

INSPECTION REPORT

THE PASTURES PRIMARY SCHOOL

Narborough

LEA area: Leicestershire

Unique reference number: 120102

Headteacher: Mrs K Mannion

Reporting inspector: B Tyrer
23101

Dates of inspection: 27th – 30th November 2000

Inspection number: 224703

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	mixed
School address:	The Pastures Primary Thornhills Narborough Leicester
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Hurst
Date of previous inspection:	05 / 02 / 96

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Mr D Haynes 9505	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs S Gordon 11337		History Religious education Foundation stage	How well is the school led and managed?
Mrs P Ward 12761	Team inspector	English Geography Special educational needs	How good are the curricular and other opportunities offered to pupils?
Mr P Garner 31166		Science Music Physical education Equal opportunities	How well are pupils taught?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Pastures is a primary school of 300 pupils aged between four and eleven in the Narborough ward of Leicester. There are 164 boys and 136 girls. The school is bigger than average and pupils are predominantly white. Seven pupils have English as a second language. This is a higher than average percentage. The school caters for the children of travelling showmen. There are 43 pupils on the school's roll for pupils with special educational needs and five of these have statements. This is broadly in line with the national averages. Six pupils are eligible for free school meals and this proportion is much lower than is found nationally. The school is in an area of favourable social circumstances. Attainment on entry is generally better than might be expected nationally.

HOW GOOD THE SCHOOL IS

This is a school with a good level of effectiveness because standards are high and have improved. The quality of education is good and teaching and learning are very good. The quality of teaching has improved since the last inspection. The leadership and management of the school are good and the newly appointed headteacher is working effectively to provide a smooth transition. There has been a good response to the key issues of the previous inspection report. Taking standards, pupil costs and the quality of education provided into consideration it is judged that the school is providing good value for money.

What the school does well

- Standards in English and art are well above expectation at ages seven and 11. They are above expectation in mathematics, science, and history.
- Attitudes, personal development and relationships are very good.
- Teaching and learning across the school are very good.
- The curriculum is good.
- The leadership and management of the school, the care the school takes of its pupils and the parents' views of the school are all good.

What could be improved

- The quality and presentation of some written work.
- The opportunities provided for independent learning.
- The consistency of the approach to marking.
- The use of classroom based computers.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved since the last inspection in 1996 and the key issues of the previous report have been effectively addressed. High standards have been maintained and below average standards have been improved. Schemes of work are being effectively used and there are sensible plans for their development. There is a comprehensive policy for monitoring and evaluation of teaching and standards of teaching and learning have improved. The school development plan covers a three-year period and is subject to review. Steps are now being taken to provide greater opportunities for the deputy headteacher and senior management team to have greater responsibility delegated to them. Links with the community are now satisfactory and those strong links that existed with parents have been maintained.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	A	B
mathematics	B	A	A	B
science	B	B	B	B

Key

well above average A

above average B

average C

below average D

well below average E

Standards in national tests in 2000 for pupils at the end of Key Stage 2 are high and compare favourably with similar schools. They have improved since 1996 and their upward trend has kept pace with that seen nationally. This group of pupils made a well-above-average improvement when their test results for 2000 are compared with their levels of attainment as indicated by national tests at age seven. Standards for pupils at age seven were well above the national average in 2000 in reading, writing and mathematics. In comparison with similar schools these results were average for reading and above average for writing and mathematics.

Inspection shows that standards at age seven and 11 are high, being well above average in English and are above average for mathematics and science. These findings confirm that the school has set realistic targets for pupils taking national tests in 2001.

The attainment of children who enter the school in the term in which they are five is generally above that which would be expected for that age. These children make good progress in the short time they are in the foundation stage and so meet the standard expected for pupils entering into Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils enjoy coming to school. They are well motivated and work hard.
Behaviour, in and out of classrooms	Good: pupils behave well whether supervised or unsupervised.
Personal development and relationships	Very good: pupils take responsibilities very seriously and work very well with one another.
Attendance	Good: above the national average.

TEACHING AND LEARNING

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

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

The standard of teaching is very good. It was never unsatisfactory, was satisfactory in 17 per cent of lessons, good in 49 per cent, very good in 27 per cent and excellent in 8 per cent. The teaching of English is good and the teaching of mathematics, science and art is very good. Literacy and numeracy skills are taught to a good standard although some aspects of presentation are not good enough. Pupils with special needs make good progress against the targets set for them in their individual education plans, and those with English as an additional language make equally good progress. Planning is usually effective but on occasion it does not meet the needs of higher attaining pupils especially where mixed age classes are in operation. Pupils respond well to the very good teaching that is offered them and they actively participate in and enjoy their learning. Relationships are very good and pupils show that they are able to work effectively either alone or in partnership with others. They act maturely and are willing to take responsibility.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: it has improved since the last inspection.
Provision for pupils with special educational needs	Good: they are well supported and have appropriate individual education plans.
Provision for pupils with English as an additional language	Good: all are fluent speakers with one exception and all receive good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall: provision for spiritual development is satisfactory whilst provision for social and cultural development is good and the provision for moral development is very good.
How well the school cares for its pupils	Good: there are very good procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour.

The school has good and effective links with parents which promote pupils' progress and well-being. The range of extra-curricular activities tends to benefit the older pupils more than those who are younger.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the head teacher has made good progress in settling into her new role and the governors and senior management team are making a good contribution to the smooth and effective running of the school.
How well the governors fulfil their responsibilities	Good: There is a good understanding of the priorities of the school.
The school's evaluation of its performance	Good: the school has set reasonable targets.
The strategic use of resources	Good: There is good planning for, and use of, resources.

The level of staffing and the way it matches the needs of the curriculum are good. Resources and accommodation are very good. The school provides an attractive, cared for environment which has a positive impact on the very good learning that takes place. The principles of best value are effectively applied and all concerned with the school show a very high commitment to working effectively to raising standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school expects their children to work hard • That their children like school • That their children are making good progress • That the teaching is good • That they can comfortably approach the school • That the school is helping their child to become more mature 	<ul style="list-style-type: none"> • The amount of work given to pupils at home • How well they are informed about progress • The closeness with which the school and parents work • The range of activities outside lessons

The inspection team concurs with what parents find pleasing. The question of homework is one that divides parents into those who feel there is too much or those who feel there is too little. The inspection team feel that there is an appropriate balance being struck and that the homework that is set is relevant. The quality of reports was found to be good and the school is judged to have suitable and effective methods for conveying details of progress. The school is currently in the transition phase of inducting a new headteacher. Inspection evidence points to the fact that she, the staff and governors are working closely with parents. The range of activities on offer outside lessons is satisfactory but it is noted they tend to be aimed at older pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception class in the term in which they are five and their attainment at this point is generally higher than would be expected. Most children have experienced pre-school provision and as a result of very good teaching are expected to exceed the standard expected of them when they enter Year 1.
2. Children make good progress in their personal and social development. The foundation for the caring relationships that are seen throughout the school are laid at this stage and children settle quickly into school routine. Their self-confidence grows and they display good behaviour and concentration. They take turns and show good response to being given responsibilities such as tidying up and acting as register monitors. Children listen carefully to one another and to their teachers and in response show that they have considered what has been said to them. They show a growing enjoyment of books, understand how they work and are developing a repertoire of words that they recognise. Many are well supported at home and can recognise and write their own name as well as gaining skill in control of writing tools. Good progress is made in mathematics and children are given many interesting and varied opportunities to learn about numbers. They also learn the language associated with mathematics so that they can use concepts such as full and empty. They learn about and are able to talk about and recognise the more common two-dimensional shapes. The school provides good opportunities for children to learn about the world around them. Children record the weather and are visited by people such as road safety officers who explain their work to the children. They have opportunities to experiment and to talk about journeys and families. The children's creative achievement is very good; they are given opportunities to use a wide range of media and are encouraged to look at and comment on the work of artists as well as learning to use tools effectively: such as are used in modelling and painting. They engage readily in role-play, are happy to perform for one another and sing many songs tunefully by heart. Good progress is made in the children's physical development and coordination as they learn to control tools with increasing accuracy and as they learn about how they can control their own bodies in games and free play activities. They make good responses when asked to refine their movements in physical education lessons and they understand the need for safety and the awareness of others.
3. The attainment of pupils in national tests in 2000 at age seven was well above the national average in reading, writing and mathematics. When compared with similar schools this performance was average for reading and was above average for writing and mathematics. For pupils at the end of Key Stage 2, attainment in English and mathematics was well above average and it was above average for science. There are two sets of information for comparing similar schools for this age group. When compared with schools with similar numbers of pupils eligible for free school meals the results for English and mathematics are above average, whilst for science they are average. If an alternative comparison based on the prior attainment of these pupils at age seven is taken, then their attainment in English and mathematics is well above the average and is above the average for science. When looked at over time there has been a steady improvement in attainment for pupils at ages seven and 11. The school has mirrored the rising trend in attainment seen nationally at the end of Key Stage 2.

4. Inspection shows that high standards are being maintained, not least by the very good quality of teaching and learning, and the very good attitudes of pupils that were observed during the inspection. Standards in English are well above the national average at ages seven and 11 and are above average in mathematics and science. Attainment in information and communications technology is above expectation for pupils at age seven and in line at age 11. The difference in levels of attainment is partly explained by younger pupils developing their skills in basic computer use whilst at home. The attainment of pupils in religious education is good for pupils at age seven and in Years 3 and 4, and is just satisfactory for pupils in Years 5 and 6. Standards of literacy are good in all areas of the curriculum and good teaching ensures that opportunities are taken both to use and reinforce these skills whenever possible.
5. Pupils aged seven at the end of Key Stage 1 listen attentively, are confident as speakers and ask relevant questions. At the end of Key Stage 2, pupils are using complex sentences and can argue both sides of a debate about the preservation of wildlife. They give sustained, articulate and well-reasoned accounts of experiences and activities and are helped in this by the good relationships that are seen throughout the school. Reading is given a high profile and so, not surprisingly, high standards are achieved. Pupils at age seven are able to call upon a range of strategies for dealing with new vocabulary. They respond well to the punctuation of their text and the higher attaining pupils read with fluency and understanding. At age 11 pupils read challenging texts and express preferences and opinions about what they read. Many pupils know how libraries function and the best readers are able to draw inferences from a range of fiction and non-fiction texts. Pupils at age seven are accomplished writers. They can convey their feelings and use punctuation effectively in what they write. Spelling is usually of a high standard and written work is usually well presented. At age 11 pupils are writing for a whole range of different purposes and audiences and their work includes stories, poetry, letters and news reports. The quality and use of grammar have improved since the last inspection. Presentation and handwriting at this age are disappointing and not enough attention is paid to the production of lengthy pieces of writing or to writing that results from pupils' independent efforts.
6. In mathematics pupils at age seven are familiar with three-dimensional shapes and the units of measurement. They tell time to the quarter hour and use their estimation skills effectively. Pupils are able to collect and display data in the form of graphs and charts. At the age of 11 they have a sound grasp of multiplication tables, can add and subtract decimals and perform operations using the four rules of number. They work with symmetry, ratio and proportion and represent data through different types of graph. Standards of numeracy are good and good use is made of numeracy in support of other curricular areas. Other subjects provide good opportunities for pupils to utilise and consolidate their numeracy skills. The youngest pupils experiment with light and pupils in a Year 3 / 4 class investigate the effects of magnets, whilst pupils in Year 6 are involved in designing complex electrical circuits. Pupils at all ages are encouraged to think about the principles of fair testing and to suggest possible outcomes to their work. In religious education pupils at age seven show that they know about Christianity and the Bible. They look at concepts such as forgiveness and repentance when studying the parable of The Prodigal Son. At the age of 11 pupils have an understanding of major world faiths and the practices associated with each. In information and communication technology, pupils at age seven are able to log on and save documents. They can access and use programmes that require them to use icons. At the age of 11 pupils know how to access the Internet and they work effectively with a range of information sources. They know how to send and receive electronic mail.

