

INSPECTION REPORT

ROUGH HAY PRIMARY SCHOOL

Darlaston

LEA area: Walsall

Unique reference number: 104177

Headteacher: Miss J Taylor

Reporting inspector: Mr C R Phillips
15941

Dates of inspection: 30th October – 3rd November 2000

Inspection number: 224091

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Rough Hay Road Darlaston Wednesbury West Midlands
Postcode:	WS10 8NQ
Telephone number:	(0121) 568 6421
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Elwell
Date of previous inspections:	19 th September 1994 8 th June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr C R Phillips 15941	Registered inspector	Science Geography History	Characteristics and effectiveness of the school The school's results and pupils' achievements Leadership and management
Mr J Bayliss 19664	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mr M James 10611	Team Inspector	Mathematics Information and communication technology Design and technology	Quality and range of opportunities for learning
Mrs M Phillips 15011	Team inspector	Art Religious education Foundation stage Equal opportunities	Teaching and learning
Mrs M Wallace 18340	Team inspector	English Music Physical education Special educational needs English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is a larger than average community school for boys and girls aged three to eleven. It draws pupils from a mixture of private and rented housing and its numbers remain steady. The school faces considerable difficulties in maintaining continuity because a significant proportion of the pupils on roll move into the school in the course of their primary education, replacing others who have moved to other areas. It currently has 321 pupils, of whom 36 are in the nursery class on a part-time basis. Overall levels of attainment on entry are well below the average found nationally, particularly in terms of the children's language and number skills. The number of pupils entitled to free school meals (35.5 per cent) is above the national average, and the school is engaged in a number of local initiatives designed to raise expectation and opportunity. About a third of the pupils are currently identified as having special educational needs, which is above the national average and five pupils have statements of special educational need. There are 14 pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is a good school and it is on the way to becoming very effective. Considering the levels at which they enter the school, it is clear that the pupils make good progress. Results in national tests in 2000 showed continuing improvement, except in writing in Key Stage 1. The school now has in place systems to ensure that individual pupils are encouraged to achieve their full potential. The quality of teaching is good overall, and is often very good or better, and the pupils respond very well to this. They display very good attitudes in lessons, are encouraged to be responsible and are enthusiastic about all aspects of school. The quality of relationships across the school is very good. The headteacher, staff and governors work together very well to improve the school and are striving for high standards. The school provides good value for money.

What the school does well

- Standards of attainment in English, mathematics, science and the other subjects have improved significantly.
- The quality of teaching and the support provided by all other adults in the school are good and the whole staff work together very well as a team.
- Literacy and numeracy are well emphasised within a well-planned and stimulating curriculum, which provides appropriate levels of challenge for all pupils.
- Provision for the pupils' personal development is very good, the pupils respond well to the learning opportunities provided and their attitudes to all aspects of school are very good.
- There are very good relationships between pupils of all ages and between pupils and staff.
- The school has a clear educational direction because of the excellent leadership provided by the headteacher, the quality of the other managers and co-ordinators and the commitment and support of the governing body.
- Provision for pupils with special educational needs is very good.

What could be improved

- Standards of attainment, particularly in writing, speaking and listening and mathematics.
- Provision for the Foundation Stage.
- Assessment in subjects other than English, mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in September 1994, concerns about the standards achieved by pupils and the quality of education provided were judged to be sufficiently serious for the school to be made subject to special measures under the Education Act (Schools) 1992. The school was not providing satisfactory value for money. Subsequent monitoring visits by HM Inspectors of Schools identified continuing improvement as the school addressed the key issues raised by the original inspection, until, in 1998, the school was judged to have improved sufficiently to be removed from the special measures

provision. There were still some serious weaknesses, however, particularly in terms of standards of attainment, staffing, the quality of teaching, the organisation of the curriculum for younger pupils, the use of assessment, and the roles of the deputy headteacher and other managers. The school has continued to improve. Key issues identified in the 1998 report have all been addressed well. Standards of attainment in the latest National Curriculum tests and assessments indicate continuing improvement in most areas of English, mathematics and science. Results in science are now broadly in line with those expected nationally, although they are still below that level in English and mathematics. Standards in other subjects have also improved and are generally at least in line with national expectations, although in ICT they have not yet reached that level. There is now a permanent and stable staff, who are all committed to raising standards. The quality of teaching has improved substantially and is now good and often very good or better. The curriculum for both key stages is now well organised, with schemes of work for all subjects, and the curriculum for the newly-introduced Foundation Stage for the youngest children is now being developed in line with national requirements. More needs to be done to develop the use of assessment in subjects other than English, mathematics and science, but all teachers are aware of the progress pupils are making in their day-to-day work. The teachers have high expectations of all pupils. All managers are now clear about their roles and play a key part in identifying the school's priorities and working towards achieving them. The school's accommodation has been improved by the recent development of a new ICT suite and rooms for special educational needs teaching, although this has meant a reduction in library facilities. There has also been much decoration and refurbishment by means of self-help. Plans are now underway to extend the buildings and replace temporary accommodation. It is the clear judgement of the present inspection team that the school does not now have any serious weaknesses.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E*	E	E	D	well above average A above average B average C below average D well below average E
mathematics	E*	E	E	E	
science	E	C	D	B	

Overall results in the 2000 National Curriculum tests at the end of Key Stage 2 were well below the national average in English and mathematics and below average for science. This confirmed the picture of continuing improvement, since, only two years before, results in science were well below average, and in English and mathematics were in the lowest 5 per cent nationally. The proportion of pupils attaining or surpassing the national average of Level 4 increased substantially in English and also increased in mathematics. In science, although they maintained the substantially improved level of the previous year and were in line with the national average for Level 4 and above, they did not quite keep pace with national improvement. Results at the end of Key Stage 1 showed continuing improvement in reading and mathematics and significant improvement in science. They were still well below average in reading and mathematics, but in line with national figures in science. Results in writing, after some improvement the previous year, have continued to be very low. With the exception of writing, the overall trend in English, mathematics and science is upward. The school is doing well in reaching and sometimes exceeding its targets. Standards of attainment on entry are well below the national average, particularly in the children's language and number skills. However, the children make good progress and, although their language skills by the end of their time in reception are still below the level expected for children of similar age nationally, their skills in number are only a little below that level and their personal and social development is above the level expected. Inspection findings indicate that standards of attainment at the end of both key stages are currently below the level expected in English, mathematics and ICT, but are in line with the level expected in science,

religious education and the other subjects. By the end of Key Stage 1, standards in physical education are above the level expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils show very good attitudes in all aspects of school life.
Behaviour, in and out of classrooms	Their behaviour is good, and pupils of all ages work and play well together, both within and beyond the classroom.
Personal development and relationships	The pupils' personal development is good and the quality of relationships throughout the school is very good.
Attendance	Attendance is satisfactory, although a few pupils do not arrive punctually.

The quality of relationships, the personal development of the pupils and their attitudes to all areas of school life are particular strengths of the school.

TEACHING AND LEARNING

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

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

The quality of teaching in all subjects, including English and mathematics, is good overall and there are many examples of teaching that is either very good or excellent. The skills of literacy and numeracy are taught well. Good provision is made in each of the classes for the needs of all pupils, including those with special educational needs, or for whom English is an additional language, and the higher attainers. Of the lessons observed during the inspection, 31 per cent were very good or excellent, 40 per cent were good and almost all were at least satisfactory. The teachers' classroom management is very good and they are enthusiastic about teaching. They have good subject knowledge and high expectations, teach basic skills well and provide a good range of interesting and often stimulating learning activities. The pupils respond very well to the experiences offered. Almost all pupils are keen to do well. They concentrate well and show good understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, relevant and lively curriculum and many opportunities to enrich the pupils' learning through visits and extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good and they make good progress.
Provision for pupils with English as an additional language	Provision for these pupils is mainly by way of the school's general programme of learning and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' personal development. Provision for their moral and social development is very good and for their spiritual and cultural development is good.
How well the school cares for its pupils	The school cares well for its pupils. It assesses and records the progress they make in English, mathematics and science carefully, but this is less developed in other subjects.

There is a good partnership between the school and its parents. Parents believe the school is doing a very good job in encouraging their children to do well and to develop well personally and socially and that they are well informed about the work their children are doing and the progress they are making. The school offers a broad and stimulating range of learning experiences for all pupils, within and beyond the school, and provides many activities for pupils outside lessons. All pupils are known well and are well cared for. Throughout the school, they are treated with respect and respond well to being valued.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and is supported very well by the deputy headteacher and other managers. Subject and other co-ordinators fulfil well their important role in management.
How well the governors fulfil their responsibilities	The governors undertake their responsibilities very well, are thoroughly committed to the continuing development of the school and have a very good awareness of its needs.
The school's evaluation of its performance	The headteacher, governors and staff constantly review the school's performance and look for ways to improve it.
The strategic use of resources	All resources are used efficiently for the benefit of the pupils in the school.

The school is well staffed with teachers and is very well supported by all adults working in it. The accommodation has recently been improved by the provision of an ICT suite and special needs teaching rooms. However, it is still limited because of the age and general condition of its buildings and the lack of appropriate facilities for the younger children and proper library space. The school makes good use of all the space available and plans are in hand to enhance this with a new extension to replace temporary classrooms and provide purpose-built accommodation for the Foundation Stage. Learning resources are generally satisfactory and are good for ICT. The school has a very clear educational direction and, under the leadership of the headteacher, is becoming very effective. The governors and headteacher review all development priorities regularly, evaluate all spending decisions and the school applies the principles of best value appropriately in the deployment of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour is good, pupils are expected to work hard and they are helped to become mature and responsible. • They feel able to approach the school with questions and feel they know how their child is getting on. • The teaching and management are good. • They feel that their children receive appropriate work to do at home. 	<ul style="list-style-type: none"> • Some parents are not satisfied with arrangements for homework.

