the core subjects of English, mathematics and science. The use of assessment to guide planning in these

subjects is also good and is helping raise standards. The national assessment arrangements are conducted appropriately and the school uses the tests devised by the Qualifications and Curriculum Authority for pupils in Years 3,4 and 5. The results from all these tests are carefully analysed by the headteacher, assessment and subject co-ordinators to identify areas of strength and those for future development. This is done with reference to individual classes, but also those requiring a whole school focus such as the standard of pupils' writing. There are no whole school procedures for assessing the progress of pupils in other subjects and consequently the development of skills from year to year cannot be guaranteed. The subject co-ordinators are aware of this weakness and there are plans to develop this area as part of the introduction of the Curriculum 2000 schemes of work. Good administrative software has been introduced and is proving effective in helping to develop curriculum planning throughout the school.

- 46 Assessments are carried out in the reception class during the children's first few weeks in school and this is used well to devise suitable activities for the children. Arrangements for assessing the children's attainment in the Foundation Stage are good. The results of these tests, together with information received from playgroups, are used to form flexible working groups within the class and to plan suitable work. Progress is regularly monitored through observing the children at work. Day-to-day records are reviewed each half term and used effectively to develop future work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 47 The partnership with parents has improved since the previous inspection. At that time there were some concerns about a lack of confidence on the part of many parents in the management of the school and the way in which they were treated. In all but three areas, parents, in response to the questionnaire, were very positive about the school. Thirty-two per cent of parents, in their responses, were not happy about homework. The inspection team, however, feel that the homework policy introduced this year and the details now given to parents about when to expect homework, should lead to a much improved situation. Eighteen per cent of parents felt that they were not given enough information about the progress of pupils. The school, however, does have three formal meetings for parents each year. This is similar to most primary schools. Thirty-five per cent of parents did not feel that the school provides enough interesting activities outside of school. The inspection team, however, felt that the range of activities, including trips, clubs, and sport after school, is good. At the parents' meeting, parents were supportive and appreciative of the headteacher's efforts.
- 48 Reports to parents are now good and appreciated by parents. Those sent to parents of reception pupils give a fuller picture of the whole child, whilst reports to years 1-6 parents provide an opportunity for both pupils and parents to expand on the report. Brief details are also included on how parents can help their children at home.

- 49 Parents of prospective pupils are shown around the school and given a useful Welcome Pack, which includes the prospectus, details of the reception year and the Home/School Agreement. They also meet the teacher and headteacher for a question and answer session. There is a strong partnership between parents of children in the Foundation Stage.
- 50 The school takes every opportunity to recruit parent helpers, but numbers vary and are low at the moment. Those parents who do help in the school are mostly based in the infants. Parents also help with swimming and are involved with the football and netball teams. This has a beneficial effect on pupils' confidence and learning at these times. One parent governor was particularly concerned that younger parents may feel apprehensive about helping in the school or about putting themselves forward as parent governors, when in fact they are much needed.
- 51 There is a Home/School Agreement but when parents were consulted about it they simply felt that it made official what was already actually happening in the school. A number of parents had reservations about very young children being asked to sign a document they may not understand. Fewer parents have completed the document this academic year. An active Parent/Teacher Association raises significant amounts of money for the school, as well as providing enjoyable social evenings for parents.
- 52 The partnership with parents of pupils with special educational needs is good. The parents are invited to reviews of those pupils on the Register of Special Needs and are informed when the school wants to involve outside specialists. The IEPs are shared with parents at each review and there are instances where parents have a practical role to play in the strategies.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 53 The leadership and management of the school have improved markedly since the previous inspection and are now good. The improvement is due to the appointment of the new headteacher and deputy headteacher and a much more involved governing body. The headteacher has the respect and confidence of staff, governors and parents. There is a clear commitment to improvement in all aspects of the school's work. Since his appointment in 1997, the headteacher with the support of the governing body has developed a clear vision of how the school needs to progress and improve by introducing effective systems for monitoring the curriculum and teaching. These have been largely successful in improving the quality of teaching but have not yet successfully eradicated the unsatisfactory teaching, particularly in the infants. Governors have worked hard to evaluate both curriculum provision and the results of National tests and this is having a good impact on learning and standards. The headteacher delegates responsibility effectively through a well-defined management structure. Teachers with a curriculum or management responsibility now have greater influence on the development of their subjects. They have been given time out of class to support colleagues in the classroom. This is beginning to improve standards and teaching particularly in literacy and numeracy where this support has been greatest. All teachers have clear job descriptions that effectively utilise their strengths and expertise.

- 54 There is an effective appraisal system and the headteacher meets with teachers to set performance targets. Established colleagues give teachers who are new to the school good support. Relationships are good throughout the school; pupils have good attitudes and are happy to come to school. Parents' comments support these inspection findings.
- 55 There has been a good response by the senior management team and staff to the previous inspection and the school has a firm base for further improvement. There is a good school development plan with realistic targets and clear success criteria. Spending is closely linked to the identified priorities of staff and governors. The school makes good use of most resources although provision for information and control technology is low by national levels. This area has not sufficiently developed since the previous inspection although it is identified as an area for development in the school development plan.
- 56 Financial systems are very good; a view which is supported by a recent external LEA audit. The school closely follows best value principles when purchasing goods and resources and there is a clear and effective financial responsibility structure. Day-to-day administration is very efficient and the two school offices and staff provide welcoming and highly supportive points of contact for parents and pupils.
- 57 The school now has a good set of aims, which are well reflected in its life and work. Since the last inspection when the procedures for identifying the needs of pupils with special educational needs formed a key issue, the special needs co-ordinator has given a very clear direction to the development of the provision. There is a good policy that meets the requirements of the Code of Practice and clearly outlines for all staff the processes involved. Day-to-day management of the school's provision for pupils with special educational needs is now very good. The School Administrative Officer makes a valuable contribution to the management of the administrative procedures. There are very comprehensive review meetings and records are maintained accurately using a computer-based system. This ensures that all records are up to date and statutory requirements with regard to pupils with statements of special educational needs are met. The management of provision for all children in the Foundation Stage is good.

Staffing, accommodation and learning resources

- 58 The governing body now fulfils its statutory duties well and has good systems to hold the school accountable for its work. The chair of governors has made a significant contribution since the last inspection in providing stability and support for the newly appointed teachers and governors. This has enabled the governing body to strengthen and develop its strategic role well. Taking into account the funding received by the school which is broadly in line with national averages, the satisfactory overall quality of teaching and learning, the standards the pupils attain, the quality of leadership and management, and the use of available resources, the school provide satisfactory value for money.
- 59 The school has an appropriate number of suitably qualified and experienced teachers to meet the demands of the National Curriculum. Since the previous inspection, school initiatives, including the implementation of schemes of work, have improved the teachers' expertise in art, music and physical education and this is now satisfactory overall. There remain weaknesses in some teachers' expertise in the teaching of information technology, music and design and technology. In-service training is well matched to the school's priorities and to the professional needs of teachers and non-

teaching staff. Over the past two years, the headteacher has implemented a programme of performance management soundly based on the observation of teaching and learning in the classroom. This is used efficiently to identify and meet training needs and is starting to raise the standards of teaching especially in the juniors. There are suitable arrangements for the support of newly qualified teachers. A mentor system is established that involves attendance at courses and the review of work. A good number of non-teaching staff provide a high level of support for teachers. Their support, particularly for pupils with special educational needs is well organised, and contributes significantly to the satisfactory progress made. Office staff provide very good support and contribute greatly to the smooth running of the school.