7. Attainment in the other subjects is very good in both key stages for art, and good in history, music and personal, social and health education. It is good in geography and satisfactory in physical education for pupils at age seven and is good in physical education and satisfactory in geography at the age of 11.
8. Pupils are achieving at a good level although there is some variation between the core and foundation subjects. Pupils are willing participants in the learning process. They take on responsibility well but are not offered opportunities to develop their work independently. High levels of achievement are attributable to the many positive factors found during the inspection of what is a school with a good degree of effectiveness. The school has set reasonable targets in English and mathematics for pupils at the end of Key Stage 2 and inspection confirms that these are attainable. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans as do the small number of pupils with English as an additional language. Pupils of differing levels of attainment generally make the sort of progress that is expected and no noticeable differences were observed in the ways in which girls and boys make progress.

Pupils' attitudes, values and personal development

9. The pupils' attitudes, values and personal development are very good and contribute greatly to the positive learning environment that exists within the school. Pupils are keen to enter school and settle quickly into the daily routine without undue intervention from the class teacher. During lessons pupils concentrate well and show enthusiasm in response to the good quality of teaching that makes the lessons interesting. Overall the attitudes of pupils with special educational needs are good. Their participation in lessons is good and most pupils try hard. A few pupils find it difficult to concentrate on their work for sustained periods of time.
10. Parents rate the values and standards the school offers their children highly. The school's aims and values are reflected in the classroom rules that are clearly displayed and there were very few occasions when children had to be reminded of the rules. The teachers' expectations of good behaviour and application are higher in reception and Years 1 and 2 than in some of the other years, where teachers exhibit a higher tolerance level. No bullying was observed, though a teacher was observed dealing effectively with a group of Year 5 boys who were disrupting a lesson. The school is an orderly community, there is no evidence of vandalism or graffiti, and learning resources and property are treated with respect. Pupils demonstrate a natural courtesy to adults which was well demonstrated in the way Year 1 and 2 pupils, without prompting, greeted and thanked the coach driver taking them swimming. Pupils have good relationships with each other and with all members of the teaching and non-teaching staff. Pupils are at ease expressing their feelings to the class teacher and in front of their fellow pupils. This was particularly evident in personal, social and health education lessons when pupils talk about being bullied and engage in positive discussions, confident about sharing feelings and expressing opinions.

11. The school offers a very good opportunity for pupils to take on responsibility for the day-to-day running of the school. Younger pupils are identified as class helpers and undertake tasks for the teacher in the classroom that include taking the register to the office after each registration. For the older pupils a number of posts have been identified such as lunchtime monitor and aviary monitor for which "job descriptions" have been written. Pupils must apply in writing and attend an interview before being accepted. Pupils take the additional responsibility seriously and over 40 pupils are engaged in these posts.
12. Overall attendance is good, but the statistics are adversely influenced by a group of travellers' children. If allowance is made for these children the attendance levels are good. In the term of the inspection, attendance was 96.4% with very little unauthorised absence. Registration procedures are quickly undertaken and there are very few latecomers. Registers are maintained correctly using a computerised system and the office staff are competent at analysing the data.

HOW WELL ARE PUPILS TAUGHT?

13. The standard of teaching is very good and has shown improvement since the last inspection. The teaching was good or better in 84 per cent of the lessons seen and very good or better in 35 per cent. In eight per cent of the lessons the teaching was excellent. The quality of teaching in all phases is very good. In the lessons where learning was of the highest standard teachers demonstrated very good subject knowledge, planned a range of activities to suit individual pupils and gave the pupils an opportunity to think for themselves and apply a range of learning strategies to the activities. In the few lessons where learning was less effective the lessons were over-directed by the teacher, activities were insufficiently differentiated and the teacher had a less secure understanding of subject content.
14. Staff are sensitive to the needs of pupils with special educational needs. There are effective and consistent procedures in place for identifying such pupils. Teachers provide work that effectively meets the needs of pupils of different attainments. Individual education plans for pupils with special educational needs set targets for individual pupils and groups of pupils. The specialist teaching when pupils are withdrawn is of a good standard. There are good procedures in place for monitoring the progress of pupils. Specialist teaching and support are very effective, especially for the pupils with physical difficulties. The school's support staff make a positive contribution to pupils' learning. There is good liaison and teamwork with class teachers. Support is provided unobtrusively but effectively by staff involved.
15. Teachers use the structure of the National Literacy Strategy and National Numeracy Strategy very effectively to provide a good balance between whole-class teaching, group work and individual activities. This enables the basic skills of literacy and numeracy to be taught effectively so that the pupils have the basic tools for learning in all areas of the curriculum. Writing was identified as an area requiring improvement at the last inspection and, although a number of strategies have been used to target this aspect of the pupils' work, further progress remains to be made in this area. The classroom assistants are used to good effect, whether helping individual pupils or working with particular groups. On a number of occasions classroom assistants were observed explaining difficult concepts, reinforcing basic skills and intervening to support pupils experiencing difficulties. The teamwork established between the teachers and the classroom assistants is very good and makes a significant contribution to pupils' learning.

16. Since the introduction of the computer suite, the teachers are beginning to make better use of information and communication technology to improve pupils' learning. Teachers use the suite to support a range of curriculum areas and increased Internet access. Classroom based computers are not used to maximum benefit and pupils are given too few opportunities to use computers on an informal basis, which would promote individual, independent learning skills.
17. The main features that make teaching so effective are the very good relationships with the pupils, very good classroom management, very good planning based on regular assessment of pupils' progress and good use of resources within the lessons. The teachers make clear to the pupils both the objectives of the lesson and what is expected of them during the various activities. They expect good behaviour and plenty of effort during the lessons and most pupils respond to these demands. The way pupils are grouped in Year 2 and Key stage 2 enables them to work at a level appropriate to their ability and for some specialist teaching to take place. Planning is very effective and is monitored on a regular basis by both the head teacher and subject co-ordinators. Planning is produced in a variety of formats and styles but it ensures continuity and progression. Teachers need to facilitate more opportunities for independent learning to take place within lessons by directing pupils to the library, computer suite and by encouraging pupils to take more responsibility for their learning. The Healthy Schools Project has given pupils an opportunity to participate in decision making and to take responsibility for implementing some of the policies put forward. The pupils have risen to the challenge and have proved themselves capable of accepting increasing responsibility for their learning. The need to follow a strict timetable focuses attention during the lessons and a good pace of work was a feature of many lessons. Little time was lost when either pupils or teachers were in transit from one place to the next.
18. There were many examples of teachers showing particular enthusiasm and passion for the lesson. Such teaching was observed during personal, social and health education lessons, within mathematics lessons for pupils at age seven, physical education lessons with Years 5 and 6, religious education lessons for children under five and within the literacy hour in Year 2. The quality of teaching in the foundation subjects is generally good but exceptionally good in art with many quality displays of a range of styles, techniques and artists in evidence around the school. Teaching for the Under 5's is a particular strength of the school. Homework is set on a regular basis for pupils in Key Stage 2 with literacy, numeracy and science work forming the major components. Homework is set in other classes with reading and spelling featuring in both key stages. Homework is marked regularly and the pupils feel it is usually appropriate and worthwhile. Science homework set for Year 6 was particularly effective in covering a range of revision topics and reinforcing concepts covered earlier in the programmes of study. Pupils' written work is not systematically marked and the quality of marking varies to the point where at times, it is unsatisfactory. Assessment is notably good across the core subjects with regular testing, accurate recording together with focused target setting in English and mathematics.

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

19. The quality and range of learning opportunities are good. This is an improvement from the last inspection where they were judged to be satisfactory. The school provides a broad range of worthwhile opportunities that meet the interests, aptitudes and particular needs of pupils, including those who have special educational needs and those who have English as an additional language. The curriculum provided for children under the age of five is good, and covers the recommended areas of learning fully. Children in the reception classes are provided with an effective and well-planned range of learning opportunities that allow them to develop their skills at a good rate.
20. The school provides a suitable range of learning opportunities that are allocated appropriate amounts of time. The curriculum provides all the expected subjects of the National Curriculum and religious education.
21. Another improvement since the last inspection has been the completion of policies and schemes of work for all areas of the curriculum. The school has incorporated the guidelines recommended by government to ensure that pupils' learning opportunities cover the requirements and build effectively on what pupils already know. The quality of planning throughout the school is of a good standard. There have been sensible decisions made to focus on teaching the skills that some pupils have not yet mastered in order for them to be prepared for the next steps in learning. A good example of this is the Year 6 pupils' knowledge and skills in using grid references in their work in geography.
22. English, mathematics and science are given high priority. There are effective strategies for teaching literacy and numeracy. The school has successfully implemented the National Literacy Strategy and Numeracy Strategy, both of which are having a beneficial effect on standards of attainment and progress. Pupils are grouped by ability for English and mathematics from Year 2. In science, pupils are grouped by age for some of the time. These arrangements are clearly having a positive impact on the standards achieved.
23. The curriculum also includes appropriate provision for personal, social, and health education as well as for sex education and for learning about the dangers of substance misuse. The school is in the process of formalising a policy for this area.
24. Pupils who learn English as an additional language and those pupils who belong to the travelling community receive good levels of support. This enables them to make good progress at the same rate as their peers. Some of these pupils are amongst the higher attainers.
25. The schools' provision for pupils with special educational needs is good and contributes to their good progress. Individual education plans are of a good standard. Tasks are accurately matched to pupils' needs and pupils' progress is reviewed regularly.