The inspection team found that the parents' concern about homework was not justified. There are clear arrangements for the provision of a range of activities for pupils to extend their learning at home. The inspectors support the very positive view of the school provided by all the parents who responded to the questionnaire.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the school at the age of three or four, their standards of attainment are generally well below average overall, particularly in their language and number skills. By the time they leave the school at the age of eleven, inspection findings indicate that the number of pupils attaining the national standard is below average for English and mathematics, but in line with the average in science.
2. By the time children enter the reception classes, most now have experience of nursery education, usually in the school's own nursery class, but, until recently, many had not had such experience. During their time in nursery and reception (now known as the Foundation Stage of education), the children make good progress in the various areas of learning and begin to work and play well together in a variety of situations. They become increasingly confident in their relationships with each other and with their teachers. Present indications are that, by the time the children currently approaching the age of five reach the end of the Foundation Stage, most will have attained the expected levels in terms of their physical and creative development and be above the level expected in their personal and social skills. Their language skills, although improved, are likely to be below the level expected nationally. Their number skills and their knowledge and understanding of the world are likely to be a little below the expected level for children of this age.
3. Pupils of all attainment levels, including those who have special educational needs and those for whom English is an additional language, continue to make good progress as they go through the other stages of their primary education. The school's results in most elements of the National Curriculum tests and assessments at the end of both key stages are continuing to improve. When compared with national figures, the overall standards attained at the end of Key Stage 1 in 2000 were well below average in reading and mathematics and very low in writing. However, the proportion of pupils achieving or above the national average of Level 2 in reading and science had increased significantly on those of the previous year, as had those achieving Level 3 in science. The proportion achieving or above Level 2 in mathematics had increased, but those achieving Level 3 had decreased. In writing, the proportion at or above Level 2 had decreased and no pupils gained the higher grade. When compared with results for schools of broadly similar intake, the numbers gaining Level 2 or above were well below average in reading and writing, above average in mathematics and average in science. The numbers achieving Level 3 were above average in reading, below average in mathematics and well above average in science. With the exception of writing, the overall trend is upward. As in recent years, girls again out-performed boys in each of the subjects to a more marked degree than is the case nationally. In the most recent results, the girls' performance at this age was at least in line with the national average in reading, mathematics and science.
4. In the 2000 tests at the end of Key Stage 2, overall results in English and mathematics were well below average and in science were below average. However, there were again clear indications of improvement. In English, the proportion of pupils attaining or surpassing the national average of Level 4 increased substantially on the results of the previous year, as did the number attaining the higher grade of Level 5. In mathematics, the proportion increased at Level 4, but declined at Level 5. In science, the number achieving Level 4 represented about the same level as in 1999, when there had been a substantial increase, and results at this level are now in line with the national average and the proportion at Level 5 increased. Although still below or well below national averages, the figures for 2000 clearly confirm the overall upward trend in results at the end of this key stage. When compared with the results achieved in schools of broadly similar intake, the improvement is more marked. In English, the proportion of pupils achieving Level 4 or above is just below average in this comparison. In mathematics, it is below average and, in science, it is above average. In recent years, boys have tended to do a little better than girls in this key stage, but in 1999 this changed, particularly in English and mathematics. In the most recent results, girls have again done better in English, in line with the national picture, performance in mathematics has been similar and in science boys did better than girls. This indicates that there

is currently not a significant issue about the differing performance of boys and girls in this age group, but the school is monitoring carefully the respective performance of the genders.

5. Inspection findings indicate that the attainment of the oldest pupils in both key stages is currently below the levels expected nationally for pupils aged seven and eleven in English and mathematics and is in line with expectations in science. The pupils' attainment is below average in reading and in speaking and listening and is well below average in writing. The pupils' overall standards of literacy are also below average. In mathematics, the pupils become increasingly confident in handling numbers as they go through the school and make useful gains in other skills, such as mental mathematics. Their standards of numeracy overall are below average. In science, pupils show sound knowledge of the various aspects of the subject and develop good understanding of scientific method. The pupils' progress is restricted in mathematics, science and other subjects by the limitations of their spoken and written language.
6. Standards of attainment in information and communication technology (ICT) are presently below national expectations by the end of both key stages, but are showing clear indications of improvement as pupils develop their skills with the aid of the new ICT facilities. In their other subjects, including religious education, the pupils' attainment is generally in line with expectations by the end of both key stages. In physical education, standards by the end of Key Stage 1 are above average.
7. The pupils generally make good progress. Pupils with special educational needs achieve good standards throughout the school in relation to their previous levels of attainment and make good progress towards the targets described in their individual education plans. Pupils for whom English is an additional language also make good progress and are integrated well into all aspects of school life. The potentially higher attaining pupils do well in Key Stage 2 and their performance is improving in Key Stage 1.
8. At the time of the original inspection, standards in the nursery and reception were judged to be satisfactory or better, but in the two key stages were unsatisfactory. In the meantime, standards for the children in the early years and Key Stage 1 showed cause for concern. As indicated above, it is now clear that the trend in attainment at all stages in the school and in most subjects is now upward and that there has been significant improvement overall since the last inspection. The school is doing well in reaching and sometimes exceeding its targets.

Pupils' attitudes, values and personal development

9. The pupils' attitudes, values and personal development are good overall, with some very good features. They are a strength of the school. There is an ethos of good behaviour and very good attitudes to work within the school that helps learning by contributing positively to everything that the school provides for its pupils. There is a constructive learning environment within the school. All members of the school community have worked hard to provide a stimulating and enjoyable experience for the pupils in their care and, as a result, there has been significant improvement since the 1994 inspection, particularly in the pupils' attitudes to their learning opportunities.
10. Throughout the school, including the Foundation Stage, pupils have very good attitudes to learning and are well motivated. They listen politely and attentively to the teacher and to each other and are keen to answer questions, putting up their hands to do so. The pupils show consideration for others and for property. They are courteous and helpful to each other, to staff and to visitors. They work well together and individually and show an interest in their work. Most are keen to participate in question-and-answer sessions and do so in a sensible and mature way. They take turns readily and show a willingness to apply themselves to whatever task is presented to them. They are keen to collect rewards for good attendance and behaviour and for working hard.
11. The pupils with special educational needs, and those for whom English is an additional language, are happy and secure within their class groups and smaller support groups and, as a result, they have the confidence to join in with all school activities in a positive way. They work with good levels of concentration and are eager to learn. Such arrangements allow for confident, positive learning to take place.

12. The pupils' behaviour in lessons, and around school, is rarely less than good and is frequently very good or better. There is very little need for teachers to impose anything other than minimal control because of the pupils' natural conformity to the school rules that are universally accepted as fair and reasonable. At lunchtimes, pupils behave well whilst eating their meals and when outside in the playground or elsewhere. Even when having to stay in school during break times when the weather is poor, the pupils behave very well, thoroughly enjoying the opportunities to learn and play provided for them by the school's committed staff. They are friendly, courteous and well-behaved.
13. There is no evidence of bullying and very little unsatisfactory behaviour was observed during the inspection. There are occasional instances of classroom behaviour that can challenge teachers, but they react sensitively and their secure classroom management strategies ensure that order is quickly recovered without disruption to the learning process. Pupils have a very clear understanding of the impact of their actions on others. There have been no incidences of pupil exclusions, either fixed-term or permanent, in recent times.
14. The pupils' personal development is good overall. As they move through their school life, the school provides increasing opportunities for pupils to undertake responsibility and show initiative. The pupils undertake their monitor and other responsibilities conscientiously and with enthusiasm. Even the youngest children in the school are expected, and encouraged, to take responsibility for their actions, such as choosing where to sit or putting on their own aprons before painting. When given the chance, as when involved in the Eco Committee, the pupils involve themselves enthusiastically, making sensible and positive contributions that are based on careful analysis and thinking. Relationships between pupils, and between pupils and teachers, are very good. Pupils co-operate well with each other in lessons; they share materials and help each other well when working in pairs or larger groupings.
15. Levels of attendance have increased steadily in recent times and are now satisfactory overall. On an annual basis, they are considerably better than they were at the time of the previous inspection. The pupils involve themselves actively in the promotion of good attendance, they enjoy coming to school and there is no evidence of truancy. Unauthorised absence levels are very low, reflecting the school's close liaison with its parents and education welfare officer. Some higher than average levels of reported sickness account for the level of attendance being no better than the average for similar schools nationally. Punctuality in the morning is generally good, but there are instances of minor lateness that reflect a relaxed attitude to punctuality exhibited by a small number of parents. The school is working hard to make all parents understand the importance of prompt attendance, but is sensitive to parents' individual circumstances. When instances of lateness occur, they are of a minor nature and the school's timetabling arrangements mean that they are not disruptive to lessons. Timekeeping throughout the day is good.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching and learning is good and there are frequent examples, throughout the school, of very good learning and some examples of teaching that is judged to be excellent. Of the lessons observed during the inspection, 31 per cent were very good or excellent, 40 per cent were good and almost all were at least satisfactory. In almost all subjects and throughout the foundation stage, the standard of teaching was good, with that for personal and social development in the foundation stage being very good. Excellent lessons were seen in history and religious education in Key Stage 2, and in communication, language and literacy in reception. The teachers work well together and the team of teachers and classroom assistants provides learning opportunities for all pupils that are often of high quality. There is an enthusiasm for teaching across the school and all adults work well with the pupils, usually monitoring their progress well, particularly in the core subjects. All of the teachers bring particular strengths to their work, so that the pupils participate in an interesting and varied range of experiences as they go through the school. There has been significant improvement in the quality of teaching and learning since the previous inspection.
17. The teachers throughout the school show good knowledge and understanding of most subjects, although further training is required to raise the confidence of some in the teaching of physical

education, religious education and music. Specialist teaching and more teaching in groups formed according to prior attainment have been introduced recently and indications are that they are having a positive impact on teaching and learning in both mathematics and English. The teachers demonstrate an enthusiastic approach, strong subject knowledge and good questioning skills in both subjects, as in others. All teachers make good use of mental activities in mathematics. A lively and imaginative approach is taken in many lessons in subjects such as geography and history, religious education and art, including good use of the locality and of visits further afield in history and geography.

18. As a staff team, the teachers share much subject expertise and experience and make the most of this by planning their work jointly in their teams. All teachers work hard in preparing their lessons and their planning is good and includes clear intentions about learning. The teachers generally provide clear explanations of the tasks required of the pupils and work well at developing the vocabulary needed. Their planning takes very good account of the range of capabilities in each class, including those times when the pupils are divided into groups according to their attainment level. Pupils of all levels of attainment, including those with special educational needs, those for whom English is an additional language and the higher attaining pupils, are challenged well by the work provided. There is an effective pace to most lessons, which is achieved because of the clear identification of learning targets, which are usually shared with the pupils, and sometimes by the completion of short, timed tasks, the regular completion of which provides pupils with a sense of achievement, as well as ensuring that they make good progress in their learning. In most lessons, teaching is confident and enjoyable and motivates the pupils. In these lessons, the teachers use a range of perceptive questioning skills and generally reinforce learning well when they review work with the pupils. The teachers know and manage their pupils very well and this is a strength. In the best lessons, while retaining a brisk pace, time is found for the checking and clarification of work and for sensitive help. The teachers' high expectations and enthusiasm for the subject, which ensures complete attention, are reflected in the pupils' response. Where aspects of teaching were less satisfactory, explanations sometimes lacked clarity or, occasionally, a lack of confidence in teaching the subject led to unclear objectives, few skills gained and a lack of interest and concentration by some pupils.
19. Throughout the school, a good range of approaches to classroom organisation is employed and class, group and individual working are used appropriately to suit different tasks. From their entry to the nursery, the pupils are provided with many opportunities to show initiative and a mature approach to learning is developed. The pupils are developing some independent learning skills and work very well with other pupils and with adults in all subjects. All pupils respond well to opportunities to organise the necessary resources for their work. Good work habits are encouraged in all classes and the pupils respond well, showing attention to detail, working carefully and completing their work diligently. Throughout the school, the teachers communicate well with the other adults in the classroom, who make a valuable contribution to learning for the children. The resources available are used effectively to support the pupils' learning.
20. In the most effective lessons, such as a history lesson in Year 4, a religious education lesson in Year 6 and a literacy lesson in a reception class, the teaching is inspirational. It captures the pupils' imagination and provides a high level of challenge for all pupils throughout the lesson. The teachers handle the pupils' responses with particular skill. Expectations are high in most lessons, and particularly so in the very best lessons, and the teachers know when to intervene and challenge the pupils by asking the right questions to develop their understanding and knowledge. In almost all lessons, the teachers' organisation and subject knowledge are good and they engage the pupils' interest fully, providing realistic expectations for work and behaviour for pupils of all attainment levels. As a result, the pupils are keen to learn. By the time they leave the school, most have a clear understanding of what they are learning.
21. Good teaching ensures that pupils with special educational needs have work that is well matched to their needs and that they make good progress. Clear and achievable targets are set, followed in school and understood by parents. Their learning is good and consequently their self-esteem is high. Occasionally, learning is very good, as when a Year 6 pupil gained the expected national average in science. The very good additional support given by classroom assistants, together with good class management skills, ensures that pupils with special

educational needs, those with English as an additional language and the higher attaining pupils achieve well.