- 60 The accommodation meets the school's needs well. A rolling programme of redecoration ensures that all areas are well cared for. Except in the reception classroom, where bright and stimulating displays enhance learning, best use is not made of display space to value and promote the pupils' work. The on-site swimming pool considerably enhances the physical education curriculum and enables pupils in all age groups to increase their skills. The grounds are particularly attractive and spacious with grassed and hard play areas. The Parent/Teacher Association has provided funds for the provision of an adventure playground. Outdoor play for the children in the reception class is limited by the lack of a separate play area and equipment such as large wheeled toys.
- 61 Resources for learning are generally adequate and have been much improved since the last inspection. Resources for pupils with special educational needs are now good and support their learning well. Problems regarding the quality and storage of physical education equipment have now been fully resolved. The quality of books throughout the school is much improved but there is still some outdated material. The range of books and materials to extend facilities for older pupils to work independently is limited. The use of ICT equipment and the library for pupils to carry out their own research and enhance learning across the curriculum is underdeveloped. In all year groups, a good range of books and equipment effectively supports literacy and numeracy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 62 In order to improve standards and the quality of learning, the headteacher, staff and governors should:

(It is recognised that the school is aware of these weaknesses and has already taken some relevant action)

- Raise standards in English, particularly in writing and spelling by; raising the profile of writing throughout the school through stimulating and attractive displays of pupils' writing,
- ensuring there is consistency from year to year in the teaching of spelling patterns and correct punctuation,
- providing more opportunities for pupils to write at length and in a wide variety of styles in all subjects,

- ensuring that pupils in the juniors develop a consistent joined script in their handwriting and providing more opportunities for pupils to use computers to draft and edit their writing.
(These issues are discussed in paragraphs 4, 5, 21, 76, 77, 81 and 82)
- Raise standards in information and communication technology by;
- providing more opportunities for pupils to use computers to support and extend their work across all subjects,
- developing skills more consistently from year to year,
- raising the profile of the subject across the school and increasing teachers' expertise and continuing to build up resources.
(These issues are discussed in paragraphs 8, 21, 61, 82, 89, 97 and 123)
- Improve the quality of teaching, particularly in the infants by;
- developing more effective strategies for classroom management where the teaching is unsatisfactory,
- improving the quality of lesson planning to ensure a better match of work to the different needs of the pupils,
- raising the expectations of some teachers as to what the pupils might achieve and
- improving the monitoring of some teachers' work to more clearly focus on weaknesses.
(These issues are discussed in paragraphs 18, 20, 21, 53, 78 and 96)
- Improve the planning of work when pupils work in groups or individually by;
- setting precise learning objectives based more securely on pupils' abilities,
- ensuring short term assessments focus more on the strengths and weaknesses in pupils' learning,
- extending the practise of concentrated teacher time with groups in literacy and numeracy to other subjects and
- using the targets in the IEPs of pupils who have special needs more effectively when additional support is not available.
(These issues are discussed in paragraphs 20, 23, 24, 31, 79, 81, 89, 96 and 111)

In addition to the key issues above, the following less significant weaknesses should be considered for inclusion in the action plan.

- Provide more opportunities for pupils to take greater responsibility for their own learning. (paragraphs 14, 23 and 29)
- Review and improve the provision of large equipment and outdoor play for children in the Foundation Stage. (paragraphs 27, 60 and 69)
- In subjects other than English, mathematics and science develop manageable systems to record and assess pupils' progress. (paragraphs 45, 103, 107, 111 and 118)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	42	41	7	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)		453
Number of full-time pupils eligible for free school meals		51

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		96

English as an additional language

	No of pupils
Number of pupils with English as an additional language	16

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	38	34	72

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	34	36
	Girls	31	33	33
	Total	62	67	69
Percentage of pupils at NC level 2 or above	School	86	93	96
	National	82 (80)	83 (80)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	36	36
	Girls	33	33	32
	Total	66	69	68
Percentage of pupils at NC level 2 or above	School	92	96	94
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	41	36	77

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	26	30
	Girls	24	26	34
	Total	45	52	64
Percentage of pupils at NC level 4 or above	School	58 (30)	68 (24)	83 (51)
	National	70 (65)	69 (65)	78 (72)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	23	23
	Girls	20	26	26
	Total	30	49	49
Percentage of pupils at NC level 4 or above	School	39 (40)	64 (38)	64 (55)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	20
Pakistani	0
Bangladeshi	0
Chinese	2
White	405
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	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)	17
Number of pupils per qualified teacher	26.6
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	342

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	766,608
Total expenditure	758,129
Expenditure per pupil	1,593
Balance brought forward from previous year	12,384
Balance carried forward to next year	20,863

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

476

Number of questionnaires returned

193

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	48	4	0	1
My child is making good progress in school.	36	51	6	2	5
Behaviour in the school is good.	35	58	3	1	4
My child gets the right amount of work to do at home.	21	45	28	4	3
The teaching is good.	33	56	4	1	7
I am kept well informed about how my child is getting on.	28	51	15	3	3
I would feel comfortable about approaching the school with questions or a problem.	52	45	3	1	0
The school expects my child to work hard and achieve his or her best.	46	49	3	0	2
The school works closely with parents.	27	59	8	2	3
The school is well led and managed.	42	52	4	0	3
The school is helping my child become mature and responsible.	30	61	4	1	5
The school provides an interesting range of activities outside lessons.	18	34	28	7	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 63 Children are admitted to the reception class in the September or January before their fifth birthday. Almost all have already attended local playgroups. Good liaison between the reception teacher and pre-school providers, together with well organised admission procedures, enable pupils to quickly make a positive start to school life. At the time of the inspection, there were twenty-five children in the reception class.
- 64 The school has maintained the high standard of provision for children in the Foundation Stage since the previous inspection. Initial assessments made in their first weeks in school indicate that, whilst there is a wide range of attainment, the vast majority of children are working at the level expected of four-year-olds. They make good progress in the Foundation Stage and by the time they start in Year 1, they at least achieve the early learning goals in all areas. This is due to the particular emphasis given to these areas and the good quality of teaching.

Personal, social and emotional development

- 65 The good progress the children make reflects the good quality of teaching and the importance the school attaches to this area of the curriculum. The teacher and nursery nurse work successfully together to establish a calm and caring atmosphere where children feel safe and concentrate on learning. The children's work is valued and carefully displayed to promote effectively a feeling of belonging. For instance, the children's collages of themselves in their new school uniforms have been arranged to emphasise togetherness. Captions indicate, for example, 'We are the Yellow Group', and refer to favourite activities. Clearly established routines at the beginning of the day ensure that children usually leave their carers cheerfully. They quickly become independent as when putting on their indoor shoes, returning library books, or recording their lunch arrangements on the class chart. The children make good progress in developing good relationships with adults and peers. They are co-operative, helpful, and polite. When using the hall for physical education, or baking gingerbread men, for example, they take turns to share equipment and follow the explicit rules to behave responsibly. In these activities, they develop a clear awareness of each other and of safety aspects. The good relationships enable the children to explore and experiment with confidence and take full advantage of the good range of experiences available.