26. The school tries to guarantee that all pupils are given the same learning opportunities but occasionally some pupils are withdrawn from lessons for music tuition. It is felt that music lessons are beneficial and as the school varies the time when the music lessons take place the negative impact on progress in other subjects is kept to a minimum.
27. There is a satisfactory range of out-of-school activities where staff give generously of their own time to provide opportunities for pupils to participate in a computer club, chess club, recorder club, and also sporting activities which include football, netball, cross country, rugby, and gymnastics. There are, however, few activities available for younger pupils and the school acknowledges this.
28. A satisfactory range of links with the wider community contributes to the pupils' quality of learning. Pupils are involved in a partnership with national charities and are involved in charitable events. Pupils in Year 3 and 4 are given the opportunity to have an overnight stay in school, and Years 5 and 6 alternate residential courses involving outdoor pursuits and historical and geographical experiences, for example during their study of the Romans. Pupils also visit places of worship which reflect major world faiths. These visits make a positive contribution to pupils' learning and to their own personal development. Not enough use is made of the diversity of peoples and places of interest in the local community to enrich pupils' learning and prepare them for life in a multicultural society.
29. There is good provision for pupils' moral, social and cultural development. The spiritual development of pupils is satisfactory. Some valuable opportunities for spiritual development are missed, as for example with the length of time devoted to reflection, in whole school assemblies. Provision for moral development is very good. There is a clear moral code of respect for others. All staff set a good example for pupils through the quality of their relationships with one another and with the pupils. Pupils are made aware of the difference between right and wrong. The school rules are prominently displayed and implemented. Provision for pupils' social development is good. The school provides a satisfactory range of social experiences that bring an added and valued dimension to pupils' learning. Within classrooms, pupils are encouraged to work together cooperatively. When they have the opportunity, pupils show initiative but the extent to which this takes place under uses the potential that pupils display. There are good links in place with the local secondary school that ensure that pupils' preparation for the next stage of their education is good. Since the last inspection the quality of provision for cultural development has improved. Provision for pupils' cultural development is good. A good contribution is made to cultural awareness by displays and visitors to the school and in areas of the curriculum like geography where pupils have studied contrasting lifestyles and cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school demonstrates a good level of care for its pupils. There are good day-to-day routines in place to ensure the health, safety and well-being of both pupils and staff. The head teacher is the nominated teacher responsible for child protection and she ensures that teaching and non-teaching staff are aware of their responsibilities. The staff documentation is clear and ensures that all staff know what is required of them in the organisation and operation of the school. Lunchtime and playtime supervision are satisfactory. First aid provision is satisfactory and pupils know exactly who to approach and what to do should the need arise. Parents of younger children are encouraged to bring their children into the classrooms and this provides a natural opportunity for the exchange of information that ensures teachers know the pupils and their families well.

31. The school maintains the register of special educational needs accurately and pupils with special educational needs receive good support and this enables them to participate in school activities. They receive the appropriate specialist support from outside agencies where this is necessary and are provided with sufficient additional support. Procedures for assessing their attainment and progress are sufficiently developed. The coordinator ensures that staff are kept up to date with pupils' needs and arranges for them to receive the appropriate advice from supporting agencies.
32. The procedures for monitoring absence are satisfactory. Registers are maintained correctly using an optical reader system. A good feature is the return of the registers to the office after each registration, any late comer having to report to the office. School and classrooms rules are prominently displayed and all pupils know what is expected of them. Effective procedures are in place to promote good behaviour and there were no incidents of harassment or bullying during the inspection. The effectiveness of the behaviour policy was evident during a swimming lesson when pool staff described the pupils' behaviour as excellent and an example to other schools.
33. The premises manager and cleaning staff maintain a high level of cleanliness and any aspect of maintenance is attended to promptly. This helps create a safe learning environment and also instils high values in the pupils that are reflected in their respect for property and learning resources. The premises manager, a governor and a member of staff perform regular safety tours, records are maintained and passed to the head teacher for action. During lessons, teachers of even the youngest pupils take the time to explain the reason for warming up and cooling down in physical education lessons. In a Year 5 science lesson good practical examples of electrical insulators and conductors were used that lead to a discussion on the safety precautions necessary when using electricity.
34. The school has good procedures for assessing pupils' attainment and progress. Use of assessment information to guide curriculum planning is also good. This is an improvement since the last inspection. Accurate assessment is carried out in the reception and Year 1 classes and good use is made of the results in helping teachers plan appropriate work. This enables children to make good progress. The school has worked hard and effectively in improving this provision. A range of standardised tests is used as well as the National Curriculum tests. The school then carries out a detailed analysis of test results, looking for areas of weakness or differing levels of attainment between boys and girls. Targets are set and pupils' progress is carefully monitored. These procedures are beginning to have a significant impact on pupils' levels of attainment. Good use is made of the information gained in grouping Year 2 and those pupils in Key Stage 2 by ability. This enables work in English and mathematics to be planned appropriately to their needs. It also enables the school to track the progress and improvement of groups of pupils through the school and to provide additional support where it is needed. This is particularly relevant for pupils with English as an additional language of whom there is a very small number, for pupils with special educational needs and for the children of travellers.
35. There are individual teacher records for science, and good quality systems for history and geography have been devised and are ready to be introduced. Assessment in religious education, music and physical education has not yet been formalised. The good quality assessment that takes place in art is well established. The monitoring of pupils' personal development is more informal. This and information and communication technology are areas the school has identified for development.

36. There are effective and consistent procedures in place for identifying pupils with special educational needs. The school maintains a register of pupils with special educational needs, individual education plans are drawn up and there are good procedures in place for monitoring pupils' progress. The school has a very small number of pupils with English as an additional language but they are with one exception all fluent and number amongst them some of the highest attainers in the school. Good support and provision is made for the one remaining pupil who recently arrived as a non-speaker of English.
37. The marking of pupils' work is inconsistent. Although there is good marking by individual teachers, too often mistakes are not corrected and there is not enough recorded guidance to assist pupils in making improvements. Day-to-day assessment is good. Teachers make good use of question and answer sessions at the end of lessons to assess what has been learnt.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school has a good partnership with parents and carers. Parents' views of the school, as expressed in the parents' questionnaire and in particular at the parents' meeting' were very positive. Particular aspects of the school liked by parents were the open-door policy, the accessibility of staff at the start and end of day, the approachability of staff, and the aims and values fostered by the school. A quarter of parents expressed dissatisfaction with the range of extracurricular activities offered by the school. Inspection found the range on offer to be satisfactory.
39. The partnership with parents of pupils with special educational needs is good. There is regular contact with parents of those pupils who have particular special educational needs. Staff make themselves readily available. Parents are kept well informed and are invited to reviews in order for them to discuss concerns. Teachers highlight initial concerns and these are followed up by the special educational needs coordinator who contacts parents and the appropriate agencies for example the educational psychologist. Parents are involved in deciding the targets for progress set for pupils with special educational needs.
40. Overall the quality and quantity of information provided to parents are satisfactory. A regular newsletter keeps parents abreast of normal school activities and forthcoming events, though it does not include anything specific such as details to be covered in a year groups' topic work. The school prospectus is very informative and fully meets statutory requirements. The annual governors' report to parents is easy to read and contains nice examples of pupils' work, but it fails to meet statutory requirements in a number of respects. The home/school agreement is in place, as is a pupils' agreement. The annual teachers' report to parents effectively summarises what has been covered in each curriculum subject throughout the year. The reports are jargon-free and easy to read and have provision for parental comment.

41. The school benefits from the involvement of a small number of parents and friends who assist in the classrooms and on school trips. Parents and friends who do assist in the classroom feel valued; they receive good support and make a positive impact. The school provides a parents' room. The Friends of The Pastures raises valuable funds for the school and some parents run a Saturday morning football club. The school does not have problems with getting parents to serve as governors: at the last election there were four parents standing for one vacancy. An area identified in the previous inspection was "To maintain strong links with parents and to strengthen those with the community." This inspection has found that the school has maintained the strong links with parents and that a satisfactory range of links with the wider community now exists.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The quality of leadership is good. The new headteacher, governors and staff are working effectively together to determine the future educational direction of the school. They have a clear and shared commitment to improve all areas of school life and provide opportunities for pupils to fulfil the school aims.
43. Since her appointment in September, the head teacher has made it a priority to be seen regularly in all areas of the school. She is making good progress in developing a relationship with staff, pupils and parents. She is changing the system of management in line with the recommendations of the previous inspection report. The senior management team monitors and evaluates standards, target setting and regular professional performance reviews. The senior management team has a clear and accurate view of the school's strengths and weaknesses and it contributes positively to the school development plan. The process of developing the role of deputy headteacher to include a wider range of responsibility has begun. These are clear improvements since the last inspection.
44. The process by which the school development plan is reviewed by the headteacher, governors and staff is improving target setting, strengthening success criteria and taking the school forward on both a long and short term basis. School development planning has improved since the last inspection.
45. The school monitors and evaluates its performance well, with the main focus so far in the successful areas of literacy and numeracy. The headteacher and senior management team are developing comprehensive procedures to monitor the quality of teaching in all curriculum areas. Good analysis and use of performance data, such as national test results and standardised assessment tests, have provided added information, enabling the school to identify strengths and weaknesses effectively and set appropriate targets.
46. The management of pupils with special educational needs is good. The coordinator and staff work effectively together, to offer good provision and they are well supported by competent ancillary staff. The school fulfils the requirements of the Code of Practice in having a special needs register, consulting parents and holding annual reviews. There is a nominated governor who has a good knowledge of the needs of pupils. He is well informed regarding developments.

47. The governing body fulfils its statutory responsibilities and plays an increasingly valuable role in strategic management. Governors strongly support the head teacher and staff and successfully act as critical friends. Governors understand the strengths and weaknesses of the school. They have specific responsibilities and the headteacher welcomes their increasing involvement in all areas of school life. They visit the school as often as they are able and those with special areas of responsibility monitor their areas and report back to meetings. The chair of the finance committee meets regularly with the head and bursar.
48. Governors have a strategic overview of short and long-term financial planning patterns, and in partnership with the headteacher, exercise a regular control over the financial management of the school. Priorities are clearly defined, which leads to realistic budget setting in both the long and short term. Linking financial planning with school development planning has improved the efficiency of the school. The local education authority audits accounts and the most recent auditor's internal report states that, the financial management of the school is good. Points arising from the annual audit have been dealt with. Strict financial control and monitoring systems enable the school to have a good overview of the budget and the bursar operates efficiently within the system. The school has implemented a clear policy for value money which provides comprehensive guidance to ensure that the school both gives and receives best value. The school makes good use of its resources and gives good value for money.
49. Teaching staff are appropriately qualified with a satisfactory range of relevant expertise. The match of teachers and support staff to meet the needs of the curriculum is good. The role of curriculum coordinator is developing to include monitoring of teaching, assessment and standards. The role of coordinators has improved since the last inspection. The quality and quantity of in-service training undertaken by staff is developing and contributes positively to meeting the priorities identified by the school and to teachers' professional development. Induction arrangements for new staff are good and the support provided for newly qualified teachers is good.
50. The school is developing a strategy for performance management, which includes the present system of appraisal. Training of all staff for performance management is being undertaken. Support staff and classroom assistants work effectively to ensure that the needs of the pupils are met, and daily routines run smoothly.
51. The administration of the school is effective; all staff make a good contribution to the smooth running of the school and participate fully in school life. Caretaking and cleaning staff make a substantial contribution to school life by maintaining a clean and comfortable school environment. Dining room and kitchen staff ensure pupils are well looked after and cared for during lunchtimes.