22. The literacy hour and the numeracy strategy have been introduced effectively. Throughout the school, the teachers have a good knowledge of the requirements of the National Curriculum and also encourage and teach well the development of basic skills, using interesting and effective methods. In most lessons, the teachers share the objectives for learning with the pupils in a way they can understand. They reinforce these well throughout the lessons, using the necessary vocabulary well. They are beginning to make regular assessment of the pupils' work during the lessons and to give positive feedback about the progress the pupils are making, with much encouragement and praise, helping to raise standards. The marking of work is regular and positive, often indicating how improvement can be made in English, mathematics and science. The pupils, however, do not yet generally evaluate their own learning. Since teaching is generally confident, enjoyable and motivating, the pupils respond very well to the experiences offered and are eager to work and make maximum effort. Individual targets are identified for pupils in the Foundation Stage, in English, mathematics and for behaviour, but these are not always emphasised sufficiently in lessons.
23. Homework is set regularly and most parents are satisfied with the provision. The concerns expressed by some parents were not found to be substantiated by the inspection team. All pupils take home reading books on a regular basis and have spellings and mathematical tables to learn. Pupils are also given further tasks to complete, linked with their work, and receive appropriate feedback about what they have done.

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

24. The quality and range of opportunities for learning are good. Significant improvements have been made since the time of the school's previous full inspection. All statutory requirements are now met.
25. In common with other schools, provision for the new Foundation Stage of learning is currently being introduced. When fully implemented, this will ensure that, by the time children have completed their time in reception, they will have received a balanced introduction to the various areas of learning and a breadth of experience to encourage their individual development. They will also be ready to be introduced to the requirements of the National Curriculum. The planning structure in use in the school, which follows a model provided by the local education authority, is good, and should ensure a good range of experiences. Good provision is made for the differing abilities of the children and the teachers are clear about what they want children to learn. The provision of support is carefully targeted through the use of a daily planning sheet.
26. The curriculum in both Key Stage 1 and Key Stage 2 is broad and balanced and full provision is made for all subjects. English and information and communication technology are now fully implemented. The length of the school day is adequate in both key stages and lessons now start and end on time. The time allocations for individual subjects are satisfactory.
27. At the time of the last inspection, it was reported that curriculum planning was variable in quality. Inadequate allowance was also made for pupils of differing abilities, especially regarding the lack of challenging work for higher attainers. The introduction of schemes of work has helped teachers to improve their planning, which is now consistent in its presentation, of good quality and with good provision being made for the needs of individual pupils. Teachers also use the assessment arrangements effectively in English, mathematics and science to ensure that pupils receive work suitable to their particular educational requirements.
28. Policies and schemes of work are now in place for all subjects, and the shortcoming in this respect identified in the last report has been addressed successfully. The requirements for both literacy and numeracy have been implemented successfully and standards in both subjects have shown steady improvement. Many opportunities are provided, across the range of curriculum subjects, for pupils to develop further their skills in numeracy. Fewer effective opportunities are provided, however, for pupils to develop their literacy or speaking and listening skills similarly.

The school makes good provision for the equality of pupils' access to the whole curriculum. Good provision is also made for the pupils' personal, social and health education, with sex education and issues of drugs awareness now being covered fully within the programme.

29. The school meets fully the requirements of the Code of Practice for pupils identified with special educational needs. The school reviews the special needs register regularly and pupils are moved up and down the register according to their needs. All pupils have access to all areas of the curriculum and the good range of learning opportunities. The provision within and outside the classroom is very good. It ensures all pupils have full access to the National Curriculum.
30. The school provides a very good range of extra-curricular activities, including football, netball, choir, gardening, computer and Harry Potter clubs. Most of these activities are for pupils from Key Stage 2, although younger pupils are able to attend the computer club, as well as the school's very active Eco Committee. The school welcomes many visitors, including the police, nurse, clergy, poets and artists, as well as a variety of drama and music groups. A wide range of educational visits is arranged, to museums, farms and historical sites, with good use also being made of the area around the school. The older pupils undertake a residential visit to Badby. All of these activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects.
31. The school has good links with the local community. It has benefited from the links with the church and the local library, and the contacts made with neighbouring industries have, for example, provided pupils with opportunities to develop their work in design and technology. Good links have been established with partner institutions. The school has close ties with other local primary schools and sporting and musical links have been established. The cordial relationships established with the comprehensive school help pupils particularly when they move from the one school to the other.
32. The school makes very good provision for the pupils' personal development and has made significant improvements in this area since the time of its previous full inspection.
33. The school makes good provision for the pupils' spiritual development. Whole-school and class assemblies are well planned and thoughtfully delivered. Pupils are helped to gain knowledge and insight into their own, and other people's, values and beliefs, and in particular they are encouraged to respect and value the opinions of others. Moments of quietness are provided for pupils to reflect on what they have heard and to consider how they should respond themselves. On other occasions, pupils are provided with interesting and thought-provoking experiences, as when they access and use computer programs, or undertake scientific experiments. At the time of the last inspection, shortcomings were identified in the quality of collective worship and in the lack of opportunities to extend pupils' spiritual awareness. Since that time, appropriate improvements have been made in both areas.
34. Provision for moral development is very good. The headteacher and staff, as well as providing good role models themselves, regularly remind pupils of the correct forms of behaviour and give reasons for them. The code of conduct and rules to encourage good behaviour are displayed clearly around the school. The school's expectations of pupils are high and they are regularly praised and rewarded for maintaining good standards. Pupils also have high expectations of each other and view with concern any possible lapses in standards. Pupils are encouraged to develop a clear understanding of right and wrong and to treat staff, visitors and other pupils with courtesy and property with respect.
35. The school makes very good provision for pupils' social development and is a cohesive and harmonious community. Pupils are encouraged to form very good relationships with each other, their teachers and other adults. From the time they start school, pupils are provided with many opportunities to work and play together. As they progress through the school, pupils are encouraged to work collaboratively, to take turns and to share resources. Older pupils are particularly caring of younger ones, whenever the opportunity arises. Good opportunities are provided for pupils to take on responsibilities within their classrooms and they carry them out effectively and efficiently. Older pupils undertake a range of tasks around the school, such as delivering registers, acting as librarians and arranging for the installation of lap-top computers in the classrooms each day. The social development of all pupils is further enhanced by the quality

of the school's extra-curricular activities, its support of national and international charities and the opportunity pupils have for residential experience.

36. Provision for pupils' cultural development is good. They are taught about aspects of British culture in subjects such as English and history. An appropriate emphasis is laid on the knowledge and understanding of other cultures during assemblies and during lessons in subjects such as religious education, art and geography. The school library also has a range of books reflecting the diversity of cultures and pupils are encouraged to study them for their own information. The pupils are now made fully aware of the culturally diverse society in which they live and of the backgrounds from which they come, which is an improvement since the time of the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school's provision for the welfare, health and safety of its pupils is good. It has improved steadily since the time of the previous inspection, when it was thought to be 'generally satisfactory'. It enhances the quality of education that is provided and has a positive impact on attainment and progress. The school has addressed positively the issues of security and safety found at the time of the previous inspection and Rough Hay now provides a caring and supportive environment in which the pupils feel happy, secure and able to concentrate on their learning.
38. All members of the school community work together to provide a caring environment in which the pupils feel well valued and secure. Well led by the headteacher, all staff, who together have very good knowledge of the pupils as individuals, respond sensitively and positively to the needs of the pupils in their care. Relationships amongst all members of the school community are very good. The pupils are happy at school and turn confidently to adults when they need help or advice. The resulting supportive atmosphere within the school provides a platform for effective learning to take place.
39. The procedures for supporting and monitoring the progress of pupils needing special support are very good. The school maintains detailed records and documentation on all pupils with special educational needs. These allow staff to be knowledgeable about individual difficulties that the pupils might encounter, so ensuring that they receive appropriate support and guidance. All the pupils receive very good pastoral care and this provides an important element in the provision. This all contributes to the very good care pupils receive.
40. Mid-day supervisory staff relate well to the pupils. They are well-trained and conscientious. Their support during lunchtimes has a positive effect on behaviour and safety. First-aid and fire safety arrangements are good overall and the school provides a safe and supportive environment in classrooms and public areas. The school's procedures for dealing with accidents are secure. Regular risk assessments are performed to ensure the safety of the school community and no serious health and safety hazards were observed inside the school during the inspection. However, the age and construction of the school presents some potential problems with varying floor levels, both inside and outside the school, being hazardous. The change in level between classrooms and corridor areas is particularly unfortunate.
41. The school's procedures for child protection are good and meet statutory requirements. The designated member of staff has received relevant training and is suitably experienced. She has ensured that teachers and support staff are aware of their obligations with regard to the proper support of the pupils in their charge.
42. Despite attendance levels only being satisfactory when compared with similar schools nationally, it is to the school's credit that the levels are as high as they are. It has excellent procedures in place for monitoring and improving attendance, the success of which has been most marked in recent years. The school's links with its education welfare officer are excellent. Working with school staff, she provides excellent support to the school's strategies for increasing attendance levels. Records of attendance are maintained properly and comply with statutory requirements. Procedures for recording unauthorised absence are rigorous and there are very secure procedures for liaising with parents to deal effectively with any unexpected absence.