Communication language and literacy

- 66 Teaching is good overall and often very good in this area. The teaching of early reading and writing skills is good. The teacher and nursery nurse provide very good role models and, by example, encourage positive and enthusiastic attitudes to books. Staff have introduced appropriate elements of the Literacy Hour such as whole class reading activities and plan for progress very carefully. They systematically build up skills, for instance, in learning letters and their sounds over time. Much attention is given to the development of speaking and listening skills and to the enjoyment of stories. This develops the children's learning very well. They join enthusiastically in repeated refrains, and are beginning to hear and respond to rhyming patterns. The staff's skilful questioning techniques encourage pupils to develop their ideas, speak clearly and extend their vocabulary. Group work is carefully matched to children's

attainment and enables all children to make good progress. Even the lower attaining children know that print carries meaning and that English print is read from left to right. They retell a familiar story from pictures. All of the children enjoy looking at books and handle them with care. The majority of the class recognises several letters by shape and sound. They use picture and letter clues to read simple text in the first reading books. Higher attaining children, with support, make new words by changing the initial letter, for instance, ran to man to pan. They confidently attempt simple texts and recognise the names of characters and familiar words in the first reading books. Children are encouraged to write and all enjoy writing. They make shopping lists or take telephone messages in the playhouse and make captions for their pictures. They show their growing knowledge by their increasing use of letter shapes in their early attempts at writing.

Mathematical development

- 67 Mathematics is taught well, and good progress is successfully promoted in daily numeracy sessions. It is reinforced constantly in planned and incidental play experiences throughout the school day. For example, children discuss and count how many children need a school dinner. They record the correct number on the dinner chart each day. The staff have good knowledge and understanding of how young children learn and provide relevant first-hand practical activities and games which harness the children's interest and increases their efforts to succeed. Resources are well organised to facilitate learning. All children join enthusiastically in a range of number rhymes and jingles, often using their fingers to count up and down to five. They have good knowledge of numerals from nought to ten and their correct sequence. They confidently place themselves in numerical order nought to ten and know that, for example, six comes before seven, six comes after five and eight is between seven and nine. They count four or five candles to put on their pretend birthday cake, and accurately count the spots on ladybird pictures. Most children can sort two and three-dimensional shapes, and name flat shapes such as circle, square and triangle with confidence. The staff encourage children to use language like fat/thin, big/small accurately to describe pictures of fish.

Knowledge and understanding of the world

- 68 This area is taught very well. During the inspection, some particularly good teaching was seen and the range and quality of work on display indicates that this is an area of strength. The good relationships between staff and children encourage children to explore and investigate confidently and to contribute to class discussion without fear of 'getting it wrong'. Good links are carefully developed between the various aspects of the curriculum. Work on the story of The Gingerbread Man, for example, is extended to include a range of purposeful learning experiences including baking gingerbread men. The children handle the ingredients carefully, and explore differences, for example, between root and ground ginger before weighing and mixing, rolling, cutting, cooking and decorating. They carefully observe and discuss changes as the ingredients melt and then set. The children are encouraged to ask questions and sensitive discussion is used very effectively to clarify the children's thoughts. They gain a sense of the past by considering a picture of the kitchen in the story. They compare with their own homes and notice differences such as flat irons and kettles. Good questioning encourages curiosity and enables the children to become aware of changes over time. For instance, that they realise that there was no electricity in the house in the picture. The children consider how the gingerbread man could cross the river safely. They explore various ideas and under the guidance of the nursery nurse set out to make boats which will carry him across the water tray. They select

materials from a given range, cut and join purposefully to make a junk model boat of their own. They test their models and observe closely. In a useful whole class discussion session, they describe what happened. For example, 'It went on its side', or 'Water went inside and it sank'. At the time of the inspection, the class computer was broken and could not be used to support learning. Good use is made of the extensive and interesting school grounds to explore the natural world, for instance, in observing signs of autumn.

Physical development

- 69 Teaching in this area is satisfactory and enables the children to make satisfactory progress. The teacher's effective use of the school hall for formal physical education lessons enables the children to enjoy a large space, and handle physical education equipment confidently. Particular attention is paid to safety aspects and good management strategies ensure lessons run smoothly and children concentrate on their tasks. Clear routines are established so that children use the apparatus with care and with an awareness of others. They climb, swing and balance with increasing control. The nursery nurse provides sensitive support for less confident children and ensures that they experience the full range of activities. Suitable games such as follow my leader encourage the children to hop, skip, run and jump with increasing confidence and control and with an awareness of themselves and others. The range of floor activities, however, is sometimes too narrow and does not challenge the pupils to make good progress. Sometimes the pace of lessons slows when teachers spend too long on introductions and repeat instructions unnecessarily. Not enough attention is given to the systematic development of skills. Opportunities are missed to promote skills through direct demonstration by the teacher and the children. Outside play activities are limited by the lack of a separate fenced area and of suitable large equipment. Weekly swimming lessons promote learning well. The development of skills in handling tools is promoted well through cutting, joining and pasting activities. The children handle construction toys purposefully to realise their own ideas.

Creative development

- 70 Little direct teaching in this area was seen during the inspection. Evidence from teachers' planning and work on display indicates that teaching is at least satisfactory. Effective use is made of the school grounds to develop the children's knowledge of colour. On a walk, the children observe and match colours in the locality of the school and collect samples. With help, they mix paints to match the variety of shades and paint their own pictures of what they have seen. The children enjoy singing action songs and jingles and accompany themselves on percussion. Good use is made of a recorded commercial music programme, which extends the children's learning effectively. The staff create imaginative opportunities for role-play where the children use simple props and dressing up clothes based on characters in traditional tales.

ENGLISH

- 71 In the 1999 National Curriculum tests at the end of the infants the school's results in reading were close to the national average and above the national average in writing. The percentage of pupils achieving the higher level 3 was close to national average in both reading and writing. When compared with similar schools, pupils' performance was close to the national average in reading and writing. Taking the 1996 to 1999 results together the performance of pupils in reading was close to the national average, but was higher than the national average for their age group indicating a rising trend. The school's results in the 2000 National tests indicate that eighty eight per cent of pupils achieved the expected levels in reading. This is slightly higher than 1999, but the proportion of pupils achieving the higher levels fell. Standards for writing are broadly similar to 1999. Inspection evidence is broadly in accord with this picture. Standards for the pupils who are now in Year 2 are similar to the national average in speaking and listening and reading and writing. They are not quite as high as the 2000 tests indicate due to some unsatisfactory teaching and a higher percentage of pupils who have special needs. In relation to their prior attainment, progress is satisfactory. The rate of progress is similar for all pupils, irrespective of ability or gender.
- 72 In the 1999 National Curriculum tests for pupils at the end of the juniors, results were well below the national average in comparison with schools nationally. They were also well below when compared with similar schools. The proportion of pupils who achieved the higher than expected levels of attainment was also well below average. Taking the 1996 to 1999 results together, the performance of pupils was well below the national average. However, with the exception of 1998, which showed a decline, the results have been steadily rising in line with the national trend. The results for the 2000 national tests indicate that this trend has continued with seventy one per cent of pupils achieving the expected levels and twenty three per cent achieving the higher levels. Inspection evidence indicates that standards are rising and are closer to the national average. However, they are still below. Standards of writing are not high enough and not enough pupils are on course to attain the higher level 5. Pupils' progress is satisfactory in reading and speaking and listening but is inconsistent and generally unsatisfactory in writing.
- 73 By the end of the infants and juniors most pupils attain levels expected for their age in speaking and listening. They reply appropriately to teachers' questions and have a satisfactory vocabulary that helps them to express their thoughts and ideas clearly. Some of the pupils in Years 5 and 6 give short explanations of their ideas but do not expand sufficiently upon their answers. Pupils use a growing vocabulary when recounting events or stories and discussing their choice of reading book. Most pupils listen attentively and take turns to contribute to discussions; for example, they shared ideas about the Coronation in a Year 6 lesson on history well. They acquire subject specific vocabulary to support work in all lessons and use this effectively. Pupils gain confidence in speaking to a larger audience when describing their work in closing discussion sessions in literacy lessons and when taking part in assemblies.
- 74 In reading, pupils in the infants build upon the skills, knowledge and understanding gained in the reception class satisfactorily so that the overall standards reported at the last inspection have been maintained. Pupils in Year 1 develop an interest in books and begin to recognise familiar words. They develop a good understanding of simple texts and express their likes and dislikes in a story. By the end of the infants pupils express an interest and enjoyment in books and reading. The majority of pupils have acquired a satisfactory sight vocabulary and, although their reading is hesitant and

lacks fluency, they recognise the majority of words and self-correct most errors. They make effective use of their knowledge of letter sounds to read new or unfamiliar words. Higher attaining pupils have good knowledge of the alphabet. They read at a steady pace and are developing expression in their reading by taking due regard of the punctuation such as full stops and speech marks. Pupils with special educational needs make satisfactory progress in developing a basic understanding of letter sounds and how to use phonic skills to read simple words and books.