52. Accommodation is good, providing a comfortable and stimulating environment for pupils. A new, well-equipped information and communication technology unit has added extra focus to the subject and also provides a good teaching base. Books are readily accessible in all areas; library and resource areas are well-stocked and provide bright and welcoming areas for independent learning and research, although opportunities for their exploitation are not readily undertaken. The grounds are attractive and provide a good resource for learning, including a wildlife area and aviary. The additional temporary classrooms are of a high standard and provision for children under five is good. Displays of work, particularly art, are very good and are effectively used to celebrate pupils' work, creating an exciting and stimulating environment.
53. The school is well resourced in all areas of the curriculum. Resources are in good condition, clearly labelled and neatly stored.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The headteacher, senior management team and governors should continue to raise standards by:-
 1. Improving the quality, quantity and consistency with which written work is produced so that it reflects the highest standards of which pupils are capable by:-
 - Providing greater opportunity for pupils to produce extended pieces of writing
 - Ensuring that all work is properly marked
 - Ensuring that pieces of work are not left unfinished
 - Adopting a systematic approach to presentation and standards of handwriting (paragraphs 5, 15, 72, 112, 135)
 2. Improving the use of classroom based computers by: -
 - Monitoring and evaluating the use of computers in the classroom (paragraphs 16, 109, 122, 126)
 3. Providing increased opportunities for independent learning and for the higher attainers by:-
 - Encouraging greater independent use of facilities such as the library
 - By monitoring planning and teaching so as to ensure that provision is made for the higher attaining pupils (paragraphs 17, 52, 72, 73, 85, 90,)
 4. Improving the quality and consistency with which marking is carried out so that it reflects the high quality seen in some cases by:-
 - Exemplifying good examples of marking for the benefit of all staff
 - Regular sampling of books to ensure maintenance of high standards of marking. (paragraphs 18, 37, 74, 85, 135)

In addition to the key issues above, the following minor key issue should be considered in the action plan

- The need for systematic assessment procedures in design and technology. (paragraph 103)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	27	49	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		300
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		43

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.6	School data	0.1
National comparative data	5.2	National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	19	18	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	17
	Girls	17	17	17
	Total	31	30	34
Percentage of pupils at NC level 2 or above	School	84 (89)	81 (91)	92(96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	18	19
	Girls	17	17	17
	Total	31	35	36
Percentage of pupils at NC level 2 or above	School	84 (91)	95 (96)	97 (98)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	13	15	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	15	12	15
	Total	27	24	28
Percentage of pupils at NC level 4 or above	School	96 (90)	86 (88)	100 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	13
	Girls	15	13	13
	Total	24	25	26
Percentage of pupils at NC level 4 or above	School	86 (85)	89 (87)	93 (85)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	4
Pakistani	1
Bangladeshi	
Chinese	1
White	275
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	
Black – African heritage	0	
Black – other	0	
Indian	0	
Pakistani	0	
Bangladeshi	0	
Chinese	0	
White	0	
Other minority ethnic groups	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)	14.8
Number of pupils per qualified teacher	20.2
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	157

Financial information

Financial year	99/00
	£
Total income	524376
Total expenditure	539217
Expenditure per pupil	1763
Balance brought forward from previous year	31836
Balance carried forward to next year	16995

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	42	5	1	1
My child is making good progress in school.	46	47	3	3	1
Behaviour in the school is good.	32	54	6	0	7
My child gets the right amount of work to do at home.	26	55	13	1	5
The teaching is good.	54	40	1	1	4
I am kept well informed about how my child is getting on.	30	46	17	4	3
I would feel comfortable about approaching the school with questions or a problem.	54	39	7	0	0
The school expects my child to work hard and achieve his or her best.	61	38	1	0	0
The school works closely with parents.	39	44	15	0	3
The school is well led and managed.	48	36	1	1	14
The school is helping my child become mature and responsible.	44	48	4	1	3
The school provides an interesting range of activities outside lessons.	28	38	16	6	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

55. Children admitted to the Foundation stage in the Autumn term attend on a full or part time basis for that term. After that, all children attend full time. Initial assessments show the attainment of children on entry to the Foundation stage is average or above in all areas of learning. By the time they will complete their Foundation stage, evidence suggests that all pupils will have reached good standards, higher than those expected.
56. The quality of teaching is very good, and ranges from satisfactory to excellent. All staff work hard and the warm, welcoming, secure and challenging environment they create makes children's first experience of school interesting, happy and positive. Good relationships and trust between children and staff allow children to explore ideas and be confident enough to ask for help. Teachers' knowledge of the curriculum is secure and the comprehensive planning and continual assessment of children by different means results in practical opportunities, which challenge and extend their thinking and demand concentration. Teachers have high expectations and the praise and encouragement they give is rewarded in the success and achievement of the children. Children receive a good amount of individual attention and they respond positively to the challenges that they are set. The nursery nurse provides good quality competent and efficient support to teachers in the running of the unit.
57. Parents and school work closely together in the Foundation stage. Parents bring children into the unit daily and so they have the opportunity to talk to teachers regularly. This enables any concerns to be dealt with immediately, also reassures children and encourages them to be confident about coming into school. A notice board for parents tells them of everything that is happening and provides general information. Children are very proud of the good quality displays in the unit and take their parents around to see their work and share their success. Parents are very positive in encouraging their children. Parents help in the Foundation classes. They are given good direction by the teachers and so are able to make a positive contribution.

Personal and Social Development.

58. Teaching and learning are good and care of pupils is very good. The aims of the school are effectively implemented by the promotion of good, caring relationships, which encourage good responses and good behaviour and ensures that children feel safe and secure. There is good interaction and children show consideration and kindness in their relationships. For example, one little girl who was distressed was comforted in a very kind way by another. Concentration is good: many children are involved for quite long periods on particular tasks. Pupils are well organised and are gaining independence in managing themselves. Children make good progress in settling into the routines of school life because the teachers make clear what is expected. In whole class sessions most are beginning to listen attentively, gently prompted by teachers who have a good overview of their class. The acknowledgement by children of class routine is good; they put up their hands and take it in turns to ask a question. Their response to teachers, helpers and visitors is good. They tidy up and put things away, dress themselves in a fashion and are in the right place at the right time. Self-confidence and independence grows as children are given responsibilities for collecting and delivering registers, holding open doors, and handing out equipment. They respond positively to these opportunities.

Communication, Language and Literacy.

59. Teaching and learning are good. Use of good and varied language is promoted in all activities. Children enjoy talk and role-play especially in the home corner. In sharing sessions, children talk clearly and in extended sentences about their likes, dislikes and about things that they have been doing, using a growing and relevant vocabulary. They listen carefully to their teachers and they listen to each other. Some children are beginning to build replies which have taken into account the views of others. Teachers make use of every opportunity to extend and develop children's language. Children are developing a growing enjoyment of books and stories. They are making a sound start with early reading skills: they handle books carefully, understand print has a meaning, can describe pictures alongside print, can recognise some letter sounds and some children have a small vocabulary of key words and are starting to read early reading books. The staff place a good emphasis on reading and they are positive and encouraging in stimulating children's interest and enjoyment. A good selection of books and a small library corner provide a good focus for reading for pleasure. Many children read at home and are able to talk about their favourite story. Most recognise their own names and some can write them. Children are making attempts at copy writing, using a few familiar words, to accompany pictures and they are developing pencil control and learning how to use paper and space. Early writing skills are taught in small, focussed sessions with much individual help and guidance given by staff.

Mathematical Development

60. Teaching and learning are good. Children make good progress in practical and investigative skills. They have many opportunities to develop their numeracy skills using a variety of apparatus both in structured activities and in directed play, individually and in groups. They make repeating patterns using beads, some recognise and understand how to use numbers to twenty, and they order toys into large and small groups. Using basic apparatus, they correctly use the language of quantity and measurement. The children enjoy singing a variety of songs and jingles, which are number related and which consolidate their understanding of numbers and language. They are beginning to recognise, count and understand numbers and carry out, practically, using apparatus, addition and subtraction operations to ten. Counting and ordering skills are encouraged through use of a wide variety of tabletop games. Children learn about shapes and many can recognise basic 2D shapes and make attempts to draw them. There are many areas with mathematical language around the room and when teachers sit with pupils to work on numeracy skills they encourage children to use and develop appropriate mathematical language. Playing in the sand, children use apparatus for capacity and use the appropriate vocabulary correctly.

Knowledge and Understanding of the World

61. The quality of teaching and learning are good and the achievement of children is good. Children are offered a wide variety of experiences indoors and out which provide them with opportunities to learn about their world. Policeman, firemen and road safety officers visit the school and help children to understand their work. Children experiment on the computer with painting programmes; they observe their world and record the weather and the changes of the seasons. They respond enthusiastically and are very keen to extend their knowledge of the things they experience. When exploring light sources, the teacher explains facts very clearly and provides a wide and interesting range of resources with which the children experiment. The lesson moves quickly, expectations are high and the aims are achieved. The level of understanding and observation demonstrated as a result was certainly above that expected of this age.

Children talk about their journeys to school as they arrive and every opportunity is taken to involve them in considering directions and observing what they see. Stories from the past, such as the Great Fire of London are thoroughly enjoyed and the children know that this happened in the past and they can tell the difference between housing then and now. They can also talk about certain family members who are older than they are. Children are introduced to a caring and spiritual dimension to their world and the teachers support the sharing of feelings about friendship in an excellent and sensitive manner, ending in a shared moment of reflection about themselves and their friends, which was sensitive and moving.

Creative Development

62. Achievement in this area is very good and teaching and learning are very good. Children use paint, mixing and applying it in a variety of ways and creating original and colourful painting of different sizes. They create collage pictures and most interesting self-portraits. They have opportunities to look at the work of artists and they are asked for their views on what they see. Their work is celebrated in good displays throughout the unit. When taking part in role-play children are provided with tasks which they perform to a good standard, developing their range of vocabulary and increasing their confidence in performing with peers. Pupils sing tunefully and they have learnt many songs by heart, remembering words accurately. They enjoy their singing. Children experience a good variety of media and they handle clay with interest and they describe what it feels like and identify ways of improving it for easy handling. They are beginning to use the correct tools when working with clay and have a good understanding of how to hold and use these tools.

Physical Development

63. Teaching and learning are at least satisfactory and sometimes good. Children work hard and achieve good results. They are good at dressing and undressing and they can fold their clothes and put them in the correct place. The teachers have a good awareness of safety and ensures the children work in a safe environment. Children know they must warm up before they engage in activities and they also are aware that they must take time to end what they are doing safely. Children develop an awareness of space, learning to control the way they move whilst reacting efficiently to instructions they receive. The good use of support staff allows children to receive advice and encouragement and reassurance and helps those who might otherwise be unsure about how to improve the quality of their work. The children understand what speed and height mean and they react correctly to directions they are given.

ENGLISH

64. Standards in English at the time of the last inspection were generally in line with the national average at the age of seven and slightly better at the age of 11. The results of the national curriculum test in 2000 show that there has been a significant improvement in standards. Eleven-year-old pupils attain well above the national average in English and attain good results in comparison with schools of a similar intake. The results for seven-year-olds were well above the national average and very good when compared with schools of a similar intake.