43. The measures that are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. They are systematic, school specific and regularly reviewed. At their heart is recognition of the importance of being sensitive to the needs of the pupils as individuals. The school's arrangements for rewards and sanctions are well understood and accepted by the pupils. The procedures are effective and allow the pupils to take advantage of the opportunities for learning presented to them in an environment in which there is an absence of oppressive behaviour, bullying, sexism or racism.
44. Although the school places high value on pupils' personal and social education, its formal procedures for monitoring and supporting pupils' personal development are only satisfactory at this stage. There is no record of personal achievement other than comments in pupils' annual reports. There is provision for comment in the pupils' individual portfolios, but little use is made of this opportunity. Informal arrangements for monitoring and supporting pupils' personal development are very good. Teachers know their pupils very well as individuals and they use this information effectively to promote the social and personal development of the pupils in their charge. There is clear evidence of the success of the school's arrangements, with the pupils growing in confidence and maturity as they progress through their school life.
45. Procedures for assessing pupils' attainment and progress are satisfactory overall. In the Foundation Stage, arrangements for assessment are developing well, providing useful information about the children's progress. In the core subjects of English, mathematics and science in the rest of the school, assessments are undertaken at the end of units of work and teachers keep records of pupils' current attainment. Records of pupils' other work are also retained in individual portfolios, providing further evidence of attainment. This assessment information is used effectively to ensure that pupils are provided with work that is suited to their individual needs. Good use is also made of information about attainment levels in English and mathematics to place pupils in sets for these lessons. Procedures for monitoring pupils' progress through the school in these subjects are satisfactory. Extensive records are kept, pupils' progress is plotted, targets for improvement are set and predictions are made.
46. In other subjects of the curriculum, limited formal assessment presently takes place. Assessment opportunities are often listed in teachers' planning and individual names are sometimes added to the evaluations that teachers make of the work that has been done. Few records are kept, however, and, as a result, little information is available to judge pupils' present attainment, illustrate their progress or help provide suitable work for the future. The school has identified this as an area for development in order to help raise standards in these other subjects and, for instance, appropriate documentation has been prepared for future use in information and communication technology.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. At the time of the 1994 inspection, a generally positive partnership with parents was reported. Since her appointment, the headteacher has worked successfully to sustain and strengthen these links with parents. Effective progress has been made and links with parents are now good, with some very good features.
48. Parents who responded to the pre-inspection questionnaire and those interviewed informally during the inspection are very supportive of the school. They feel it is a very good one. They consider it to be a caring school that provides well for their children. They think that the school works well with them and they are comfortable approaching it when they have worries or concerns. They are very happy with the quality of teaching and the progress made by their children. They feel that behaviour is good, that the school has very high expectations, develops mature and responsible attitudes and is well led and managed. Inspection evidence supports these very positive features. A small number of parents expressed concerns about the amount of homework provided by the school, with some thinking there is too much and some too little. Inspection evidence does not support these concerns. There are clear arrangements for appropriate activities at home that extend pupils' learning.
49. The effectiveness of the school's links with parents is good. Since the time of the previous inspection, home-school links have been strengthened by the introduction of a home-school contract that provides for commitment by the school, parents and the pupil to the improvement of

standards. A good partnership is established with parents when their children begin school. As a result, children settle quickly into their new surroundings. Parents whose children have special educational needs are invited to discuss the achievement and progress of their children and the school does all it can to maintain effective links with these parents. Parental questionnaires seek views on the work of the school, which are treated with respect and acted upon effectively.

50. Parental help, both in school and at home, is good. The school actively seeks the support of parents in the work of the school and constantly seeks more involvement. Single regeneration budget monies are available to support a number of school-based projects including a family literacy project to support children's learning at home. Several parents support the school directly, as governors, in the classroom and helping with school trips and visits. The support of these parents is valued and contributes positively to pupils' learning. There is a committed parents' and friends' association that fosters relationships successfully between home and school. Its activities provide opportunities for parents, staff and pupils to socialise and its arrangements for raising funds provide much-welcomed additional financial support to the school.
51. The overall quality of information provided by the school is good. There is no reason for parents to feel ill-informed about any aspect of the school's activities and achievements, providing they take advantage of the opportunities presented to them.
52. Regular newsletters and termly curriculum information booklets ensure that parents are well informed about school activities and what their children will be doing. They are much appreciated by parents. The school prospectus and the governors' annual report to parents are clear and well structured. They meet statutory requirements, but are not particularly stimulating documents. The annual report misses opportunities to celebrate the school's successes in a manner well targeted to its readers.
53. There are frequent opportunities, both formal and informal, for parents to meet with teachers to discuss their children's progress. The headteacher makes herself available at any time to meet with parents, and teachers are happy to meet with them informally before or after school, or by appointment to ensure availability due to teaching commitments. Parents feel very comfortable about approaching school staff and many avail themselves of the opportunity to discuss concerns with staff or seek advice, not always directly associated with the activities of the school.
54. Pupils' annual reports are of good quality. There is clear evidence of much thought and effort being given to these by teachers, resulting in detailed, individual reports that are well-focused, clear and valuable to parents. They provide parents with a valuable summary of what the pupils have done and can do. Whilst positive in tone, they are objective, identifying weaknesses and setting individual targets to improve performance. Statutory assessment results are properly reported.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school has a clear sense of educational direction and is very well managed. The headteacher provides excellent leadership and is very well supported by the governing body, the deputy headteacher and the subject and other co-ordinators.
56. Several of the concerns identified in the original inspection report or as a result of subsequent monitoring visits related to aspects of management. They have been addressed well. There were concerns, for instance, about the management role of the deputy headteacher and the subject co-ordinators. They now have a clear place in the school's management and they discharge their responsibilities well. They and the headteacher undertake detailed and careful monitoring of teachers' planning, pupils' work and the school's performance. The co-ordinators for literacy and numeracy have also, with the headteacher, undertaken considerable monitoring of teaching and the involvement of other subject co-ordinators in the observation of classroom activity in their subjects is being introduced. All of the subject and other co-ordinators have clear ideas about the continuing development of their subject or other area of responsibility. They support their colleagues well and play an active part in the school's decision-making and planning processes.

57. All members of the governing body have a good knowledge of the school, are very regular at meetings and are strongly committed to its support and development. They are well informed about the relevant aspects of school life and discharge their duties effectively through an appropriate structure of committees. Responsibility for monitoring and supporting the provision for pupils with special educational needs and of literacy and numeracy has been allocated appropriately to individual governors, each of whom provides a useful link with developments in these areas. Several governors, including the chair of governors, have regular contact with the daily life of the school. Statutory requirements for the National Curriculum, the locally agreed syllabus for religious education and other aspects of school life are met fully, which was not the case in the original inspection.
58. Before and after the original inspection, the school experienced constant changes of staff, including a succession of headteachers and deputy headteachers. This has changed since the appointment of the present headteacher and the school now has a stable and permanent staff. This has produced obvious benefits in terms of the continuity of the experience offered to pupils and the way in which a strong feeling of being a staff team has developed. This involves all adults working in the school and is typified by the way in which teaching and support staff have chosen to wear school uniform in a way that encourages pupils to do the same as part of the school community. There is a shared vision of where the school is going and a strong commitment to do well.
59. The school development plan is a practical and well-organised document, which is clearly focused on the raising of standards, whilst also including matters related to areas such as staffing and premises. It provides considerable detail about the priorities agreed, is carefully costed and its progress is regularly reviewed. It is proving very effective in helping the school to meet its targets. Responsibility for the approval of the plan and its subsequent evaluation lies clearly with the governing body and governors are well informed about its progress. There is a detailed system of consultation during the preparation of the plan with, for example, the full involvement of subject co-ordinators in the identification of priorities for their areas.
60. The school has sufficient, suitably qualified teachers to teach the subjects of the National Curriculum and religious education effectively and to meet the needs of all pupils. The teachers have a good balance of expertise and experience. Very good support is provided to new members of staff. The qualifications and experience of the support staff are appropriately matched to the demands of the curriculum. Teachers and classroom support staff work very well together to provide good support to pupils throughout the school, including those with special educational needs or for whom English is an additional language. This partnership has a positive impact on learning, is contributing to the continuing improvement in standards at the school and ensures that pupils make good progress in their learning.
61. The school has good arrangements for meeting the professional development needs of staff. The training undertaken is clearly focused to support the priorities of the school development plan and improve the quality of teaching and provision. For example, the school has made effective use of training opportunities to prepare staff for the current national initiatives in literacy and numeracy, which are helping to raise standards in these areas. Arrangements for the induction of new staff are very good. Arrangements for the appraisal of teachers and for performance management are part of a system that supports, develops and monitors the quality of delivery to pupils.
62. The school makes efficient use of the resources available to it. The school's accommodation is adequate for the present numbers of pupils. The accommodation provided for the Foundation Stage is inadequate, but is shortly to be replaced, as are the temporary classrooms used by several Key Stage 2 classes. The age and general condition of the buildings mean that the governors and staff have had to work hard to ensure that basically difficult accommodation can provide a colourful and stimulating environment for learning. Similarly, much attention has been paid to the enhancement of the whole school site, with obvious benefits, and further developments are planned. All pupils are encouraged to be aware of such matters through the impressive work of the Eco Committee and the school has received a national award for what has been achieved. At present, however, deficiencies, such as the poor condition of boundary walls and paths, some internal walls, inappropriately opening fire exits, inadequate toilet accommodation and the lack of disabled access are continuing causes for concern. Within such

limitations, the buildings are carefully maintained and in good decorative order. The school's caretaker shows considerable commitment to their care and improvement. The pupils take pride in and look after them and take care of the resources available. The quality of displayed pupils' work has improved significantly since the last inspection and enhances the learning environment throughout the school. Recent improvements have provided very good computer facilities and additional rooms for the teaching of special educational needs groups, but provision for library facilities is now limited.

63. The school's resources for learning are satisfactory overall and improving and for ICT are good. Resources for the Foundation Stage are satisfactory overall, but with shortcomings in the area of knowledge and understanding of the world and for outdoor play. Resources for dance are limited, but for gymnastics are good. The library has insufficient non-fiction books to support the curriculum and limited use is made of this facility to extend pupils' research and independent study skills. Some use is made of loan services. All pupils have regular access to computers. Good use is made of visits and of visitors, and of the school's immediate environment, to extend the pupils' learning.
64. The governing body works closely with the headteacher to plan the school's financial strategy and monitor its budget. The financial planning process is well organised. Governors have made great progress, working with the headteacher and supported by input from the local authority, to grasp their financial responsibilities since resuming control of the school's budget following the restoration of financial delegation in early 1999. Financial resources are used effectively to meet the needs of the school, as defined in its development plan and longer-term strategy. Since assuming responsibility, the school has identified specific areas requiring attention and has planned spending to address these. The target areas have, without exception, been those necessary to improve the fabric of the school, upgrade the school's facilities and resources and to take the steps necessary to provide a learning environment that will support the work of the teaching staff to raise standards. As a consequence, there has been a release of financial reserves to support these activities, resulting in planned levels of reserves being very low. However, particularly through the committed work of the members of its finance committee, the school has effective contingency plans in place to ensure that its finances will be sufficient to ensure the continuation of its present strategies. Budget planning projections for the next couple of years are a good tool for identifying potential problems, ensuring that contingency planning is appropriate. The headteacher and governors are very aware of the need to provide as high a standard of educational provision as possible and their planning is based solidly on ensuring that the school's educational provision is sustainable and that its educational targets are met.
65. There is good liaison between governors, the headteacher and staff in formulating the budget. Governors take an active part and feel ownership of the budget and the strategies behind it. They explore fully all options open to them and take decisions with confidence because of their individual commitment and the objective information provided to them by the headteacher. There is very effective corporate decision-making that ensures that the financial resources available to the school, which are higher than for similar schools nationally, are properly targeted to improving standards throughout the school.
66. The specific funds element of the school's finances and other elements of specific funding are very well targeted. The funds are used effectively to raise the attainment of those pupils who benefit.
67. The school makes good use of new technologies. In addition to the support of administrative activities, where computerised systems are used well, and the development of a well-equipped computer suite, the school has moved positively to embrace the Internet and has its own e-mail address and website. All members of staff have received recent training.
68. The school's overall administrative arrangements and the day-to-day control of its finances are very good. Good use is made of the information available from the school's computerised management system and there are effective financial and administrative procedures in place that allow the very committed administration staff to make a significant contribution to the effective running of the school. The school's most recent financial audit, in January 2000, was satisfactory overall, although a number of minor weaknesses were identified. Its recommendations have been implemented appropriately.