- 75 By the end of the juniors, standards in reading are broadly average. Pupils develop a range of strategies to read unfamiliar words such as the sounds of letters and combinations and clues in the text. Pupils enjoy reading and recount the significant ideas, events and characters in stories. By the end of the juniors, pupils read short texts and talk about the characters confidently. Lower attaining pupils read hesitantly, following the text with their fingers and have not developed the ability to read with expression. However, they have a satisfactory sight vocabulary and have a good range of strategies, for example, the use the illustrations and their knowledge of letter sounds to work out unfamiliar words. Higher attaining pupils read good quality fiction of a more adult nature with fluency, expression and understanding. Out of school they read a range of literature including magazines and children's novels. Pupils' knowledge of well-known authors is satisfactory, but they make limited use of the school or town library to find books on specific topics. They do, however, use their research skills to locate precise information from textbooks and CD-ROMs and the Internet.
- 76 By the end of the infants, standards in writing are close to the national average. The content of the writing is satisfactory, but pupils' knowledge and understanding of grammar and punctuation is not so well developed. They have a satisfactory understanding of how to use full stops and capital letters to denote sentences, but are not using more complex forms of punctuation with any confidence. Their writing is printed and they are beginning to develop a joined-up style, but the quality of presentation varies from good to unsatisfactory across the classes and there are frequent errors. In their writing they use sentences to extend their ideas in a logical sequence of events and write in a range of different formats and for different purposes. The pupils spell simple common words correctly. By the end of the infants, higher attaining pupils write in a consistent joined-up style. They use adjectives to add interest to their stories. There is a clear order to their stories, they use a good range of vocabulary, and their spelling is generally accurate.
- 77 By the end of the juniors, standards in writing are below the national average with few pupils achieving at the higher levels. There is distinct variation across the classes and year groups in the juniors in the quality of their writing and presentation which, not only reflects the variation in the different age groups but also the teachers' expectations of the basic skills of presentation. Consequently, pupils' progress is uneven and generally unsatisfactory as they move up through the juniors. The majority of Year 6 pupils write in a joined-up style, but some pupils' writing is more of a linked print and few pupils have developed a fluent style. They use a range of punctuation including commas, exclamation and speech marks correctly within their work. Standards of spelling are below the level expected for pupils' age. The writing of higher attaining pupils has life, interest and in some cases, humour is used well to illustrate a point. Throughout the school, pupils' writing is not celebrated enough in displays of work.
- 78 The quality of teaching and learning observed, including the evidence from the scrutiny of work, is satisfactory overall, but is more effective in the juniors. In the most effective lessons, teaching is rigorous and captures the interest of all the pupils. This

stimulates their enthusiasm so that they make good gains in their skills, knowledge and understanding. Teachers use good questioning to challenge pupils understanding of previous lessons. In the vast majority of lessons the management of the pupils is consistently effective, expectations of behaviour are high and instructions given to pupils are clear and unambiguous. These strengths maintain their attention and concentration on the lesson and pupils behave well. All teachers use resources such as whiteboards, flip charts and Big Books effectively to support understanding. Where the teaching is unsatisfactory, low expectations of behaviour, inconsistent management or unclear instructions lead to pupils being inattentive. The pace of learning in these lessons is unsatisfactory. Most of this occurred in the infant classes. Across the school, the progress that lower attaining pupils and those with special educational needs make is satisfactory. Support staff are generally effectively deployed to support individual pupils or groups in the independent tasks. In the best examples, the teacher provides the support staff with written instructions to guide them when working with a group and they observe pupils' response during the whole class sections of the lesson as part of the assessment process. From the scrutiny of work, marking is generally good with informative and useful comments made to help pupils improve their work as well as to praise their achievements.

- 79 Teachers have mostly good subject knowledge, but some teachers are not so sure as to how to use the guidance of the National Literacy Strategy in order to teach the basic skills of language and literacy. This is reflected in the weekly planning, in particular in the way that teachers in some lower junior and infant lessons translate the objectives for the week taken from the medium-term planning and the National Literacy Strategy into individual lesson planning. Learning intentions for pupils of different ages and abilities are not sufficiently clear for the work done on group and individual work. This slows pupils' learning since some work is not demanding enough and pupils' progress slows. It is often unclear how the teachers intend to assess pupils' learning. Frequently, assessments are a descriptive record of the lesson rather than an evaluation of the strengths and weaknesses of individual pupils. This limits their value in helping teachers plan subsequent lessons.
- 80 Story writing exercises are frequently used as whole class tasks with little variation for pupils of different abilities, rather than providing specific tasks on the weekly theme. Teachers in the infants particularly, hear pupils read on a regular basis and good use is made of reading diaries to help and guide parents when hearing their children read.
- 81 In both the infant and junior classes there are few references in the weekly plans to the needs of pupils with special needs or links made to their IEPs. Consequently, in lessons where they are unsupported, the tasks do not consistently reflect their individual targets and their progress is not as rapid as it might be

- 82 Teachers provide some good opportunities for pupils to use their literacy skills in other subjects such as history and science. The range of opportunities to write in a wide variety of styles is limited and ICT is not yet an integral part of the literacy lessons as a teaching and presentational tool. Pupils' written work is not celebrated strongly in displays around the school. Resources, particularly those for the teaching of literacy have been increased but the library as a resource for independent research remains under-used, as it was at the time of the last inspection.
- 83 Since the previous inspection the co-ordinator has given a very positive lead and direction to the development of the subject. The curriculum meets statutory requirements and because teachers plan in teams there is a good consistency to the curriculum. By observing lessons the headteacher and the co-ordinator have monitored the impact of these initiatives and the quality of teaching. Whilst some weaknesses remain in the infants and lower juniors, this has contributed to the improvement in teaching since the previous inspection. Governors have been fully involved in the development of the subject and have approved a good subject action plan that provides clear guidance on future developments. These include a focus on developing pupils' writing along with the resource and staff development implications.