65. Inspection findings generally reflect these results. Standards at the age of seven are well above average in listening, speaking and reading. In writing, standards overall are above average with some attaining well above that usually expected of pupils of their age.
66. By the age of 11 standards in speaking, listening and reading are well above average for their age. Standards in writing are generally above average. The handwriting and the quality and presentation of work of a few pupils is not as good as it should be.
67. By the ages of seven and 11, speaking and listening skills are well above average. Younger pupils listen very attentively and respond very positively to the teachers' questions. They are confident in speaking to their teacher and to other adults. They ask relevant questions and show understanding of the newly introduced vocabulary used during lessons. By the age of 11 pupils contribute to whole class and group discussions. They listen attentively to each other's views. Many pupils have very good conversational skills. They use extended sentences and interesting vocabulary. This was particularly noticeable during a Year 4 drama lesson, where pupils confidently put forward their arguments for and against the preservation of badgers. By the end of the key stage pupils give well thought out and sustained accounts of events, experiences and activities. Pupils with special educational needs, those with English as an additional language and the pupils from the travelling community make similar progress. They are responsive to each other's views and convey their ideas thoughtfully.
68. By the ages of seven and 11 pupils attain standards in reading that are well above the national average. Reading is given a high profile. The structured reading that takes place during the literacy hour, together with the support of parents who listen to individual children read at home, are clearly having a positive effect on standards of reading. Pupils make very good progress in their reading skills. Average and lower attaining pupils can explain the difference between an author and an illustrator. They have an increasing knowledge of strategies to assist them in reading words they are not sure of. When reading, they take good account of capital letters, full stops and speech marks and read expressively when appropriate, for example when print is in capital letters. Those pupils who attain particularly high standards, clearly enjoy reading and read with fluency, accuracy and good understanding. Pupils with special educational needs receive good levels of support and this enables them to make good progress and attain standards that are good for their ability levels.
69. By the age of 11 pupils are attaining high standards for their age. Pupils enjoy reading for pleasure and are able to discuss their preferences. They are encouraged to read challenging and demanding texts including *A Midsummer Nights Dream* by William Shakespeare. Younger pupils are able to recognise rhyme and rhythm in poetry. Throughout the key stage pupils demonstrate very good understanding of what they read through their comprehension exercises. They are knowledgeable about a good range of authors. The older pupils have good knowledge of the systems in use in the library and many pupils are members of their local public library. During the inspection, however, the school library was underused for the purpose of independent research.

70. Attainment in writing for pupils at age seven is above average with some pupils achieving very high standards. The younger pupils write rapidly about giving a special present to someone. Their work conveys their individual feelings for and why they have made their particular choice. Most write without assistance and the amount of work that they produce is very good. Those pupils with higher attainment use capital letters full stops, commas and speech marks appropriately. Their stories and accounts are interesting and imaginative and the grammatical exercises which follow intensive teaching sessions are usually accurate. Spelling is very good for the age of the pupils. The few pupils who find writing more difficult receive good quality teaching and support to enable them to grow in confidence and make good progress in recording their work. Pupils work hard and take care with their work, which is usually well presented. A whole class project where pupils have used word processing to record the story of Rama and Sita is of a good standard.
71. By the age of 11, pupils' attainment in writing is generally above average. Pupils write for a good range of purposes, which includes stories, poetry, news reports and letter writing. Good examples include a letter to Charlie Dimmock requesting assistance in improving the school grounds and in Year 6 well-thought-out written applications to be members of the school council. There is some interesting writing linked to research in history. An improvement since the last inspection has been the pupils' use of grammatically complex sentences. There is some very good use of expressive language.
72. Samples of work made available for the inspection were disappointing because they were inconsistent in standards of presentation and did not contain enough examples of longer pieces of writing resulting from pupils finding out things for themselves. Although most pupils write in a well-developed joined style there are too many pupils who do not take enough care in their written work. There is a lack of consistency in presentation as some pupils still use pencil and others complete their work in ink. Not all the work is dated and there are too few samples of information and communication technology being used as an alternative form of writing down ideas and information they have found out for themselves.
73. Standards of teaching for pupils up to the age seven are good overall. There is also some excellent teaching in Years 1 and 2 which promotes very high standards of learning. For pupils in Key Stage 2, teaching is usually good and occasionally satisfactory. In the best lessons where there is high challenge and use of a wide range of teaching methods that stimulate and engage the interest of the pupils, the pupils make excellent progress in their reading and writing skills. Where teaching of older pupils was judged as satisfactory, not enough opportunities are provided for pupils to find things out for themselves, and at times pupils are allowed to chatter too much whilst they are working. Occasionally there is too little challenge for the higher attaining pupils within the lessons, even when pupils are grouped by ability.
74. Throughout the school, teachers' marking is inconsistent. Although individual teachers indicate how work may be improved, too often the standard of marking fails to improve presentation spelling and handwriting skills. The incorrect pencil grip of a few pupils is not always corrected by the class teacher; therefore these pupils develop poor writing habits that are difficult to reverse.

75. Teachers have good subject knowledge. The use of the time available in lessons is good, enabling class discussion, group activities and time to check at the end of lessons to find out if pupils have understood the content of the lesson and gained the appropriate knowledge. The use of resources engages the interest of the pupils and motivates them to work hard. The excellent relationships that exist between teachers and pupils and the skilful questioning which is a strong feature of the teaching throughout the school are having a significant impact on the quality of learning and the standards in English. Use of visits to the library and visitors to the school including an author improve the quality of learning for the pupils. The school is aware of the need to extend these opportunities further in order to extend pupils' cultural development.
76. The implementation of the National Literacy Strategy has been effectively undertaken and has provided a more structured approach to planning the lessons. Literacy makes a good contribution to subjects across the curriculum and teachers are energetic in utilising literacy skills in subjects other than English, particularly those that rely more heavily on reading and writing. These subjects in turn provide good opportunities to practice and consolidate such skills.
77. There have been some important initiatives since the last inspection with the clear intention of raising standards. Pupils from Year 2 to Year 6 are grouped according to ability so that teachers can concentrate on the needs of pupils at the level of which they are capable. Good use is beginning to be made of analysis of the National Curriculum assessment results to identify weaknesses and to set individual pupils targets.
78. Pupils in Years 3 and 4, who have been identified as having some difficulties in understanding the work, receive good quality additional literacy support. Booster classes are also offered for the older pupils who are about to sit the standard assessment tests. A structured handwriting scheme has been introduced; the impact of which is evident in some classes, but has not yet filtered through to all pupils particularly at age 11. A positive feature is the introduction of coordinators and the head-teacher monitoring teachers' planning and the quality of teaching and learning within classes across the school. The two coordinators for the area are knowledgeable and enthusiastic. They are aware of what is required to guide the staff in maintaining the very good standards in speaking listening and reading and the improvement of standards in writing of pupils by the age of 11.

MATHEMATICS

79. Pupils' attainment is good throughout the school. The attainment in the national tests in 2000 for pupils at age seven showed that 95 per cent of pupils had achieved the expected level (Level 2 or above). This is above the national average. Forty-one percent of pupils achieved the higher level (Level 3). This is well above the national average. Test scores have improved annually between 1996 and 1999. In 2000 there is a slight decline of one percent. The school's results are still above average when compared to schools in similar contexts. Scores in the national tests in 2000 for pupils at age 11, showed that 85 per cent of pupils achieved the expected level (Level 4 or above). This is above the national average. Almost 40 percent of pupils achieved the higher level (Level 5). This is well above the national average and 1 percent lower than in the previous year. Teachers' assessments were in line for pupils achieving Level 4 and above. National test scores continued to improve between 1996 and 1999. There was a slight decrease of three per cent in 2000 for pupils achieving the expected level. Compared with schools in a similar context, pupils achieving Level 4 or above was above average. Trends over time at both key stages were above the national trend until 2000. Boys and girls are given fair and equal access to the mathematical curriculum.

Improvement in pupil attainment is being well sustained across the whole school.

80. Inspection shows that at age seven pupils are developing sound number skills. Mental arithmetic skills are being well developed. Pupils have a secure grasp of odd and even numbers, multiples of 2, 3, 4, 5 and 10 and sharing by 2. They can identify two and three-dimensional shapes and have a secure grasp of basic measures. They can tell quarter hours and interpret time from digital and analogue clocks and recognise halves and quarters. They understand a range of mathematical signs, including greater and less than, and make use of and interpret Venn diagrams. They use mathematical vocabulary, appropriately. Lower attaining pupils can sequence numbers to 100, order numbers and have a basic understanding of place value to 100. They can add and subtract coins to a value of 20p and understand the concept of halves. All pupils collect, often in tally form, and use data in the production of graphs and tables.
81. At age 11 pupils have a sound grasp of all tables to 10, multiply four figure numbers by any two digit number, add and subtract decimals up to five decimal places and understand the process of long division of four figure numbers by single and double digit numbers. They have a good understanding of lines of symmetry, rotational and reflective symmetry, area, volume, ratio and proportion. They produce accurate bar, line and pie graphs of data, and have a secure knowledge of units of metric measurement. Lower attaining pupils are able to round to two decimal places, use co-ordinates appropriately and multiply three digit numbers by up to ten. Pupils' knowledge and understanding of shape and space are good.
82. Pupils' progress to age seven, at all levels of achievement, including those pupils with special educational needs, is good. A very high degree of importance is attached to all areas of mathematics, including numeracy, and this is reflected in the volume of work that pupils do and the improving standards they achieve. Progress is enhanced by the constant reinforcement of number facts and mathematical vocabulary whenever the opportunity arises, and is a very strong feature in the introductory mental work during lessons. Pupils at age 11 continue to make good progress, as do pupils with special educational needs. Progress is good across all the attainment targets in mathematics and particularly so in aspects of number. Information and communication technology is beginning to have an impact upon standards in data handling, and especially since the introduction of the new suite. Because the school has responded positively to the introduction of the National Numeracy Strategy, good emphasis is placed upon the development of mental strategies. The school has implemented the strategy effectively. Ability grouping for pupils in Year 2 through to Year 6 has assisted the introduction of the National Numeracy Strategy. This is reflected in the significant increases in the number of pupils attaining higher levels in national tests in both key stages. There has been an overall improvement in pupils' attainment since the last inspection.
83. Pupils have a very positive attitude towards the subject and their behaviour is very good. They are keen to answer questions and show sensitivity when wrong answers are given by others. Pupils enjoy explaining the mental strategies they have used to solve tasks posed by their teacher. They demonstrate good concentration and sustain good levels of interest. Pupils work collaboratively, often in pairs, and offer good support and help to each other. They work hard and demonstrate an enthusiasm for the subject. Year 6 pupils talked enthusiastically about a maths week held last term during which they worked collaboratively to design and make board games, and explained how they enjoyed the orienteering opportunity. They are looking forward to a maths day later this term. These opportunities have been instigated by the subject co-ordinators and promote the image of the subject most effectively.

84. Teaching is very good in both key stages. This represents a significant improvement since the previous inspection where teaching was sound in both key stages. Three numeracy lessons were observed for pupils to age seven. Teaching was always good or better and one lesson was excellent. A Year 1 lesson was excellently planned and imaginatively delivered. Pupils were selecting clothes for an adult and were very motivated by the challenge of the task. Excellent questioning and a good pace to the lesson and very good learning were supported by the application and extension of skills previously learned. All lessons in this phase are well planned and resourced. Teaching is conducted at a brisk pace and questioning is focused carefully on challenging pupils' thinking using appropriate vocabulary. Teachers have good subject knowledge and their expectations of pupils' attainment and behaviour is high. Pupils are well managed in lessons and classroom assistants are clearly briefed and effectively used. There is good coverage of the National Curriculum attainment targets for mathematics with an appropriate emphasis on the development of number skills.
85. All lessons observed in Key Stage 2 were good or better and half of the lessons were very good. In a Year 6 lesson the teacher used a series of cards to test previously acquired concepts. Pupils doubled, halved and expressed as decimals, percentages or fractions a range of numbers. Pupils explained the mental strategies they had used to solve the question and other pupils were given the chance to suggest alternatives. This they responded to in very positive fashion. The lesson was conducted at a very brisk pace and pupils' thinking was continually challenged. Later in the lesson pupils were asked to predict the extension of the pattern as part of an introduction to work on ratio and proportion. The very good teacher focus on vocabulary within lessons confirms their very secure subject knowledge. Lessons are well planned and resourced. The quality of questioning is often very good. Teachers have high expectations of pupils' attainment and behaviour and this is reflected in the pupils' motivation and sustained concentration whilst working. Homework is set regularly within both key stages. Work is marked consistently but does not regularly contain comment designed to improve presentation or challenge pupils' thinking. This is a weakness. As pupils are grouped by ability for mathematics, differentiated tasks are found mainly in groups of lower attaining pupils. Teachers make good use of the individual education programmes provided for pupils with special educational needs and as a result pupils are successful in meeting the targets they have been set.
86. Mathematics makes a good contribution to other areas of the curriculum and in turn is supported by them so that for example an art display of ceramic houses can be used to reinforce the language of position for the youngest pupils. Skills and vocabulary learned in mathematics are effectively applied to other subject areas because teachers are good at seizing the opportunity to exploit them.