69. After a period of uncertainty, following the withdrawal of delegated financial powers, governors are now into the second year of the restoration of their statutory responsibilities and they are feeling more confident about undertaking their duties. They have started to fulfil their duty as a 'critical friend' of the school effectively and are implementing the principles of best value satisfactorily. They use a variety of information to compare the school's performance with what is expected, they consult widely to assess how well the school is meeting the needs of its pupils, parents and staff and arrangements for ensuring best value in purchasing services and resources are all properly established. Significant progress has been made since the time of the previous inspection. Governors are gaining a good appreciation of the strengths and weaknesses of the school. The school's spending is evaluated to ensure that the most economic, effective and efficient quality of education is provided for all pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. The headteacher, governors and staff should:
- a. Raise standards in all subjects, and particularly in English and mathematics, by placing emphasis on
 - the establishment of a whole school policy for speaking and listening; and
 - the systematic and consistent development of pupils' writing skills in all subjects (see paragraphs 1-8, 82, 84, 91, 96);
 - b. Ensure the co-ordinated development of the Foundation Stage and increase opportunities to develop children's knowledge and understanding of the world and some aspects of physical development outdoors, by
 - improved accommodation, including direct access to outdoors, and
 - additional resources (paragraphs 70-79); and
 - c. Develop further and implement systematic approaches to the assessment and recording of pupils' progress in the non-core subjects (paragraphs 46, 106, 110, 114, 118, 123).

Other issues which should be considered by the school for possible inclusion in the action plan:

- Further staff training for music, physical education and religious education (paragraphs 127, 133, 139, 141).
- The quality of library provision (paragraphs 62, 83).
- Continuing to press for the provision of disabled access and the addressing of other deficiencies of the buildings (paragraph 61).
- Co-ordination and development of religious education (paragraph 137).
- Continuing to address boys' under-performance in Key Stage 1 (paragraph 3).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	89
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	28	40	28	1		

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)	18	321
Number of full-time pupils eligible for free school meals	-	114

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	-	124

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	56
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	22	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	3	11
	Girls	19	16	20
	Total	24	19	31
Percentage of pupils at NC level 2 or above	School	67 (56)	52 (58)	87 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	11	9
	Girls	18	20	21
	Total	23	31	30
Percentage of pupils at NC level 2 or above	School	66 (79)	86 (84)	83 (40)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	22	20	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	20
	Girls	15	11	16
	Total	25	22	36
Percentage of pupils at NC level 4 or above	School	60 (48)	52 (50)	86 (85)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	18
	Girls	13	11	15
	Total	22	23	33
Percentage of pupils at NC level 4 or above	School	52 (55)	54 (60)	80 (65)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	11
Pakistani	0
Bangladeshi	5
Chinese	0
White	216
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.0
Number of pupils per qualified teacher	24.1
Average class size	26.3

Education support staff: YR – Y6

Total number of education support staff	8.0
Total aggregate hours worked per week	151

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	24

Total number of education support staff	2.0
Total aggregate hours worked per week	82

Number of pupils per FTE adult	8.0
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	577,274
Total expenditure	561,863
Expenditure per pupil	1,879.14
Balance brought forward from previous year	24,472
Balance carried forward to next year	41,098

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	321
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	0	2	0
My child is making good progress in school.	66	34	0	0	0
Behaviour in the school is good.	59	37	2	0	2
My child gets the right amount of work to do at home.	32	44	10	5	10
The teaching is good.	63	37	0	0	0
I am kept well informed about how my child is getting on.	76	20	2	0	2
I would feel comfortable about approaching the school with questions or a problem.	80	17	0	0	2
The school expects my child to work hard and achieve his or her best.	88	10	0	0	2
The school works closely with parents.	63	32	0	0	5
The school is well led and managed.	85	12	0	0	2
The school is helping my child become mature and responsible.	71	24	2	0	2
The school provides an interesting range of activities outside lessons.	61	20	5	0	15

Other issues raised by parents

No other issues were raised.

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

71. Most children entering the reception classes have experience of pre-school education, the majority in the school's own nursery, although this was not always so. The important transition from home to school is made effectively. There is an emphasis on developing communication, language, literacy and other skills with the use of first-hand experiences. A strong ethos for learning is created and considerable commitment shown by all those involved. The school makes good provision overall for children at the Foundation Stage in the nursery and in two adjoining reception classes. Very good provision is made for personal and social development but the physical curriculum outdoors and some elements of the development of knowledge and understanding are unsatisfactorily developed. This year a new and improved foundation curriculum has been introduced into all schools and this is already being taught well. The new planning required is at an early stage, but is proving useful. Procedures to assess learning more fully are being developed in the nursery and reception classes in line with the new requirements and continue to be useful and informative. Liaison and continuity between the nursery and reception classes are developing well. The appointment of a co-ordinator for this early stage of learning is beginning to have a positive impact on the quality of provision, although enforced changes to staffing arrangements, because of a teacher's absence, have restricted some of the development of this phase of education in the school.
72. The levels of attainment of the children entering the nursery are assessed within their early days at school. Although these vary slightly from year to year, they indicate that many have much lower levels of competency and confidence with language and mathematics than expected for their age and their personal and social and other skills are below those expected, as is their knowledge and understanding of the world. On entry to the reception classes, their skills are much improved, but, although good gains have been made in learning in all areas, skills are still below those expected, particularly in language, literacy and communication. They are just below expectation in mathematics and in some elements of knowledge and understanding. All are likely to make a smooth transition to the National Curriculum programmes of study. The attitudes of the children in the nursery and reception classes are very good overall. Teaching and learning in the nursery and in reception classes have improved and are now good and the concerns previously expressed have been addressed well.

Personal and social development

73. By the end of the Foundation Stage, it is likely that the personal and social development of most children will be a little above the level expected, in most areas, because of the good work done in the school. At present, the children need encouragement to initiate ideas and solve simple practical problems, but are already well established in doing so. All of them respond very well to the teaching and non-teaching staff, who establish very good relationships with them. Secure and trusting relationships are built up between the children, their parents and the team of adults in the nursery and reception classes. The children are polite and friendly to one another and to adults. They enjoy being together and always share equipment and take turns well. They work well in groups and appreciate each other's contributions. Activities are interesting and matched to the children's needs and, because they are delivered in an enthusiastic way, the children are instantly motivated and show enthusiasm. They settle to tasks quickly and sustain their interest for lengthy periods, in the nursery and reception classes. In the nursery they have planned opportunities to work at an activity of their choice, which they use responsibly and with independence. The systems used are creative and are managed very effectively, enabling all the children to make choices, using spoken and written skills appropriately and to develop their planning and review skills well. They move around the nursery confidently to use the activities and, at an early stage in the year, show the independence expected of them. The children's natural curiosity is developed by colourful drinks and by the opportunity to explore bubbles when washing up at snack-time in the nursery. In the reception classes, daily monitors, in uniform, serve drinks skilfully from the class supermarket counter during what is always an enjoyable time. The organisational skills of the children are clear as they pour drinks, point to the biscuits

and ensure everyone is served fairly. The children, throughout the stage, develop their social skills well in this way.

74. The children's behaviour and overall attitudes are very good. Expectations are clear, consistent and appropriate and the children soon develop an understanding of right and wrong and show respect for the adults with whom they work. They look after their environment. Good role models are to be seen, so relationships between the adults and the children and between the children themselves are of high quality in the nursery and reception classes. This leads to the creation of a happy and secure atmosphere of trust, where the staff have good knowledge of the children and the way they learn and in which learning is enjoyed. Teaching, learning and provision in this area of learning are very good, because of the many quality experiences provided with sensitivity by all adults.

Communication, language and literacy

75. When the children start school, many need extensive help in this aspect. The limited speaking skills that many children have on entry to the nursery mean that their response to adults and to the activities provided is restricted and, early in the school year, some do not respond even when prompted with sensitive support. In both nursery and reception classes, the lessons are planned so that adults can share closely in the children's learning in groups, working with them, listening to them and extending their communication and language skills constantly, such as reception children improving their sound knowledge in a small group with a classroom assistant. There is close monitoring of the children's listening skills and all the staff work sensitively and hard to build up the children's confidence in the use of language. Although by the end of the Foundation Stage most children are not likely to achieve what is expected nationally, each makes secure progress, which is good overall throughout the stage and often better in the reception classes. With careful encouragement and perceptive questioning, the reception children listen carefully and most respond well to the speaker and follow simple instructions well. All handle books well and respond to them with interest. A few children already recognise the letters of the alphabet and share books easily in a group, reading the familiar text and beginning to recognise patterns and rhymes. Many notice details in picture books and follow and discuss the text, occasionally reading a familiar word. The children enjoy looking at books, such as 'What's Under the Hat?', in the comfortable atmosphere of the reception classrooms, and a few share them with friends and adults in the nursery.
76. A few children in the nursery can recognise the initial sound of their name and write it and attempt their name successfully. They are able to draw and tell an adult what activities they are planning and explain them clearly. By the end of the Foundation Stage, it is likely that attainment will still be below expected, in spite of the considerable gains in learning that take place. A few children are in line to write several sentences with good content and many to be able to communicate meaning with emerging writing. Most should be able to use carefully formed letters. There are good resources to support writing and opportunities such as a post box in one reception class and well-used lists, by a telephone, in a class supermarket in another class, ensure the purpose is clear and motivation strong. In the nursery, a home play corner is always available, but lacks resources to spark off varying imaginative play. Provision for role-play is unsatisfactory. With additional resources, this area of learning could be extended throughout the foundation stage. The provision made for the children to develop their language skills is generally good and is regarded by staff as of crucial importance. The supply of books for pupils to read and share, at home and in school, has recently been improved and is good. This is having a positive impact on developing motivation to read. Parents are increasingly supporting their children's learning in this way. Other resources to aid language and literacy are satisfactory in nursery and reception classes. Because of the strong emphasis on the acquisition of communication skills and those for language and literacy, which are regularly consolidated, the quality of teaching and learning is good overall, throughout the stage, and often very good in the reception classes. Teaching is delivered clearly through interesting, well-planned, often first-hand experiences, with the use of perceptive questioning.