MATHEMATICS

- 84 In the 1999 tests for pupils at the end of the infants, standards were above the national average. The percentage of pupils attaining the higher level 3 was close to the national average. Teacher assessments mirror the test results closely and over a three-year period from 1996 standards have consistently improved, closely following the national trend. Results are above average when compared to similar schools. The year 2000 results show further improvement with 40 per cent of pupils attaining the higher level 3. Inspection evidence indicates that standards of the current Year 2 pupils are generally in line and that progress is satisfactory overall. The standards of work seen for pupils who are now in Year 2 are not as high as in the 2000 tests. This is due to some unsatisfactory teaching and a higher percentage of pupils who have special needs. However, good improvement has been made since the previous inspection when attainment was judged to be below average with progress slow and inconsistent.
- 85 The test results for pupils at the end of the juniors in 1999 were in line with the national average. Results were also in line when compared to similar schools. Results show a steady improvement since 1996 with a dip in 1998 and a marked jump back in 1999. Provisional results for 2000 indicate the school met its published targets and generally maintained the previous levels. Inspection evidence confirms that standards for pupils now in Year 6 are broadly in line with national averages. The standards achieved by pupils in the current Year 3 and 5 classes are good and the school is well placed to meet its realistic target for 2001.

- 86 By the end of the infants, pupils have satisfactory mental arithmetic skills. Those with average and higher attainment answer simple addition and subtraction questions rapidly. When using a number square, pupils count forwards and backwards up to 10 from a chosen number and count on in tens accurately up to 100. Pupils use different mental calculation strategies to solve number problems, adding and subtracting numbers up to 20. Most double and halve numbers up to 20 accurately and name correctly either side of a number chosen by other pupils. All pupils use comparative data to order shapes and objects, know the names of common two-dimensional shapes and are beginning to recognise symmetry in different shapes.
- 87 By the end of the juniors, most pupils have satisfactory number and mental arithmetic skills. Higher attaining pupils have developed their mental arithmetic skills well and use these to good effect in 'quick fire' sessions at the beginning and end of numeracy lessons. Most pupils understand the importance of the order of numbers and use their knowledge to multiply numbers by ten and 100. They recognise the function of the numerator and denominator when changing from improper to proper fractions and use their knowledge competently to solve problems, which involve changing fractions into percentages and decimals. They undertake investigations to explore number patterns and work out co-ordinates well from the questions posed. Year 6 pupils extract and interpret information accurately from line graphs and demonstrate satisfactory understanding when creating their own graphs from data they collect from within the class.
- 88 The pace of learning is satisfactory overall in the infants and juniors for all pupils including those with special educational needs and EAL. Learning is better in those lessons where the teacher sets and shares clear learning objectives with the pupils and their interest is captured by an enthusiastic approach. Progress is unsatisfactory when the pace of the lesson falls, pupils working independently receive insufficient support and the smooth running of the lesson is broken by inappropriate pupil behaviour. This results from ineffective class control strategies. Throughout the school most pupils make satisfactory progress in all aspects of the subject. For higher attaining pupils, progress in the development of mental arithmetic skills is good. There is also good progress when a classroom assistant or a volunteer helper supports pupils either individually or in a small group.
- 89 Teaching is mostly satisfactory although often good in the juniors. Where teaching is most effective activities stimulate, interest and challenge pupils with questions that are well focused to extend pupils' learning. Teachers plan well using the guidelines of the National Numeracy Strategy and most confidently balance lessons with direct teaching and opportunities for independent and group activities. Where the teaching is less successful in some infant and lower junior lessons, the work given to different groups does not always extend then sufficiently. Assessment of pupils has greatly improved since the last inspection when it was a key issue. Teachers now take good account of pupils' previous knowledge when planning work and those pupils with special educational needs have appropriate targets in their IEPs. These are not always used effectively when pupils do not have additional teaching support. Test results are used well to analyse pupils' strengths and weaknesses and assessments are continually updated with comments noted after lessons. This has a good impact upon the pupils' learning. Teachers' expectations of pupils are high and some thorough marking was seen with good examples giving clear learning targets of how pupils might improve their work. Relationships with pupils are good throughout the school and there is a high degree of consistency in teachers' expectations about behaviour. There is often good use of humour. These factors strongly support

progress. Computers are not used sufficiently to support pupils' learning.

- 90 The curriculum for mathematics is well planned and takes good account of the requirements of the National Numeracy Strategy. It gives opportunities for pupils to improve their skills in all areas of mathematics. The subject is well managed by a knowledgeable co-ordinator who has been given time to work alongside colleagues in classrooms and to monitor and evaluate their work. This has had a beneficial effect on teaching and learning. The increasingly rigorous analysis of test results is used well to highlight weaknesses for further development across specific year groups and has led to improved resource provision, better progress and higher attainment since the last inspection.

SCIENCE

- 91 The results of statutory teacher assessments at the end of the infants in 1999 show that the percentage of pupils reaching the expected level 2 was higher than in most schools nationally and broadly in line with that of similar schools. The percentage reaching the higher level 3 was broadly in line with national averages and with similar schools. In the 1999 statutory tests for pupils at the end of the juniors the percentage reaching the expected level 4 was broadly in line with most schools nationally. The percentage reaching the higher level 5 was above that of most schools. Standards at both the average and higher levels were above those of similar schools.
- 92 The school's provisional results in 2000, indicate that standards by the end of the infants and juniors are not quite as high as in the previous year. Inspection evidence confirms that standards for pupils at the end of both the infants and juniors are broadly in line with those found in most schools. There is no significant difference in the work of boys and girls. There has been good improvement from the very low base in 1996. Since the previous inspection, the school has succeeded in raising the performance of higher attaining pupils in the juniors, but this has not been as successful in the infants.
- 93 The majority of the pupils make satisfactory progress in developing skills and knowledge as they move up the school. Pupils with special educational needs are often supported with individual help, and make satisfactory progress. In the infants, lessons do not fully challenge the potential higher attaining pupils and they do not always achieve as well as they might. Over the past two years, the school has begun to pay particular attention to the teaching of investigation skills and these are used well to deepen the pupils' understanding of life processes and living things, materials and their properties, and physical processes.
- 94 In Year 2, the pupils develop a satisfactory understanding of the needs of people, plants and animals. They investigate by planting seeds in varying conditions and predict which will grow best. They make close observations and accurate measurements over time and draw appropriate conclusions. Pupils are becoming aware of a range of food products, and sort them into categories such as fruit and vegetables, bread and pasta. They are beginning to realise the need for a varied diet. In Years 3 and 4, the pupils extend their knowledge of types of food and nutritional value. They categorise food according to carbohydrate, fat and protein and are aware of the need for vitamins. They review their own food intake and plan a healthy meal choosing food from each category to ensure a balanced diet. When investigating the effect of fizzy drinks on teeth, they predict and observe with care. Higher attaining pupils consider how to make the test fair.