87. The subject has a co-ordinator for each key stage. Both are well qualified to lead the subject. They have worked very hard and very effectively to ensure that the implementation of the numeracy strategy is successful. They monitor planning and pupils' work and set school targets for the subject. One of the coordinators observes lessons, gives demonstration lessons and is involved as a trainer for the local education authority. Effective lesson planning is in place and assessment procedures are very good. Good use is made of statistical data from national and commercial tests. Results are carefully analysed and quantified, and ways to improve pupils' attainment are identified and acted upon. Monitoring of pupils' progress is good and records of attainment are meticulously kept. Resources are good; effectively used by teachers and carefully used by pupils. The school is well supported by a newly appointed, numeracy governor. There has been a good level improvement since the last inspection.

SCIENCE

88. The attainment of pupils at the end of Key Stage 1 in 2000 as indicated by teacher assessment was above the national average at the expected level (Level 2) and was well above at the higher level (Level 3). The attainment of pupils in national tests at the end of Key Stage 2 was very high in comparison with the national average at the expected level (Level 4) and was above the national average at the higher level. Overall, this performance was above the national average and was in line with that of similar schools. The attainment of pupils at the end of Key Stage 2 over time has consistently been above the national average and the improving trend in performance that has been seen nationally has been matched by the school.
89. Standards of work seen, both in lessons and through a detailed scrutiny of pupil work, were generally above national expectations at both ages seven and 11. Standards are improving over time and the school is determined to increase the number of pupils achieving the higher levels of attainment in science for pupils at age 11.
90. Pupils in all years demonstrate an ability to undertake practical work, appreciate the need for 'fair testing', make predictions and test hypotheses. This was demonstrated in a lesson involving Year 3 and 4 pupils testing the 'pull' of a variety of magnets and pupils in Reception and Year 1, who were investigating the need for light to enable us to see objects clearly. Pupils are able to use resources efficiently, co-operate with other pupils during group work and record their work effectively in a recognised scientific format. Pupils in Year 6 were observed designing simple and complex electrical circuits involving switches, buzzers and bulbs. They were able to use appropriate symbols to record their work and were able to apply logical techniques and good detective work to discover occasional difficulties within their circuit construction. Pupils in Year 2 listened and watched intently both the teacher and the video, when challenged to identify a range of sounds, their origins and their quality. When given the opportunity pupils showed an ability to apply themselves intellectually and creatively to the task. Higher attaining pupils do not have enough extended opportunities to undertake challenging work and become more independent in their learning.

91. Pupils are keen, enthusiastic and enjoy their lessons. They work well both individually and within small groups, demonstrating a high degree of support, co-operation and collaboration. They share resources without any fuss and show respect for the feelings of others and the opinions offered in response to questions or discussion. They demonstrate a good understanding of basic scientific principles and used appropriate scientific vocabulary and a wide range of recording techniques.
92. Pupils listen attentively to instructions and information, respond enthusiastically to questions and enjoy the review of their work at the end of each lesson.
93. Teaching at both key stages is very good with all teachers demonstrating a clear understanding of the importance of detailed planning and setting clear learning objectives. Teachers plan jointly to provide for the range of pupils' needs. This does not always extend fully to meeting the needs of the highest attaining pupils. The emphasis on practical and investigative work is a particular strength of the programme and will ensure that pupils have a secure understanding of scientific concepts. Some of the work in pupil notebooks is lacking in content and the presentation is variable with teacher marking lacking consistency with too few constructive, informative comments and no indication of levels of pupil achievement. Teacher assessment has identified areas of weakness in pupils' learning and enables staff to make important modifications to the planning to address the issues raised through this monitoring strategy. Class management is very good with pupils and staff responding well to each other. Any disruption is kept to an absolute minimum by consistent application of the school's behaviour policy. There are no significant differences in the performances of boys and girls and the good use of support staff together with the collaborative approach of the pupils make significant contributions to the good progress made by pupils with special educational needs.
94. The subject leaders are aware of the need to modify the schemes of work in order to incorporate the new National Curriculum requirements and ensure that the scheme reflects the needs of the pupils. Planning is reviewed regularly by the subject co-ordinator and the headteacher. Formal assessment is rigorous with regular testing and assessment of work at the end of each unit. The assessments are recorded methodically and used to identify areas for further work and consolidation of previous learning. At the time of the inspection there was no space built into the programme to allow for monitoring of science teaching and sharing of good practice although the headteacher does monitor teaching on a regular basis. The increase in numbers of pupils achieving Level 5 in national tests at the age of 11, the improved use of information and communication technology and improved assessment tracking for pupils have been identified as priorities for development. The school has made a good improvement since the last inspection with schemes of work being developed, a detailed pupil profile incorporated into the assessment programme, improved results and the use of specialist teaching being key developments. Display of work enhances the quality of learning in a good number of classrooms.

95. Extensive and effective association with the Healthy Schools Project has made many significant contributions both to the science programme and to school life in general. It has involved:
- Development of health related policies
 - A detailed development plan
 - Inclusion of pupils in a range of associated planning
 - Introduction of Health Week at the school
 - Visits from members of Leicester City FC, Leicestershire County Cricket Club, Police, Life Education Centre and others
 - Opportunities for many cross curricular links including writing for a variety of audiences and purposes, speaking and listening skills, negotiation, relationships, responsibilities and a variety of recording styles.

ART AND DESIGN

96. The attainment of pupils is above expectations at ages seven and 11. The previous report noted that standards in art were good, and that teaching and learning was good. Inspection shows that this position has been consolidated and improved upon.
97. The youngest pupils are given opportunities to use painting and collage techniques for a large history display about the fire of London. They have also looked at the work of David Hockney and have produced very effective framed self-portraits in his style. Pupils aged seven have again used art effectively to support work done in science and English and have experimented with printing. They have produced very effective human forms from materials cut from magazines and have mixed paint pastel and pencil to produce good portraits. Pupils at the age of 11 display good drawing skills and are able to talk about and show the use of texture as well as showing depth and distance in what they draw. They benefit from a curriculum that is rich and wide so that they were observed working in 3 D with clay and papier-mache, with fabrics and threads and with paint and pastels. In all cases the pupils showed good levels of skill and understanding. All pupils benefit from being in an environment that provides a rich stimulus incorporating as it does very high quality displays of art.
98. No teaching was seen for pupils in Key Stage 1 but that which was seen for the older pupils was very good. It is clear from scrutiny and discussion with pupils that the younger pupils have been equally well taught. Teachers have very good subject knowledge and with the support they have from the scheme of work and the coordinator they are well placed to make appropriate interventions which cause pupils to reflect upon and thus improve their work. Relationships are very good; lessons are well-prepared and are well supported by classroom assistants. A good range of activity is provided in each session and because of the way the curriculum is organised, pupils are exposed to a wide range of interesting experiences. Skills and knowledge are built upon and this enables pupils to see that they are improving. The display of artwork such as ceramics and tapestries is of a very high standard and this gives a clear message to pupils that their work is valued. Pupils are very involved in their own learning. They work intently on their various tasks and derive pleasure from their results. They use materials and equipment sensibly and welcome the appraisal of their efforts. Their response to their teachers and to fellow pupils with whom they may be working is good.

99. The high standard of work in this subject is directly attributable to the skill of the coordinator. She is well qualified and experienced and has organised the curriculum and its teaching in such a way that art is a major contributor to many aspects of school life such as the spiritual, moral, social and cultural development of the pupils. There are good assessment procedures and pupils are involved in self-evaluation of their efforts. Artwork also makes a major contribution to the appearance of the school. Teachers feel and are confident and pupils enjoy their success. The subject is well resourced and these resources are used effectively.

DESIGN AND TECHNOLOGY

100. At the previous inspection standards of attainment were reported to be broadly in line with national expectations at both key stages. Attainment in design and technology has been maintained at this level at both stages. The evidence available from pupils to age seven related to designing and testing vegetable vehicles, linked to the Healthy Schools Award, designing a play park and constructing a model. Older pupils had designed and constructed string, stick and hand puppets. In Years 3 and 4, pupils had designed and made Christmas cards on wheels and in Years 5 and 6 musical instruments using a wide variety of materials. There were good examples of design and construction work relating to other subjects. Ballistae had been designed, constructed and tested in a history topic on the Romans and half-timbered houses had been made in a topic on the Tudors. Pneumatic hats had been designed and constructed in relation to science. Balancing card birds, figures in card with moving arms, legs and head and shelters made in straw, paper and plastic bags, which were tested for strength and durability, were seen. Long-term and medium-term planning is currently done within other subject areas. This ensures appropriate coverage of the subject's attainment targets.
101. Three design and technology lessons were observed, of which two were satisfactory and the third excellent. In a Year 2 lesson pupils had previously designed a picture with moving parts related to the story of "The Snowman". Designs had been carefully drawn; and accurately annotated to describe the moving features and the nature of the movement identified – "hinged" or "slider". This was a suitably challenging task and pupils responded enthusiastically to it. They worked in pairs, sustained interest for a period approaching 40 minutes and handled the confines of classroom space maturely and safely. Teacher planning and provision of resources was excellent and afforded the opportunity for pupils to make choices in terms of materials and tools. Good questioning reinforced previous knowledge and challenged pupils thinking continually. "Will it need an extra piece? How will you attach it? What will you need to do next?" Pupils were constantly asked to reflect upon and improve their work. There is also a good focus on vocabulary in lessons. Pupils in Key Stage 1 understand terms such as "assembling", "insert" and "finishing techniques". Design and construction elements of lessons are good but there was little evidence of work evaluation and this is a weakness.
102. Pupils enjoy lessons in design and technology. Behaviour is very good, co-operative working is of a high order and pupils demonstrate good levels of concentration. In relatively confined space within classrooms pupils showed an excellent level of tolerance, support for one another and always worked safely and with care. Interest in work is consistently maintained over several weeks. Pupils in Year 5 and 6 were working on the construction of a musical instrument that they had designed two weeks before. They were making sound choices about materials suitable for the task and selected appropriate tools which they used safely. Pupils make sound progress in the subject and pupils with special educational needs often make good progress because

of their individual levels of support.