Mathematics

77. When the children start school, their attainment is well below that expected. Their lack of language and communication skills does not easily enable them to identify or discuss the way in which number, shape, space or measure work. Much language is taught to develop mathematical concepts, as when 'more than' and 'less than' are consolidated with rhymes such as 'Five Little Speckled Frogs' in the reception classes. In the reception classes, most children can count to ten accurately and many find and match numbers to ten. A few children can order numbers to ten with ease. Some are beginning to be able to find numbers that are 'one more than' another. But it is likely that attainment in mathematics by the end of the Foundation Stage will still be a little below what is expected nationally, in spite of the progress made, which is at least satisfactory in the nursery and good in the reception classes. Many children find it difficult to use their knowledge to solve very simple problems of subtraction, with 'less' proving difficult and some language of comparison and position not easily understood. In the nursery, the adults use planned and incidental opportunities satisfactorily to develop the children's mathematical skills and concepts. Rhymes are sung, dominoes matched and buns are baked to link with the story 'A Bun for Barney'. A few children were able to count some of the five buns and understood when the cup of flour was 'full', but opportunities to consolidate vocabulary are not always taken, as when making buns, when it was not easy for the children to measure and see a cupful of flour. Well-planned teaching is usually matched carefully to the children's needs and the planning defines clearly what is to be learned. The language of mathematics is developed carefully and praise and encouragement given to the pupils. Teaching is generally good, particularly where learning is broken down into manageable chunks and resources are used well to reinforce the visual elements. Because of this, the confidence of the children develops well. Provision is satisfactory in the nursery and good in the reception classes and a satisfactory supply of resources is available in both classes.

Knowledge and understanding of the world

78. When the children enter the nursery, few have a well developed knowledge and understanding of the world. They are encouraged to use their senses and listen carefully to notice similarities and differences in the classroom. They show curiosity as they investigate textures in the nursery, for instance, and when reception class children use their sense of hearing to identify successfully a range of everyday sounds, such as cars, birds and telephones. They explore and select materials as they cut, stick and make, and in the nursery use thin and thick chalks to make different designs on paper. In work about themselves as babies, their sense of the past is developed and they explore place when making plans of their bedrooms and the furniture in them. The nursery children are beginning to see the possibilities of technology when enjoying, in the ICT suite, an interactive programme about a dragon. A few see the link between the mouse and the use of keys to make things happen on the screen. Progression in skills is more difficult when in the classroom, because the computer in the nursery needs replacing. Reception children show developing control in their use of the mouse and many can point and click, to make patterns of shapes, using different colours. The lack of programmable toys hampers progress in this area. All of the adults are readily involved in the planned experiences and enjoy them with the children, as when reception children explored texture, using objects hidden in a bag, in order to help them to understand more about the senses. The children are encouraged to use their imagination well throughout the Foundation Stage and to pose their own questions, which they do not find easy. Work to develop the children's knowledge and understanding is often lively, interesting and motivating and challenges the children to develop their curiosity. Stick insects and giant snails prove fascinating to observe in both reception classes. At present, however, outdoor provision is insufficient to provide regular opportunities for observation and investigation. There are also needs in accommodation terms and gaps in resources in both the nursery and reception classes to encourage systematic development within the classroom. The reception classrooms are not big enough for regular planned construction activities to develop fully problem-solving and the skills of invention and there is a lack of resources, such as large wooden building bricks and smaller imaginative play figures. There is insufficient space in the reception classrooms to provide daily experiences of sand and water and so the potential of these activities is not fully realised. It is difficult to find space for regular displays of objects that develop the children's investigative skills continuously. The teachers try to overcome the deficiencies of the accommodation with some success. The lack of direct access to outside

makes continuity in learning difficult. Provision overall is unsatisfactory for this area of learning at present, although the new building planned will provide the required space. Teaching is generally good, but the learning and the progress children make is only satisfactory and standards overall are a little below those expected nationally.

Physical development

79. The standard of attainment at the end of the Foundation Stage is likely to be in line with that expected and the children make good progress overall. They move with confidence and good awareness of space in the familiar environment of the nursery and the reception classes and are equally confident in the hall and on the playground. In one reception class lesson, the teacher provided a good series of activities to move the children progressively through a steadily more complex range of movements and they showed good co-ordination and use of space as jumping and runner beans. The teachers make careful provision of commercial construction kits, jigsaws and threading activities to gradually increase confidence and precision in their use. Tools such as scissors, pencils and different sizes of painting brushes are chosen and handled increasingly well. Good opportunities are planned and used to extend and closely monitor developing co-ordination skills in small groups, in the classroom and hall. The children in reception carefully lace card leaves with autumn coloured wools, while small groups develop ball skills in the hall. There is a clear, systematic and imaginative focus on the development of physical skills. In the Foundation Stage, adults provide cutting and sticking activities regularly and work carefully in small groups with all children to develop both their art and design skills and their imagination. The children in the nursery have enjoyable opportunities to move to different rhythms and most join in the action songs as butterflies, grasshoppers and elephants. The teaching and learning observed during the inspection was consistently good. However, there is no direct access to an outside area for the children in the nursery and reception classes and insufficient regular opportunities to develop some of their physical skills outdoors. Additional large apparatus is also needed for this purpose. Provision overall in this area of learning is satisfactory.

Creative development

80. Attainment in creative skills is in line with what is expected nationally and the children generally make good progress in expressing their feelings and ideas through a range of experiences in art, craft, music and some imaginative play. Substantial progress is often made in skilfully taught lessons developing the children's skills in music, both in their appreciation and in demonstrating their techniques. In the reception classes, they enjoy greatly the singing of nursery rhymes, songs and action rhymes, such as 'The Wheels on the Bus' and 'Here we go Round the Mulberry Bush', where they explore sound through singing from memory, clapping and playing a variety of instruments tunefully and with enthusiasm. These lessons show very good relationships, planning, resourcing, organisation and high expectations. They develop the children's understanding of how sound can be made and varied. The children experiment and practise in a range of art media and have good planned opportunities to show imagination in their artwork, as, for instance, in the nursery, when choosing chubby or thin chinks and smudging and blending to make pleasing designs, or when printing with paint and exploring different textures including leaves and hands. Some good use is made of role-play in the classrooms, as when reception children make telephone calls or shopping lists and use a calculator in the class supermarket. A permanent home play corner provides a well used and constantly needed opportunity for children to play and be secure in this setting in the nursery. However, this is an area where further development could take place across the Foundation Stage and additional resources for imaginative and role play and extended accommodation would promote this. Provision and the quality of teaching and learning are good overall, because of the strong focus on developing the imaginative element and the provision regularly made for children to make choices.

ENGLISH

81. Standards of pupils' attainment at the end of both key stages are currently below the level expected nationally for pupils of similar age. However, since children's language skills are well below average when they join the school, there are clear indications that good progress is now being made to achieve the standards they do. Results in National Curriculum tests at the end of

Key Stage 1 in 2000 indicated standards that were well below average in reading and very low in writing, but the proportion of pupils achieving the national average of Level 2 in reading had increased significantly. The results in writing showed a decrease. At the end of Key Stage 2, results in English, although still well below average, showed a substantial increase on the previous year's results, both for the proportion of pupils attaining the national average of Level 4 and those achieving the higher grade. When compared with pupils in similar schools, the results at this stage were just below average, which showed clear improvement. The 2000 results indicate an improving trend overall, with the exception of writing. Girls have done better than boys consistently in Key Stage 1, to a greater extent than occurs nationally and the girls' results in reading this year were in line with the national average. Although previously out-performed by boys, girls at the end of Key Stage 2 have, for the last two years, done better than boys, but this is in line with the national picture.

82. The school has introduced many initiatives to raise standards and these are having a positive effect on the quality of pupils' learning, but have not yet had sufficient impact on test results. For instance, specialist teaching and setting by prior attainment have been introduced in both key stages. It is not possible yet to judge fully the success of this initiative, but the indications are that the pupils are benefiting from being taught in ability groups in this way. Attitudes to learning in these groups are good and pupils want to learn and do well. Since the last inspection, standards in most aspects of the subject have risen slowly, with a marked improvement evident in reading and in pupils' attitudes to books and learning. The school has made good progress in implementing the National Literacy Strategy and it is having a positive effect on standards. The school has been successful in introducing strategies for supporting lower attaining pupils in the classroom. The pupils' progress is monitored closely and any problems in learning are identified early. Additional classroom support is most effective in supporting all pupils. Regular guided reading and guided writing are contributing to improved standards, self-esteem and confidence. The use of ICT in language activities is under-developed, but their literacy skills are being developed across the curriculum. For instance, pupils have a developing appreciation of how writing is used for different purposes and write weather accounts, letters and information data. In science, they write careful accounts of their investigations. They have some opportunities for extended and creative writing in subjects such as history and religious education, but more planning is needed to ensure that such opportunities are part of a considered policy for developing and reinforcing pupils' writing throughout the school.
83. Pupils enter the school with skills that are well below national expectation in speaking, listening and general communication and many lack confidence and competence at this stage to speak to adults. From the beginning, however, they are encouraged to listen to teachers, classroom assistants and each other and they learn to do this well. They listen carefully, so that they understand what is being said to them. However, they often use one-word answers to questions and are often unable to expand or justify their comments. Most have difficulty in developing their ideas with clarity and the range of vocabulary they use as they speak and write is limited, in spite of much good work by teachers. The teachers use questions well and reinforce vocabulary in their work in English and in other areas of the curriculum, such as music and physical education. In a Year 6 dance lesson, for example, pupils were encouraged to extend their movement and vocabulary with words such as thrust, hover, float and settle to enrich their science fiction dance. The Harry Potter club is well attended and contributes positively to pupils' enthusiasm for and love of books. Pupils who attend debate enthusiastically and discuss their favourite character and events in the stories. Pupils take part in drama and role-play for class assemblies and in subject areas such as history and religious education, as when pupils in Years 3 and 4 described conditions during the Second World War in an assembly. However, there are indications from subjects such as mathematics and science that the pupils' further development is being inhibited by their lack of facility with spoken language when, for instance, explaining their working or discussing the findings of investigations.
84. By the end of both key stages, standards in reading are below average but are continuing to improve throughout the school. Pupils in Year 2 have positive attitudes to their reading. They know and identify the characteristics of non-fiction books and can explain that they are not storybooks. The pupils have developed this knowledge because of the effective questioning used by teachers to check pupils' understanding of non-fiction books. Higher attaining pupils read their books accurately. However, the pupils do not have a good understanding of a wide range of books and their ability to talk about books is limited. Many pupils, throughout the

school, do not show expression as they read. By the time they are 11, most pupils can talk enthusiastically about books such as 'Charlie and the Chocolate Factory'. Higher attaining pupils in Year 6 describe what they like about their favourite books, particularly when they are exciting and funny. They predict endings, retrieve information and use text to justify their views. The pupils have good attitudes towards reading and show enthusiasm because the teachers are supportive and positive in their comments and the teaching of reading is generally good. The teaching of phonics is well established and the pupils use them well to determine difficult words. The organisation and teaching in guided reading sessions are also making a positive contribution. Present arrangements for the library mean that pupils have insufficient opportunities to locate books and use a library system for finding information.