- 95 By the end of the juniors, evidence of work in books shows that pupils use scientific terminology to identify some major organs of the human body. Higher attaining pupils describe the main function of these organs. All pupils investigate the effects of exercise on the body, for example, on heartbeat. They make predictions, set up tests carefully, and repeat them with an awareness of the need for accuracy. They record their findings in graph form and make comparisons with the resting heartbeat. Pupils show an increasing ability to generate their own questions and propose hypotheses, as they grow older. For instance, pupils in Year 5 identify a whole range of things they would like to find out about solids, liquids and gasses at the beginning of the topic. They pool their ideas and discuss factors which might affect dissolving and take account of them in devising and explaining their investigations into reversible changes.
- 96 The quality of teaching is generally satisfactory in both infants and juniors with some good teaching in the juniors. Since the last inspection, all unsatisfactory teaching has been eliminated. Teachers have effective management skills, which establish a purposeful working atmosphere in most classes. This atmosphere enables the pupils to concentrate on learning and supports their progress well. Praise and encouragement are used well to foster confidence and enthusiasm. This is apparent in the way in which pupils put forward their hypotheses and investigate without fear of failure. Practical experiments are usually well organised and resources efficiently prepared so that no time is wasted during lessons. This is reflected in the positive way in which pupils approach tasks and their ability to co-operate and collaborate successfully. There are a few occasions, however, when teachers' introductions and explanations go on too long and undue repetition causes some pupils to lose interest. This slows the pace of learning in a small minority of lessons. Lesson objectives are not always specific enough to ensure good progress and group tasks do not take sufficient account of the full range of ability in each class. In infant classes, particularly this results in a lack of challenge, especially for the potential higher attaining pupils and does not promote the high standards of which they are capable. Most teachers have good questioning skills, which extend the pupils own ideas and help them to pursue investigations purposefully as well as draw relevant conclusions. Homework is used satisfactorily across the school to prepare for topic work and to reinforce learning.
- 97 Whilst most teachers ensure that literacy and numeracy skills are used well to support learning in science, the use of ICT skills is not consistently planned into the curriculum and valuable opportunities are missed. Assessment procedures are used well to plot progress in investigation skills and to plan work generally. There is, however, no consistent whole school approach and work is not always effectively planned to meet the full range of attainment in all classes. The school evaluates the results of national tests and is using this data to develop the curriculum effectively. The curriculum co-ordinator is very knowledgeable and enthusiastic. She is reviewing and re-organising the curriculum successfully and has implemented a fuller programme for the development of investigation work this term. She has begun to monitor teaching and learning in the classroom this year and has planned training for teachers in implementing the new scheme of work.

ART AND DESIGN

- 98 In the previous inspection, standards in art in both the infants and juniors were found to be unsatisfactory due to a number of reasons. No evidence of the development of pupils' skills from year to year was found and pupils did not have access to a broad range of materials. Clear progress has been made since then, particularly in the

planning of the curriculum to ensure pupils have the opportunity to develop skills and techniques in a progressive way. Standards have now improved and at the end of the infants and juniors they are similar to those expected for pupils' age.

- 99 In the infants pupils use salt dough to model farm animals and make observations from both their experience and imagination. The models of pigs, sheep and ducks are carefully shaped, with attention to the finished product. The techniques of collage are explored as pupils use breakfast cereal grains to show a harvest-time class picture. Autumn leaves are represented using paint and simple printing techniques. In a Year 2 class, pupils draw a simple design for a scarecrow's coat, then select patterned wallpaper or fabric to cut out their design. Pupils use ICT to draw and colour the design on screen. Pupils talk about their choices, for example one boy liked the repeating pattern of his chosen fabric, whilst another liked "the brown colour and the flowers".
- 100 In the juniors, pupils develop imaginative and observational drawing skills as they represent the story of "The Lion at School" by Phillipa Pearce. Drawings are carefully done with attention to detail. Pupils explore colour using paint, crayon and pastel. In Year 3, still life paintings of fruit develop observational skills and the techniques of using watercolours. Pupils in Year 4 develop collage techniques to reflect their work in both geography and health education. In a Year 5 class, pupils use the Internet to research the work of Andy Worhol. They use sketchbooks effectively to plan, review and design their work. The work of the ceramic artist Clarice Cliff is well represented in both paint and collage to reflect her work on the Bizarre ware range in the 1930's. Year 6 pupils produce very effective portraits of their teacher showing careful characterisation and good sketching techniques using pencil, charcoal and pastel. 3-D work is explored as pupil's design pots in the style of Clarice Cliff.
- 101 Pupils make satisfactory progress in developing the knowledge and understanding of the materials and processes used in making art and in appreciating the work of famous artists. Throughout the school, satisfactory progress is made in developing the skills and techniques of drawing, painting and printing in a progressive way. In some more effective lessons, pupils make good progress, particularly in their use of ICT to research using the Internet and Encarta CD-ROM resources. Pupils with special educational needs make satisfactory progress.
- 102 The quality of teaching is mostly satisfactory and sometimes good. In good lessons, pupils make clear progress, enjoy their activities and concentrate on their work because the lesson has been carefully planned. Pupils are clear about what they will learn and the teacher uses resources effectively to develop the knowledge and understanding of specific artists or styles of art. When teachers are confident and have good subject knowledge, good teaching of specific skills and techniques makes an impact on the development of pupils' skills, even within the space of one lesson. Pupils are encouraged to work carefully, with useful, evaluative criticism given to further develop skills. In satisfactory lessons, some opportunities are missed to extend and develop knowledge or to develop specific skills; for example, when templates are used to draw farm animals, opportunities for pupils to extend drawing skills are lost. The majority of teachers are successful in linking art to many other curriculum areas; particularly useful links are made in history and ICT. The successful use of using research to develop knowledge, understanding and interest in art was exemplified by one pupil, who as a result of learning about the artist Clarice Cliff, now has a bedroom full of drawings in the style of the ceramic artist.
- 103 The co-ordinator provides satisfactory leadership. She has only been appointed to

this role this year and is very keen to develop the subject further throughout the school. She monitors the medium term curriculum planning of all staff, but has not yet had the opportunity to observe art teaching throughout the school. There is no clear assessment and record of the work of pupils and in this respect there has been little progress since the previous inspection. There is a useful policy and scheme of work but this is in the process of being revised in the light of new curriculum guidance. There is insufficient emphasis on developing the knowledge, skills and understanding of work with textiles and three-dimensional modelling to balance the over-emphasis on drawing skills. Display work throughout the school is satisfactory, but rarely feature drapes, objects and artefacts or celebrate art from other cultures.

DESIGN AND TECHNOLOGY

- 104 By the end of the infants and juniors, standards of work seen are as expected for pupils' age and all pupils, including those who have special needs, make satisfactory progress. This is an improvement since the previous inspection when standards were below the national expectation and progress was unsatisfactory. The school has improved the curriculum delivered and the confidence of its teachers through the introduction of units of work supported by national guidelines. Scrutiny of photographic evidence and work on display reveals that a suitable range of practical activities is provided as pupils move from class to class. Whilst teachers' planning is carefully based on national guidance, this is not consistently implemented to provide for the systematic development of skills over time.
- 105 In Year 2, the pupils make scarecrows from straws or rolled paper, fastening them successfully with string. They design a jacket for a scarecrow and consider how best to make it. They practise and evaluate ways of joining materials with glue, tape, staples and thread. They observe that some materials do not stick very well, and that adhesive tape will loose its stickiness if the scarecrow is left out in the rain. The pupils in Year 3 consider the choices involved in making sandwiches and suggest a huge range of possibilities by changing the type of bread or filling in preparation for the practical activity. Pupils in Year 6 compare different styles of document wallets before designing and making a waterproof folder in which to carry their homework. They consider the suitability of materials, and measure, cut and fasten to construct their design. They identify ways in which their design and models are successful or otherwise and make modifications for improvement.
- 106 Only one lesson was seen during the inspection but analysis of teachers' planning and scrutiny of pupils' past work indicates that the quality of teaching is satisfactory overall. In the lesson observed, teaching was good. The teacher showed good knowledge and understanding of the subject, which enabled her to develop the pupils' skills effectively. Clear explanations made sure that the pupils knew exactly what was expected of them and good management skills focused their attention well. Praise was used effectively to promote learning and give pupils the confidence to solve problems.
- 107 Management of the subject is satisfactory and the co-ordinator helps teachers effectively with their planning. However, there are no whole school assessment procedures to record pupils' progress. This makes it more difficult for teachers to plan work that builds effectively on what pupils already know, understand and can do. Since the previous inspection, the school has become more conscious of safety aspects and ensures that tools are stored safely as well as being accessible when needed. Some teachers still need support to develop their expertise further.