103. There is no formal assessment procedure and this inhibits the way in which pupil's design and technology techniques and skills are developed. The co-ordinator keeps records for Years 5 and 6. Pupils work for blocks of five weeks on different art, design and technology tasks. There is no agreed school pattern for recording pupil achievement and progress. This is a weakness. Although the school has no subject portfolio a useful collection of photographic evidence of pupils' achievements is kept.
104. The subject co-ordinator has been in post for ten years and is well qualified to lead the subject. The policy and scheme of work were reviewed and up-dated in 1999. The co-ordinator monitors teachers' plans but has no opportunity to observe lessons and so has no opportunity to have an overall strategic view of the subject. The coordinator does not have the chance to observe classroom practice, exemplify good practice, improve teacher knowledge and understanding or raise pupil attainment. This is a weakness. Subject resources are good and are centrally and safely stored. Subject provision has been maintained since the previous inspection and requirements of the national curriculum are met.

GEOGRAPHY

105. Standards have improved significantly since the last report when they were below the national expectations at the ages of seven and 11. Inspection findings show that by the age of 11 pupils' attainment matches the level expected nationally. By the age of seven pupils' attainment is above the level expected nationally. The improvements can be explained by the improvement in the quality of teaching particularly for the younger pupils, and the implementation of a good quality scheme of work which ensures that teachers plan lessons that cover the recommended areas. Throughout the school the good quality teaching enables pupils to make good progress. Pupils with special educational needs, those with English as an additional language and pupils from the travelling community make similar good progress. Because the scheme has only recently been introduced and assessment has identified some gaps in the learning of the older pupils a sensible decision has been made to upgrade the skills that have not previously been developed enough. This explains the difference in standards for pupils at age seven and 11.
106. By the age of seven pupils show good knowledge of maps. They are growing in their knowledge of geographical language and compass points. They are able to follow and give directions around the school using a simple plan. Work in Year 1 is of a good standard. Pupils are able to make a furniture plan of their classroom and present ideas for improving the playground. Pupils in Year 2, when discussing how Barnaby Bear would travel, show good understanding that travelling to destinations such as Spain and Switzerland involves long journeys by car, plane and sea. The higher attaining pupils are able to identify places on a map in an atlas, for example Cornwall. Work on the differences between Pastures School in 1990 and 2000 demonstrates that geographical skills are developing at a good rate.

107. By the age of 11 pupils are attaining standards that match the levels expected nationally. The younger pupils show satisfactory understanding of how and why information is gathered and used to create weather forecasts. They are beginning to interpret symbols for wind, speed direction and rain. They work sensibly in pairs. They listen to each other's views and work efficiently together to record their weather forecasts. A few lower attaining pupils are confused by the symbols and require teacher assistance to complete the task set. Higher and average attaining pupils in Years 4 and 5 are able to successfully use co-ordinates and 4 and 6 figure grid references to find locations and complete the index for a street map.
108. Work in pupils' books demonstrates that pupils can locate and describe places they have visited. They are growing in awareness of how weather conditions may affect such things as their holiday locations. Pupils investigate temperature, rainfall and wind speed. They are growing in their skills of geographical enquiry and interpret aerial photographs. Their recordings include written accounts of their investigations and also other forms of recording, including simple graphs in response to questions about places. Pupils use appropriate vocabulary to communicate their findings.
109. Samples of work in pupils' files and earlier work displayed in the school demonstrate that their work covers the appropriate breadth of study. Pupils demonstrate understanding of environmental change in their work linked to the environment. Year 3 pupils have written about the life of an Indian village girl and the differences between her life and life in England in relation to water, clothing, transport, electricity and climate. There are some interesting photographs of Years 5 and 6 pupils presenting findings from a European research project. Information and communication technology is beginning to be used by pupils to respond to a range of geographical questions and to record their work. However, the school has only recently had the benefit of the computer suite and this is an area that has been identified for development. Where pupils have the chance to carry out fieldwork investigations, this makes a significant impact on their geographical knowledge and understanding.
110. Teaching is generally good. Each lesson begins with teachers sharing the learning objectives with pupils. This results in pupils knowing what they need to achieve, and the setting of high expectations which motivates pupils to listen carefully and to work hard. Because teachers have good subject knowledge and good pupil management they have maximum time to spend checking that pupils have fully understood what it is they have to do and how to do it. Teachers make the lessons interesting and use the appropriate geographical terms, which increases pupils' range and knowledge of vocabulary.
111. Pupils in Key Stage 2 are taught in mixed aged classes. At times work is not matched carefully enough to the varying needs of the pupils, especially the higher attaining pupils, although where pupils with special educational needs receive additional adult support this is of good quality and enables pupils to participate in lessons alongside their peers. Good quality resources are used effectively to develop further the knowledge, understanding and geographical skills of the pupils. In the best lessons pupils make good progress because the pace of learning is lively and pupils are carried along by the teachers' knowledge and enthusiasm.

112. The presentation of work too often reveals that insufficient care has been taken. Pupils' handwriting is untidy and entries are often not dated. Teachers need to ensure higher standards of presentation and a more consistent approach to marking pupils' work in order to assist them in making the necessary improvements.
113. The knowledgeable co-ordinator, who is committed to raising standards in geography, has only been in post for three months. She has already rewritten the school policy and the scheme of work and very recently completed a good quality assessment document which is just beginning to be used to identify pupils' learning needs. Her role includes the monitoring of teachers' planning in order to check that lessons meet curriculum requirements and that previous skills and knowledge are appropriately extended. She has already identified many areas where pupils and teachers need to extend their knowledge. There have not yet been opportunities for her to monitor the standards of teaching and learning within classes. Resources for teaching and learning are adequate with the recognised need to extend them as the use of information and communication technology is developed. This will enable pupils to have more opportunity to find out information for themselves.

HISTORY

114. By the age of seven and 11 pupils reach good standards. Standards at 11 are an improvement since the last inspection; no judgement was made on the standards of pupils aged seven at the last inspection. Since the last inspection, the production and use of a good scheme of work plus the addition of further resources have provided a good structure for history teaching, which is used effectively by teachers. The development of the coordinator's role has resulted in the monitoring of both teachers' planning and the extent to which this covers the curriculum as well as raising the subject knowledge of teachers. This has helped teachers to teach history more effectively.
115. Pupils up to age seven are keen to share their knowledge of the lives of people from the past, and as they talk about the past there is good development of their sense of time. They make comparisons between life in the past and the present. They are particularly interested in homes and clothes and give explanations of how people in the past lived and dressed.
116. Whilst they were working on the Great Fire of London, pupils in Year 1 enjoyed dressing up and taking part in role-play to help them understand the period. Because of this they were able to contribute meaningfully to a discussion about what it must have felt like wearing such clothes. Their conversation demonstrated their grasp of the difference between the past and present. They used quill-type pens to write, experiencing the difficulties involved at first hand and discussing the problems involved. Using such artefacts clearly captured their imagination and brought history alive for them. The teacher is enthusiastic, interesting and sometimes humorous, engaging pupils' interest for good periods of time and because of this the pupils become deeply involved in the lesson. The pupils enjoy their learning and they are keen to participate in activities. Pupils are interested in the subject. They sustain good concentration and co-operation and the ability to listen carefully to the contributions of others. They have a good relationship with their teacher and are confident in the group. Pupils are keen to talk about their work and take pride in examples of work on display, particularly work about the Great Fire of London, a subject about which they have a good recall of facts.

117. History teaching continues to be good between the ages of seven and 11 by which time pupils have made good progress in their studies and reached good standards, improving since the last inspection. Pupils are knowledgeable about different periods of history such as Ancient Egypt, Roman and Victorian Britain and accurately describe the main events and key dates in such periods. When they study aspects of Victorian England, pupils in Year 6 engage in good, purposeful discussion and consider arguments for and against the expansion of the railways and the effect that this would have on different sections of society. The teacher questions pupils rigorously, encouraging them to justify their answers and extend their ideas, thus increasing their appreciation of the effects of events in the past on the lives of the poor, the landowners, farmers and factory workers. During discussion of Victorian times in Year 5, pupils make the distinction between fact and opinion, considering the effects of major events on the life of the country. Through their discussions, pupils develop sensitivity to the past. Pupils have a good range of sources of information from which to form their opinions. Their writing shows that they are able to choose relevant facts and place events in chronological sequence. Pupils use a range of maps, books, photographs and CD-ROMs effectively when searching for information and they talk clearly about how they use these sources and what information they glean from them. Pupils participate in a field research trip to Northumberland to investigate Hadrian's Wall and Roman settlements at first hand. They spoke with great enthusiasm about this experience, which brings history to life for them.
118. Pupils' response to their teacher is good. They taking pride in presenting their work neatly. When recording events or producing longer narratives, facts are sequenced accurately and spelling is satisfactory. The behaviour in lessons is good.
119. In both key stages the quality of teaching is good. Teachers plan lessons effectively and they have a good grasp of the subject. This results in them asking their pupils thoughtful, challenging questions, ensuring pupils understand the subject and taking advantage of every situation to raise literacy skills. Pupils are encouraged to speak clearly and succinctly, using a good vocabulary. The variety of learning opportunities is good, ranging from storytelling to information searches and role-play. Teachers display work attractively and pupils are proud to talk about their contributions to displays. The teachers' enthusiastic approach and good relationship with pupils is an important factor in the good progress made by pupils.
120. The coordinator provides good leadership. Resources have improved since the last inspection. New procedures for assessing pupils' work have just been completed and are about to be put into practice. This will offer good opportunities to assess pupil progress on a regular basis.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Attainment in information and communication technology is above national expectations for pupils at age seven and in line with national expectations for pupils at age 11. This represents an overall improvement since the previous inspection. The school has a networked computer suite, which is centrally located and easily accessible. It has been in operation for a year and is having a good effect upon raising pupils' levels of attainment. Three of the four lessons observed were in the computer suite. All classrooms have a stand-alone computer. By the age of seven pupils have had experience in using the conventional keyboard. They identify letters, capitalise, use the space bar, delete, return and use the mouse effectively. Pupils develop a good subject vocabulary and knowledge. Pupils can "log on", access programs and save their

work. They understand terms such as “flood fill”, “caps lock” and “drag”. Pupils in Key Stage 1 enjoy the computer suite. Their skill development is systematic and progress is good. Teachers keep good, clear records of pupils’ skill development and attainment. The recording of attainment is currently informal but this is due to be formalised during the course of the year through the planned development of a subject assessment policy. The informal recording system that is used for pupils to age seven provides a very sound basis on which to base this work.