85. Standards in writing are clearly below average in both key stages. The school has established systems throughout the school to improve these, but they have not yet raised its quality sufficiently. There are signs, however, that pupils are beginning to find it easier to write, through activities such as 'quick-write' sessions. Spelling and handwriting practice are undertaken regularly. All pupils are encouraged to draft their work and this encourages them to rectify their own mistakes. In work completed previously there are indications that, by the end of Key Stage 1, most pupils were still having difficulty in using full stops and capital letters correctly, but there is evidence of current improvement and most pupils at this stage are now developing a good awareness of how to use these elements of punctuation appropriately, although their use of description and a fuller vocabulary is limited. The pupils use their phonic knowledge well to build simple words. However, even in Key Stage 2, the handwriting of a significant number of pupils lacks consistency in size and shape and they have difficulty in transferring the standard achieved in practice sessions to their other work. The pupils are encouraged to write for a range of purposes, as when they write lists or record how to make a cheese dip. Most Year 6 pupils know that dialogue is description with lots of speech and many know the difference between direct and reported speech. Higher attaining pupils have an increasing knowledge of the difference between the present and past tense and write about advantage and disadvantage. They are beginning to write in paragraphs and to join up their handwriting. They also show a good understanding of poetry and different styles. They explain the meaning of simile and metaphor and know how to use a thesaurus. Pupils with special educational needs are expected to work independently and do so. They make very good use of the resources provided and learn to spell quite difficult words through careful word-building and practice.
86. Teaching in Key Stage 2 is good overall, with evidence of some very good teaching. In Key Stage 1, it is satisfactory overall, with some examples of good teaching. The teachers are generally knowledgeable and enthusiastic and are determined to raise standards. Their planning is effective and they manage their pupils very well. Time is generally used well and all make good use of support staff and of the learning resources available. Consequently, the pupils learn well as they go through the school and show good attitudes in their work. They want to do well and pupils of all abilities, including those with special educational needs and those for whom English is an additional language, and the higher attaining pupils, are now making good progress overall.
87. In Key Stage 1, many lessons have good pace and clear explanations, and resources are used well, but sometimes too long is spent on basic activities and the lesson develops insufficiently to move learning on. Because of this, there is too little reinforcement of the learning for pupils to make maximum progress. There are good strategies to help the learning of special needs pupils and the needs of the higher attaining pupils are usually met well. By the end of Key Stage 1, a very positive atmosphere for learning has been created and the pupils are highly motivated and eager to please. The teachers use effective questions to check pupils' work and ensure that the pupils have really learned and understood what is required. The use of white-boards encourages the pupils to be enthusiastic about writing and increases their facility to write.
88. In Key Stage 2, there is a good pace to lessons and very good steps are taken to build confidence and competence, with a good level of challenge to pupils of all levels of attainment. Expectations of the standard of work expected are imparted clearly. In most lessons, the teachers show good subject knowledge and in all lessons the teachers organise tasks well. Occasionally, the brisk pace leads to some lessons being delivered in a rather rushed way, so the pupils do not fully consolidate their learning. Sometimes, opportunities for the pupils to contribute orally to the lessons are not used fully. The pupils are given clear guidelines for

checking and editing their own work, which encourages care and accuracy and develops successfully their understanding of how to write. Progress in the pupils' ability to write has been slow in the past, but the indications are that the specialist teaching now introduced at Key Stage 2 is having a positive effect on pupils' motivation and learning. Expectations about standards of handwriting in Key Stage 2 are not always sufficiently high. Skilful teaching and very good classroom support ensure pupils use extended vocabulary in their writing. They are knowledgeable because the teachers are enthusiastic and communicate effectively, for example, their enthusiasm for and knowledge of poetry. The teachers guide pupils skilfully to identify rhyming patterns and encourage them to enjoy poetry. In the best lessons, the pupils are very well motivated because of the teachers' high expectations, as when, for instance, giving pupils a clear framework for using adjectives to enrich sentences. The specialist teaching is proving to be effective, as, for example, when lower attaining pupils in Year 3 make very good progress in extending their vocabulary about what feet can do and how.

89. The co-ordinator has very good subject knowledge and is enthusiastic. She supports the teachers and support staff well and all are committed to raising standards. National Curriculum test results and the progress in pupils' learning are analysed thoroughly and information gained is used very well to inform planning and practice. Guided reading records are maintained effectively. Resources for classroom use are satisfactory and there are sets of books for guided reading for the whole ability range. The school has identified the need to develop the current range of non-fiction books. The school makes good use of the local school loans service.

MATHEMATICS

90. Standards at the end of both key stages are below the national average. This shows an improvement over the results achieved by the school in the National Curriculum tests in 1999 and 2000, when standards at the end of both key stages were well below the national average. This improvement has resulted from a careful scrutiny of pupils' previous work and the careful addressing of weaknesses identified in their performance. The school has rightly targeted pupils' mental skills and their limited knowledge of mathematical language as areas for particular development. This, together with the detailed and careful use of assessment, has helped teachers to provide pupils with work suitable to their particular needs. The National Numeracy Strategy has also been well implemented. Further allowance for pupils' needs has been provided by the establishment of setting arrangements based on the pupils' varying levels of prior attainment. The school is also fully aware of the fact that girls regularly perform better than boys. Although this pattern still continues at present, the school is attempting to improve boys' performance in the subject by strategies such as using computers to raise interest. Inspection evidence would suggest that boys' attitudes towards the subject have improved.
91. At the time of the last full inspection, standards were reported to be below average. However, the list of shortcomings identified suggests that standards were, in fact, well below average. Standards have shown significant improvements since that time.
92. At the end of Key Stage 1, most pupils can count to 100 and they can identify odd and even numbers confidently. Most pupils have an appropriate understanding of addition and subtraction, but, although standards are improving, a significant minority are still uncertain of their multiplication facts relating to 2, 5 and 10. Most pupils can identify correctly a range of two- and three-dimensional shapes, although a small minority find this aspect of work difficult. Most pupils show a clear understanding of halves and quarters, money and time on the hour. In measuring activities, most pupils are able to explain and use various standard and non-standard units of measure. Throughout the key stage, pupils undertake successfully a range of practical activities, although some pupils have difficulty in finding the correct language to explain the purpose of their work. In problem-solving activities, many pupils have difficulties in identifying correctly the appropriate operation needed to find an answer and a weakness in this respect identified at the time of the last inspection still remains.
93. At the end of Key Stage 2, most pupils are confident in undertaking work in addition and subtraction. Pupils have a clear knowledge of place value to seven figures. Most pupils lack confidence in repeating the times-tables, however, and in recalling individual multiplication and division facts quickly. Pupils have been introduced to decimals, to two places, and many are able to use them confidently in the context of measurement and money. Many pupils have a clear

understanding of fractions. Most pupils can tell the time successfully, both in analogue and digital display. Most pupils can name a range of angles, including right-angles, and they are beginning to use protractors successfully to measure angles. Most are able to identify perimeters of shapes, but are less confident in calculating areas. Pupils collect data on a variety of issues, such as their favourite singers and pets, and they produce a range of graphs successfully to display their findings, sometimes using a computer. This is an improvement since the time of the last inspection. Pupils undertake a variety of practical work, but many have difficulties in tackling problem-solving activities.

94. The quality of teaching is good overall and the pupils' learning is consequently good. Lessons are carefully planned, based on the pattern of the National Numeracy Strategy, and teachers now make appropriate allowance for the provision of work to suit pupils of differing abilities. All teachers make good use of mental activities at the beginning of lessons and a weakness in this aspect of pupils' performance is being targeted successfully. Teachers are also aware of the need to extend pupils' mathematical vocabulary and they are careful to address this issue during lessons. The teachers have good subject knowledge and they generally provide clear instruction, although occasionally a lack of clarity leaves some pupils uncertain how to proceed. Usually, however, instruction and support are well directed, and all pupils, including those with special educational needs and English as an additional language, make good gains in their knowledge and understanding. Most pupils enjoy the work, particularly the mental activities and computer sessions, and their attitudes are good. They settle to their written and practical tasks with interest and concentration, know what they are expected to do and most pupils make good efforts to accomplish their tasks. Pupils are nearly always well behaved, with just a small minority inclined to restlessness in occasional lessons. The teachers provide help and support to pupils throughout lessons and hold very appropriate plenary sessions to check pupils' understanding and celebrate some of the work done. They mark pupils' work carefully, with comments of encouragement or advice being added regularly. Homework is used effectively to develop pupils' mathematical knowledge further.
95. The school now utilises the National Numeracy document as its scheme of work. The strategy has been implemented effectively and standards are being raised successfully. The school now has an adequate supply of resources to support the teaching of the subject, which is an improvement since the last inspection. The co-ordinator is enthusiastic and she monitors work being undertaken in the school, as well as supporting her colleagues. She has played a significant part in helping to raise standards. Assessment is being used effectively to identify pupils' current attainment and the information is being used successfully, both to check on pupils' progress and to provide them with work relevant to their individual needs. Pupils' numeracy skills are being developed further by the good use of mathematical activities such as measurement, the use of graphs, and the analysis of information gathered in subjects such as science and design and technology.

SCIENCE

96. Standards of attainment at the end of both key stages are currently broadly in line with the levels expected nationally. This is confirmed by results in the 2000 National Curriculum tests at the end of Key Stage 2, which continued to be broadly in line with the national average for the number of pupils gaining Level 4 and above, maintaining the significantly improved level achieved in 1999. These results were clearly above those for schools of broadly similar intake. Teachers' assessments at the end of Key Stage 1 for 2000 indicated significant improvement on those of the previous year, and were also in line with national figures. There is no significant difference in the results achieved by boys and girls. Since the previous inspection, when standards were unsatisfactory, results at the end of both key stages have improved significantly.
97. As part of their work on materials, pupils in Years 5 and 6 were conducting careful investigations into the nature of air as a gas, after first identifying criteria by which solids and liquids might be identified. They record their observations carefully and most show a reasonable understanding of how to conduct a scientific investigation and ensure that their testing is fair. Limitations in their language skills mean that, although they enjoy discussing their findings with others and drawing conclusions based on the evidence they have gathered, many find it difficult to describe precisely what they have observed. Most are able to make reasonable predictions about the

possible outcomes of what they are doing. Pupils in Years 3 and 4 were studying aspects of light and were also showing care in the gathering and recording of their findings as they sorted materials according to whether they were opaque or transparent. Some pupils were also able to identify the further quality of translucence. Work completed previously indicates that, by the end of Key Stage 2, the pupils have a satisfactory understanding overall of the various elements of the science curriculum and that they make good progress in the investigative element of the subject. Younger pupils are encouraged to explore the world around them and to ask questions about how it is made. They are able to identify the difference between living and non-living things, for instance, and show sound awareness of how plants grow. Pupils in Years 1 and 2 were investigating how some everyday substances, such as bread or custard, are affected by heat and were recording their findings in various ways.