GEOGRAPHY and HISTORY

- 108 By the end of the infants and juniors, standards in history and geography, as at the time of the last inspection, are as expected for pupils' age. As they move up the school, all pupils, including those who have special needs, gain sound knowledge and understanding of the two subjects. They develop subject skills such as basic research and observation satisfactorily.
- 109 In the infants, pupils gain a sense of chronology and how peoples' lives change over time through looking at everyday events and objects. They develop the ability to use subject specific vocabulary such as old and new in both subjects. By the end of the infants, in geography, all pupils know that a map needs a key to give it meaning and they are beginning to use the correct vocabulary such as key or symbol. Higher attaining pupils select an appropriate symbol to represent specific features whilst lower attaining pupils can colour in a map accurately, but need some support to relate this to the key. Pupils know their own address and are developing the ability to use directional language to identify the location of places.
- 110 As pupils move through the juniors they build on these basic skills in both history and geography so that by the end of the juniors they have acquired the subjects' skills, knowledge and understanding satisfactorily. Pupils in Years 5 and 6 develop an understanding of different periods, events and important people in the history of the United Kingdom and learn about the cultures of specific civilisations such as Ancient Greece. Through a topic on Britain since the 1930s, they develop a good understanding of the events of the middle twentieth century such as the Depression, and World War Two. They develop the ability to empathise with what life was like for ordinary people in these times and why, after such difficult times, the Coronation in 1953 was seized upon as an opportunity for celebration. They learn how to look at artefacts and draw some conclusions about their purpose and to research using books and computer-based sources such as the Internet and CD-ROMs. In geography, pupils build on the mapping work in the infants and draw good maps of Syston locating important buildings. They develop an understanding of how their community has changed physically over time and that the function and purpose of buildings may change too. They use first-hand observations and evidence from materials such as aerial photographs well to identify and describe the changes that they find.

- 111 A limited number of lessons were observed during the inspection, but the majority were at least satisfactory. In the two good lessons seen the strengths centred upon the opportunities provided for the pupils to learn from observation of the local area or artefacts. Teachers ask good questions that require pupils to use their knowledge from previous lessons to answer. For example, in a geography lesson in Year 4 when the class went on a walk around Syston, the teacher ensured by questioning that pupils were clear about the purpose of the walk. In both subjects, teachers have a satisfactory subject knowledge and this enables them to organise and manage pupils effectively providing, in the vast majority of lessons, good activities that develop pupils understanding of the topic being studied. Due to the high expectations of behaviour, most pupils are attentive and listen carefully during whole class introductions. Written activities usually are suitably matched to the content of the lesson, although the variation of tasks for pupils of differing abilities is limited. In most lessons where support staff are present they are used effectively to support individuals or small groups during the individual activities, but frequently, their role during the whole class introductions is not explicit. Planning is satisfactory and useful assessments are made of lessons to help teachers plan for the next week, however, the limited use of clear learning objectives in the planning often leads to these assessments being generalised and not focused upon individual pupils or groups.
- 112 Both subjects are satisfactorily managed. Since the previous inspection satisfactory progress has been made in establishing a curriculum for both history and geography that meets statutory requirements. The schemes of work are being revised successfully around a two-year cycle to accommodate the requirements of the Curriculum 2000 documentation. In order to get a whole school view, the role of the subject co-ordinators in this process is limited, but each subject has a projected focus in the school development plan during which the co-ordinators take a greater part in the development of their subject. Although the planned curriculum is broad and balanced, information technology, as a way of presenting work or research, is not an integral part of the pupils' work and the opportunities for pupils to use the library for research are limited. However, good links are made in some classes with other subjects. For example, in Year 5 pupils have investigated the work of Clarisse Cliffe in art as part of the Britain since the 1930s topic and also produced interesting posters linked to the section on World War Two. In both subjects, some good use is made of the local area as a focus for visits that contribute satisfactorily to pupil's cultural development.

INFORMATION TECHNOLOGY

- 113 The previous inspection report stated that standards in information technology were unsatisfactory by the end of the infants and juniors. Evidence from lesson observations, scrutiny of pupil's work in all subject areas and discussions with pupils about their knowledge, skills and understanding, all indicate that standards are still below the national expectation at the end of both stages. However, clear and substantial improvements have been made since the previous inspection, particularly in curriculum planning, resources in computer hardware and software and in the knowledge and confidence of staff. These improvements are helping to raise standards throughout the school. ICT has been identified as a priority for further development and there are clear targets within the school development plan.
- 114 In the infants, pupils develop their knowledge of how to use a computer keyboard

satisfactorily. In a Year 1 class pupils correctly use the space bar and delete key. When writing their names, pupils know how to use the caps lock key for a capital letter. By the end of the infants, the majority of pupils are able to switch on, load a disk, exit from the program and switch off. Pupils know that a computer is a machine that responds to instructions. Most pupils change the font size when writing, use the bold and underline facility and change the colour of both text and pictures. Higher attaining pupils are able to do this independently, but the majority of pupils still need assistance. Across the infants, pupils do not use computers sufficiently to practice and extend their skills.

- 115 In the juniors, pupils develop their skills well, particularly from Year 4 onwards. In Year 4, pupils build upon skills quickly as they draw a square and spiral with a screen turtle. Most pupils are familiar with turtle instructions and move the turtle appropriately around the screen. Pupils use different fonts to produce newsletters and accounts of school visits. Some pupils transpose pictures onto text successfully, create headlines using bold type and underline their headings. By the end of the juniors, pupils have had experience within all the programmes of study within the curriculum. Pupils write a newspaper report using columns and insert pictures using a Clip Art program. In their work in science, pupils draw graphs and tables to display their work. The majority of pupils save information on disk which they later retrieve. Higher attaining pupils use sensor equipment linked to the computer to test the level of temperature, sunlight and how quickly dissolving takes place. Some pupils use spreadsheets to record scores in a challenge game. As in the infants, computers are not used sufficiently to practice and extend pupils' skills across subjects.
- 116 Pupils make satisfactory progress in the progression of skills in the infants. Progress is better in the juniors and good progress was seen, particularly in Year 4. However, progress is patchy throughout the school and is related to the particular interest and expertise of the teacher. Although pupils have had experience of working in all areas of the information technology curriculum by the end of the juniors, whilst the breadth of experience is there, the depth is not. The rate of progress in information technology is limited because pupils do not use information technology skills often enough to support their work in other areas of the curriculum. This is particularly evident in English and mathematics, where very few examples of work are in evidence.
- 117 The quality of teaching in the activities seen during the inspection is satisfactory, but there is a higher percentage of good teaching in the juniors. The teaching of basic skills is usually sound, but lessons are often not planned in sufficient detail, usually failing to identify with clarity what the pupils will learn. Often teacher's knowledge is good enough to teach basic skills, but lacks the expertise to look for further opportunities to use information technology to assist learning in other curriculum areas. In lessons where teaching is good, the class teacher has good subject knowledge, which makes a clear impact on the amount of progress pupils make in the lesson. Lessons are carefully planned to ensure a clear build up of skills, knowledge and understanding. Teachers give a clear recap of skills learnt so far and how further progress can be made. In less successful lessons, clear assessments have not been made of what the pupils already know and understand, therefore time is wasted as pupils spend time on activities which fail to extend their existing knowledge and skills. Throughout the school, cross-curricular links are not made often enough. Some good examples of effective links are evident within the art curriculum, but a scrutiny of work in books and on classroom walls indicates a particular weakness in using ICT in other areas of the curriculum. The subject does not have a high profile in the school.