122. Pupils’ skills become much more diverse as they go through the school. Year 6 pupils who have computers at home have developed a high level of computer skill and expertise. They regularly access information from the Internet, use a variety of fonts and clip art and use them effectively within their work. A number of pupils produce computerised homework. However, access to computers in the new suite gives all pupils the chance to develop internet-related skills. The systematic development of pupils’ skills within the Key Stage is improving. However, opportunities to practice newly acquired computer skills and apply them to other subject areas are missed because pupils do not use the computers in the classroom often enough. The difference between the computers in the classroom and those in the suite makes it difficult for pupils to develop newly acquired skills in a systematic way. Occasionally, time is lost in lessons in the suite through pupils’ unsatisfactory keyboard skills when typing is often a slow and laborious task. Overall attainment for pupils at age 11 is in line with national expectations.
123. Pupils’ progress is good at age seven and satisfactory at age 11. Teacher expertise and knowledge have been developed and improved through a good training programme, which has had a good effect upon pupil progress. Pupils are enthusiastic about using computers and show great interest in their work. Pupils in Key Stage 1 find difficulty with the height of chairs in the computer suite. However, interest in the subject is so motivating that pupils negotiate this difficulty with a minimum of fuss. Pupils are very well behaved whilst on task in the computer suite and in the classroom even when they are not directly under the supervision of the teacher. Pupils treat equipment with respect. The subject co-ordinator recently started a computer club which is limited to Year 6 pupils and 12 to 15 pupils attend once per week for an hour after school. Club members have good computer skills and are currently working on a joint newspaper project.
124. Teaching is very good. Four lessons were observed. Two of these were good and the other two very good. In a Year 1 lesson where pupils were assembling text and creating a Christmas card the teacher focused very effectively on vocabulary and questioned pupils well in order to consolidate previous learning and extend this into the new activity. The quality of questioning and the focus on relevant vocabulary was a strong feature of all the lessons seen. In a Year 4 mathematics set the pupils were assembling, organising and representing data in a graph, prior to writing questions in order to interrogate the data. The lesson was very well planned, conducted at a brisk pace and pupils responded enthusiastically to the challenge of the task. Other lessons reflected good planning, brisk pace and appropriate challenge. Computer demonstration of programs was impaired by the smallness of the screen. Pupils had problems seeing the detail on the screen. The quality of teaching has improved significantly since the last inspection.

125. The combined impact of the opening of the computer suite and the appointment of a new co-ordinator has greatly enhanced the development of the subject over the past year. The hard-working, enthusiastic co-ordinator has initiated a training programme, which has improved the quality of teaching by raising teacher expertise and confidence. Teachers' planning has improved and now has the consistency of format that was lacking at the time of the previous inspection. The policy and scheme of work have been rewritten. The scheme of work will be reviewed in the light of its evaluation next year. The co-ordinator assesses samples of pupils' work on a regular basis, reviews teachers' plans and is supportive of and accessible to teachers for advice and guidance. A collection of pupils' work is to be fashioned into a school portfolio. This will include samples of pupils' graded work in order to provide a resource bank for teachers. The process of using informal assessment of work samples, open-ended assessment tasks and pupils' self-assessment sheets is to be developed into a more coherent whole school assessment policy.
126. The school has a ratio of 13 pupils per computer. This is supported by a good range of software and control equipment, particularly robots, and access to the Internet and e-mail in the networked suite. The school has recently acquired a digital camera. The school is replacing older equipment: one older computer is being replaced during this school year. The new suite is a very valuable asset to the school. The school recognises its strategic importance as a focus for systematic skill development. The development of a strategy to involve computers across the whole curriculum is being planned so that class-based computers are used more effectively. The school receives good support from a newly appointed governor who is knowledgeable and enthusiastic about the subject. Apart from the good quality computer-generated displays in the computer suite there is little evidence of computer-based work in other areas of the curriculum, although all displays utilise computer titles and labels. The improvements made since the previous inspection, and particularly during the last year, are good and the school holds realistic targets for the development of the subject and the raising of the level of pupil attainment.

MUSIC

127. Pupils attain the standards expected for their age at both key stages. They are most enthusiastic about their work and are given the opportunity to utilise a range of tuned and un-tuned percussion instruments to compose and perform a variety of pieces in response to a range of stimuli. A small number of pupils receive clarinet, violin and viola lessons from visiting music teachers. The school has a recorder ensemble which performed enthusiastically at a lunchtime practice reading from standard musical notation and playing accurately. The standard of work achieved by higher attaining pupils could be improved by placing more demands upon them, by encouraging them to use a wider range of tuned instruments and by performing their compositions in assembly and at other school gatherings. The school does not have a member of staff who can play the piano sufficiently well to accompany communal singing, for example in assembly, and this has an adverse effect on the general standard of singing. One member of staff accompanied the pupils on his guitar in assemblies and the pupils demonstrated an ability to sing both in tune and in time. The newly-appointed subject leader intends to start a school choir in the near future and this will benefit both the standard of singing and the status of the subject within the school.

128. The quality of learning and teaching was good. All lessons are planned effectively with clear learning objectives and plenty of practical activity using the resources of the well-equipped music studio to good effect. The teachers showed a good understanding of the basic skills of the subject and were able to demonstrate different rhythms, pitch and dynamics. They emphasised the importance of playing in unison and insisted on good control when pupils were performing their compositions. In a Year 2 lesson the teacher was able to demonstrate pitch using her voice and was able to ask the pupils to respond to her lead changing both pitch and dynamics. The teacher used music from 'The Carnival of the Animals' to allow the pupils to interpret the music and express their feelings through their compositions. In a Year 6 lesson the pupils were staging a final performance of their compositions and were refining their pieces ensuring that crescendos and diminuendos were in the correct places and that the group played in unison and under control. All the classes were able to record their compositions accurately in an appropriate and recognisable format and a number of the pupils demonstrated a clear understanding of standard musical terms including bar; stave; sharp; flat; crotchet and quaver. The majority of pupils were able to clap and repeat simple rhythms and to sing in tune.
129. Pupils are enthusiastic and enjoy the practical nature of the work. They work effectively in small groups and are able to contribute to discussions, listen to the opinions of others and arrive at collective decisions concerning their compositions. They are able to listen to each other's work, offer constructive comments and modify and improve their own work.
130. The subject leader has been in post since the beginning of term and wishes to raise the profile of the subject in the school and introduce more opportunities for pupils to perform and increase the number of ensembles both vocal and instrumental. Pupils' work was not formally assessed at the time of the inspection. Priorities for the future include a full resource audit, monitoring of teaching and starting a school choir. Improvements since the last inspection include the adoption of a suitable music scheme, the appointment of a subject specialist, improved planning and the quality of class teaching. A good music room, quality displays, the use of information communications technology for composition, musical appreciation and appraisal of work all make significant contributions to learning in this subject.

PHYSICAL EDUCATION

131. Levels of attainment are in line with what should be expected for pupils at age seven and 11 although there was evidence of good attainment in netball, rugby, swimming and ball-handling skills. The school has made a number of improvements since the last inspection including an updated policy, the use of individual recording sheets, a new swimming programme, and more detailed planning.
132. Pupils in Years 3 and 4 were observed undertaking a netball lesson, which had to be switched indoors due to extreme weather conditions. The main objectives of the lesson were achieved with pupils undertaking a range of passing and catching skills, a variety of conditioned games to improve those skills and good review of what had been learnt. The fast pace of the lesson, together with very good class management resulted in very good progress being made and the pupils much enjoyed their activities. Pupils in Years 5 and 6 participated in a rugby lesson, which, although restricted by both lack of time and space, resulted in high levels of activity, a focus on the key skills of receiving and passing a rugby ball and the introduction of a number of competitive. Circle games ensured that each pupil was fully involved and showed improvement in acquiring rugby skills. A pupil with a statement of special educational needs was fully involved in the lesson. Pupils in Year 1 were taught the importance of warming up and stretching appropriate muscles. The importance of concentrating, listening and responding to

commands was emphasised and the pupils were given the opportunity to work in pairs to improve throwing and receiving a ball. Swimming is an integral part of the physical education programme and the pupils in both phases attend the local baths once a week. The lessons are well organised and very good use is made of swimming instructors to ensure that pupils get maximum benefit from their swimming sessions.

133. The quality of teaching is good with effectively planned lessons, clear learning objectives and good use made of available space and resources. The good relationships between staff and pupils, good class management skills and the appropriate nature of the activities contributed positively to the quality of the lessons. The small size of the hall, the short time available for games lessons and the relative inaccessibility of some equipment all had a negative impact upon the learning of pupils. The lessons which were less effective were ones where demonstration was not used, where the activities lacked sufficient challenge and the teacher was less secure about the skills content of the lesson. Pupil's behaviour is good and they enjoy their lessons. They listened attentively to the teacher and worked collaboratively in small groups. More opportunity should be given to enable pupils to plan and evaluate their own activities. The integration of pupils with special educational needs into the programme was good and many made significant contributions to the lessons seen.
134. The subject leader is beginning to have a positive impact upon the subject's effectiveness and she has clear priorities for future development. These include:
- monitoring and observing a range of lessons;
 - developing the use of information and communication technology to support pupils' learning;
 - further developing aspects of moral education within the subject to emphasise sharing;
 - losing gracefully;
 - co-operating;
 - supporting;
 - the importance of rules.
- Extra-curricular activities include a range of games clubs (soccer is a particular strength), cross-country, athletics and the Healthy Schools initiative. Few opportunities exist for younger pupils to undertake extra-curricular activities. Assessment of pupils' work is beginning to be better developed and the use of databases, peer review and assessment tasks will be incorporated into future planning complementing the current recording sheets.

RELIGIOUS EDUCATION

135. By the age of seven standards reached are good. By the age of 11, standards are satisfactory and younger pupils in Key Stage 2 show examples of good achievement. Standards have been maintained since the last inspection. A comprehensive scheme of work has been produced which is in line with the Agreed Syllabus expectations. This has been effectively implemented for pupils to age seven and so they make good progress. Teachers are confident with the material they deliver. For pupils in Key Stage 2 where full implementation of the scheme is expected by Spring 2000, there are presently weaknesses in Years 5 and 6, where the content and presentation of written work is barely satisfactory. Many pieces of work are incomplete, some are unmarked and handwriting and presentation are not of a sufficiently high standard, considering the ability of pupils.

136. The subject makes a good contribution to pupils' spiritual development by widening their appreciation of the beliefs and practices of different religions. The coordinator monitors planning and these plans provide for monitoring of standards to begin during the academic year.
137. Pupils at age seven know significant facts about the Christian religion. They know the Bible is a special book for Christians. In Year 2, pupils consider forgiveness when looking at the parable of the Prodigal Son and they respond sympathetically to the story by identifying events in their own lives when they may have needed to forgive someone. Pupils are confident enough to share their ideas and they are sensitive and caring in their discussions. Pupils in Year 1 who were talking about preparing for Christmas knew many parts of the Christmas story and role play gave them first hand experience of responding to giving and receiving gifts, which led into good discussion about the gifts brought to Jesus. The teacher made the story alive to the pupils and their responses were enthusiastic. Pupils at age 11 have some understanding of Christianity, Judaism, Hinduism and Islam. In discussion, they are able to say where adherents of each religion meet to worship and they can describe the main features of places of worship in different religions. Most pupils are aware that religion is an important aspect of the daily lives of people across the world.
138. Assemblies make a good contribution to religious education by offering pupils the opportunity to think about their actions and feelings in different life situations. Music is used to complement the message of assembly and there is time for reflection and quiet.
139. The attitude of pupils is good. Younger pupils are keen to answer questions enthusiastically and accurately and older pupils are willing to attempt questions, which involve difficult concepts. They enjoy listening to each other and respect the opinions of their peers. There are good relationships between pupils and teachers and this contributes positively to the good standards of behaviour in lessons.
140. The quality of teaching is good. Teachers maintain pupils' interest and motivation through good story telling and good use of open and probing questions to assess and extend understanding. Teachers are successful in getting pupils to think for themselves. Teachers' planning is organised and progressive and tasks are presented in an interesting and challenging way. Teachers make good use of artefacts and resources to illustrate aspects of different religions. There are displays around the school, which promote interest in the subject.
141. The school is in the process of developing systems to assess pupils' knowledge and understanding against attainment targets in the agreed syllabus. The coordinator assists colleagues but has had few opportunities for in service training. Resources in this subject are limited but satisfactory and are used effectively.