- 118 The co-ordinator provides satisfactory leadership. She has undertaken extensive training this year in order to develop her own expertise and is well placed to further develop the curriculum throughout the school. However, this level of expertise has still to filter through to all staff. The co-ordinator has worked hard to make the clear improvements that have taken place. A policy has been written this year but still has to be fully implemented. All staff now have a list of key computer skills for each year group, to ensure that skills are developed successfully from year to year. The resources, both in hardware and software, are now just adequate to teach the curriculum and there are plans to develop a computer suite within the near future. The curriculum is monitored by the co-ordinator who examines medium term planning. There are no portfolios of work to provide a record of pupil's work that would clearly show skills progression. Assessment of the curriculum has still to be successfully developed and this makes it difficult for teachers to plan from what is already known by pupils. This is to be one of the assignments to be undertaken during the planned training in the spring term

MUSIC

- 119 In the previous inspection, standards in music were found to be variable. Although the school has been concentrating on improving standards in other areas of the curriculum, the recent initiative of giving the music co-ordinator time to teach music throughout the school is having a beneficial impact. Standards in music by the end of the infants and juniors are similar to those expected for pupils' age. This represents some improvement since standards at the end of the juniors were below average at the time of the previous inspection. All pupils, including those who have special needs, make satisfactory progress throughout the school in both their appreciation of music and in their skills of singing and playing percussion instruments. In the lessons taught by the co-ordinator, however, progress is good.
- 120 By the end of the infants, pupils are confident when using their voices to explore ways of making sounds like a violin or a trombone. Knowledge and understanding of musical vocabulary is developed well as pupils change the dynamics and tempo of their voices. They thoughtfully compare the sound made by a violin to a guitar, recognising the similarities and the differences. Pupils quickly identify the change of pitch as violin strings are plucked. Using voices, pupils climb a scale successfully from low to high notes. Pupils play a variety of percussion instruments with enthusiasm, showing control. They know the correct names for the majority of the instruments and handle them correctly. Pupils sing songs tunefully and with enthusiasm. In Year 1, pupils practise repeating short musical patterns with their voice, showing awareness of pitch, rhythm and dynamics. In assemblies, pupils sing in tune, knowing many hymns and songs from memory. Singing songs in two-part is successful. Pupils listen effectively to music, recognising the different elements of pitch in clarinet and pipe music.

- 121 In the juniors, pupils listen and respond to a variety of instruments, particularly the piano, violin and guitar. The ability to respond well to music is also evident in dance lessons, when their response to oriental music, or music with a sea theme, produces a high level of expression in their movements. Pupils in Year 4 have a good knowledge and understanding of the guitar and how sounds are produced. When comparing a violin to a guitar, pupils recognise that thinner strings produce higher sounds. When playing percussion instruments in a group, pupils maintain their part with awareness of the sound their instrument makes to the overall effect. Most pupils interpret the mood of the music and adapt their rhythm to fit satisfactorily. When singing, pupils repeat songs to show an understanding of tempo, pitch and dynamics.
- 122 The quality of teaching is satisfactory throughout the school. Most of the teaching seen during the week of the inspection was led by the music specialist on the staff and was always good and sometimes very good. Lessons are planned to develop skills, knowledge and understanding in a progressive way. Lessons contain a good mix of activities and all enable pupils to experience playing musical instruments, thereby developing their confidence and expertise. Resources are used to good effect, for example in a class of mixed Year 1 and Year 2 pupils, the teacher used a puppet to encourage pupils to sing songs in various styles and rhythms. Most lessons move along at a lively pace, with teachers ensuring pupils are fully occupied and thus ensuring good behaviour. In a less successful lesson taken by another teacher, the confidence and subject knowledge of the teacher was less secure. What pupils were expected to learn was not always made clear and the lesson lacked sufficient pace, structure and challenge.
- 123 The subject co-ordinator provides good leadership and has a clear understanding of how the subject can be further developed throughout the school. Her ability to act as an exemplar music teacher is having a clear impact on developing confidence and competence in her colleagues. The co-ordinator is presently developing a whole school policy and updating the existing scheme of work to provide clear guidance to all staff. She monitors the medium-term planning of all teachers and works in classrooms throughout the school, enabling a firm assessment to be made of the musical ability of the pupils. Overall, there are insufficient opportunities to develop pupils' skills in creating and developing musical ideas in a more formal way using symbols and notation and to use ICT to change and combine sounds.

PHYSICAL EDUCATION

- 124 By the end of the infants and juniors, standards are similar to those expected for pupils' age. Progress for all pupils including those with special educational needs is satisfactory. Most pupils attain the national swimming standard of 25 metres by the time they leave the school.
- 125 By the end of the infants, pupils perform a range of different movements showing control and awareness of the space around them. They run, walk, jump and move using different pace and directions in response to instructions in gymnastics and dance. When working with a partner they repeat and link simple patterns which demonstrate dynamic changes in quick, slow, strong and light movements. Pupils know of the need to warm up appropriately at the beginning of sessions and are increasingly aware of the effects of physical activity on their bodies.
- 126 By the end of the juniors, almost all pupils are confident swimmers and swim a range of strokes with satisfactory competence. Many achieve standards in life saving and

distance well beyond the national expected levels. In dance lessons pupils show a good inventiveness when interpreting music, adapting their movements to mirror and suit changes in the pace and mood. In a very good Year 3 lesson pupils link their movements well to the music of the sea and show good sensitivity and control as seaweed. Pupils reflect on their own performance and seek to improve their skills through practice. They make thoughtful comments on one another's work. Work in gymnastics at Year 6 shows a range of attainment when balancing, jumping and stretching on apparatus in the hall. Most pupils carry out the activities with confidence and control, although a few are inhibited and self-conscious whilst some demonstrate exceptional level of ability gained through out of school gymnastics coaching. After school clubs for games, netball, tennis, football and ball skills impact well on pupils' achievements. The school has enjoyed good success in sports competitions against other schools.

- 127 Pupils make satisfactory progress overall in the infants and good progress in dance and gymnastics in the juniors. Progress is better in the lessons where pupils are encouraged to develop and refine their performance. They grow in confidence by demonstrating to others and increasingly improve their range of movements when working both individually and with a partner. They make good gains in their ability to follow instructions carefully and in their awareness of health and safety, particularly when moving at speed in close proximity to other pupils. When working with a parachute in whole class sessions in the juniors and using balls in the infants, they improve their ability to work in a team.
- 128 The quality of teaching is satisfactory overall with some good teaching in both the infants and juniors. Teachers generally ensure pupils experience a good level of activity in lessons and this has a good impact on their learning. This is achieved by good organisation so that there is minimal waiting between periods of activity. Teachers are good observers of pupils' responses and are able to give good guidance during the lessons, adjusting the task as necessary to improve the quality of work. Effective control is maintained throughout activities and good attention is given to health and safety. Planning is based effectively on a commercial scheme of work that ensures balanced coverage of the required elements. The scheme of work gives very good guidance to teachers and has made a good contribution to improving standards in the subject, which at the time of the previous inspection were below those normally found. The school offers a good range of competitive extra-curricular sports activities and pupils in Years 4 and 6 have opportunity to participate in residential adventurous outdoor pursuits. These extra-curricular activities have a good effect on the development of pupils' skills confidence and personal development. The subject is satisfactorily led. There are no whole school assessment systems to help teachers plan more effectively from what pupils already know and can do and this has a negative effect on pupils' progress.