98. The quality of teaching and learning is good in Key Stage 1. It is good and often very good in Key Stage 2. Throughout the school, teaching is based firmly on scientific investigation, to which the pupils respond very well and through which they learn well. The teachers plan interesting learning activities, in which the objectives are always clear. There is a good match between the activities provided and the various levels of ability within each class. The teachers' subject knowledge is good and often very good. All make good use of questioning to challenge the pupils to think. They usually check their pupils' existing understanding before moving further into a topic and make good use of summary sessions to reinforce learning. In the best lessons, such as one on air in a Year 5 and 6 class and one on light in a Year 3 class, very good use is made of the time available, learning is very well structured and all pupils are challenged to learn at an appropriate level. As a result, the pupils are totally absorbed in the completion of their investigations, show very good attitudes to their work and make clear gains in their learning.
99. Since the teachers make science an interesting and often challenging activity, the pupils' attitudes to their work are always at least good. Consequently, all pupils, including those with special educational needs, those for whom English is an additional language and the more able, make good progress in their learning. The pupils enjoy the work they are doing and make the most of the interesting opportunities provided for them. They work well together and share resources sensibly. They record work in a variety of ways, sometimes using ICT to do so. They also use CD-ROMs to gather information about the topics they are studying. All pupils are encouraged to develop useful questioning skills, which are a basis for good investigative work. They make good gains in their observational skills and are encouraged to become familiar with the appropriate vocabulary. The subject makes a good contribution to the pupils' personal development as they explore the world and delight in discovery. It also provides a useful vehicle for the development of literacy through activities, such as the writing of reports, and to numeracy through the recording, analysis and presentation of information.
100. The co-ordinator has a clear idea of the development needs of the subject and undertakes careful monitoring of teachers' planning and pupils' work. The national scheme of work is being introduced and is being found useful, and opportunities for assessment are always identified in planning. The subject is generally well equipped for current topics and resources are used efficiently, but the co-ordinator has still to identify resource needs for later work. Limited use is made of the school's immediate environment and no science visits are undertaken. Health and safety issues are addressed well.

ART AND DESIGN

101. The pupils show attainment in line with that seen in other schools by the time they are seven and eleven. This is an improvement since the last inspection, when standards were judged to be unsatisfactory. The pupils achieve well because of the knowledge and enthusiasm of the co-ordinator and the consequent rise in confidence of the teachers and the careful use of improved resources. The work of the pupils now builds well on earlier experiences and the guidelines which teachers use help them to plan. Since the previous inspection, the range of work which pupils complete has developed and the pupils now use the work of other artists well as a stimulus for their own work. Pupils with special educational needs or for whom English is an additional language and the higher attainers make good progress because of well-matched, clearly-explained work and because of their motivation to do well.

102. In Year 6, the pupils show a good awareness of the dashes and swirls that help to make up the style of Van Gogh, as seen in a range of paintings. They are beginning to build up a good knowledge, understanding and use of the techniques employed by artists to create different effects and design their pictures increasingly well. They show great pleasure and appreciation of Monet's style of dabbing with paint when making their own pictures and they choose resources effectively to create cobbles carefully in a street scene. In Year 5, the pupils talk about the style of Mondrian and produce work with a geometric basis like his. They choose paints well and their pictures are carefully detailed.
103. The pupils talk confidently about their own work and that of many artists and compare and contrast styles increasingly well, as when pupils in a Year 5 and 6 class compared the work of Matisse and Monet. Some Year 4 pupils show a good grasp of the techniques required to show different tones by mixing colours carefully. Year 3 pupils show good attainment as they pay attention to detail, create shades of colour in their felt and wool pictures and see how their work can be improved.
104. Timetabling arrangements meant that it was not possible for any lessons to be observed in Key Stage 1, but other evidence was available to enable judgements to be made. The displayed work of pupils in Years 1 and 2, for example, showed good progression in the use of textiles. They explore different ways of using wool for pom-poms and for collage. They design and use lacing cards, before making patterns for their textile book-marks, which they stitch carefully and with enjoyment.
105. Teaching and learning in art are good throughout the school, as are the attitudes that the pupils have towards their work. The teachers plan lessons well, are clear about what they want the pupils to understand and do, and explain it well, so the pupils' learning is systematic and successful. Skills are taught well, so the pupils develop techniques that they use effectively and with care. The teachers show the pupils carefully how to use resources, as in Year 3, when using glue to fix felt and wool to make Mexican wall plaques. The lessons proceed with a good pace and time is used very well. The teachers intervene to check understanding and encourage pupils to improve their work.
106. The pupils hold their teachers in great respect and catch the enthusiasm and enjoyment of their teaching, so they use every minute of lessons well and work with equal enthusiasm and enjoyment and with much effort and concentration. They are well motivated, because of the knowledgeable and skilled teaching and the way the teachers provide sensitive support and encouragement, to give them confidence. In Key Stage 2, the pupils are developing as artists who learn to look critically, but positively, at their work. They show appreciation and reflective qualities. Some Year 6 pupils are beginning to be adventurous in showing their own style, by using the techniques of other artists freely. An art club is held regularly and enjoyed by Key Stage 2 pupils. A main corridor is colourfully decorated as a result of work undertaken by pupils with an artist-in-residence.
107. Although there remain areas to develop, the co-ordinator has achieved significant improvements in the quality and range of artwork produced and in its display throughout the school. Teaching, learning, the breadth of the curriculum and use of resources are all areas of growth and ICT is used regularly in each class. The assessment of learning is not yet developed, although all teachers give helpful feedback during lessons on the progress made towards their objectives. Tester cards and preliminary sketches are used in some classes, but sketchbooks are not. The consistent use of these would develop design and assessment opportunities. The monitoring of lessons and of completed work is to begin soon. Resources are satisfactory and improving. There is no readily available supply of water in some classrooms, but this does not hamper learning because of the high quality of teaching and the attitudes and response of the pupils. Some classrooms are small and cramped, making work on large-scale artwork difficult. However, pupils in both Year 5 and Year 6 had collaborated to make large murals including a three-dimensional Monet.

DESIGN AND TECHNOLOGY

108. Standards are in line with national expectations at the end of both key stages. At the time of the school's previous full inspection, standards were reported to be below average. Since that time,

significant improvements have been made. During the inspection, no lessons were timetabled in Key Stage 2. Judgements are made, therefore, based on discussions with pupils and a scrutiny of their work.

109. In Key Stage 1, pupils clarify successfully their ideas for making a product, through class and group discussion. Having decided how to proceed, pupils are confident in identifying the items they need to make their model. They choose from a range of suitable materials, such as paper, card and string, and of tools, such as scissors and needles, to help them make their product. Pupils cut their components carefully and join them together accurately, using items such as sticky tape and thread. Pupils make successfully, for instance, coats for Joseph, picture frames and pictures with moving parts. In Key Stage 2, pupils draw up appropriate plans, in some cases first disassembling commercially produced items, such as items of safety clothing, to help them. Having produced their plans, pupils choose from a range of materials, including wood, and of tools, including saws. They measure successfully, cut and shape the materials and join them with items such as glue. Pupils provide appropriate finishing techniques, such as painting, where required, and they evaluate their work confidently, both as they proceed and when they have finished. Younger pupils have, for example, produced cards with pop-up features and older pupils have produced models of environmentally-friendly cars and safety clothing. In both key stages, pupils have limited opportunities to make food items.
110. The quality of teaching and learning is satisfactory, overall, and is often good. Planning has improved significantly since the time of the last inspection. Teachers have sound subject knowledge and provide clear instructions, together with an appropriate range of resources, to support pupils with their work. Pupils, for their part, are keen and enthusiastic and, although a small number of pupils are occasionally less attentive, the majority show good attitudes to their work and this enables them all, including those with special educational needs and English as an additional language, to make satisfactory gains in their designing and making skills. Teachers provide much help for their pupils and a good range of strategies is used, such as disassembling products or trying out different joining techniques. This helps pupils identify the components, and most suitable methods for making, that they will need themselves. Pupils know what they are required to do and they turn readily to their teachers if a need should arise. Pupils are generally well behaved and share tools and materials readily with each other when making their products. This enables them to concentrate on developing all suitable skills. Teachers emphasise the need for safety and pupils respond with great care.
111. There is now an appropriate scheme of work, based on national guidelines, and a co-ordinator has also been appointed since the time of the last full inspection. All aspects of work are now suitably covered, with an adequate provision of time being made for the subject. The co-ordinator is enthusiastic and has played a significant role in raising standards. As yet, however, she has had little opportunity to monitor the work being undertaken in class. Informal assessment procedures are in place, but only limited information is provided, and it is inadequate to identify either pupils' current attainment or their progress over time. Detailed assessment is not yet used in helping the planning of appropriate work for pupils, although all teachers evaluate the general progress made in each lesson to help in planning next steps in learning. Resources are now satisfactory and this aspect has been improved since the time of the last inspection. The writing activities undertaken in planning and evaluating work give limited support to the school's initiative in literacy. Measuring activities, such as cutting wood accurately, support the work in numeracy. Through the work undertaken in making models of environmentally-friendly cars, links have been forged with a local company and this has contributed significantly to the pupils' learning.

GEOGRAPHY

112. The pupils' levels of attainment by the end of both key stages are broadly in line with those expected nationally. This indicates substantial improvement in the subject since it was last inspected, when standards were judged to be clearly below average and teaching and learning were unsatisfactory. Although it was only possible in the present inspection to observe lessons in Key Stage 1 because of the way geography and history are taught, it is clear from lessons observed and from work already completed that pupils, including those with special educational needs and those for whom English is an additional language, are making good progress in their

learning. By the time they are 11, the pupils have a good understanding of their own locality and many have sound knowledge of other localities in this country, or in other parts of the world, such as the European countries they study or the Caribbean. They develop an appreciation of the significance of key physical features, such as rivers, and their mapwork skills at this age are satisfactory. At the age of seven, the pupils are already gaining a sound awareness of the area in which they live and are beginning to identify some of the similarities and differences between it and other areas, such as the village of Whittington. They are also beginning to be aware, for instance, of what the features of an imaginary forest location like that in the story of Red Riding Hood might be and of ways in which they differ from their own experience. They are developing a good awareness of the vocabulary needed to describe different localities and know how to distinguish between their physical and human features. They are familiar with simple maps and plans.

113. From their early years in the school, all pupils are encouraged to become familiar with appropriate language to describe their surroundings and are introduced to basic ideas about maps. Early in Key Stage 1, they begin to identify particular physical features of the locality and are introduced to simple mapping skills by drawing plans during their study of their own school. During Key Stage 2, they continue to develop their familiarity with maps, whilst pursuing a series of geography units, and develop an awareness of the physical and human features of differing regions. The topics covered throughout the school help to build up the pupils' knowledge of their own surroundings and of other areas, countries and cultures, as well as providing opportunities for them to practise their skills. Good use is made of the school's own locality and clear progress is seen across the year groups in the pupils' awareness of their environment and of how aspects of it might be improved. Pupils in Years 5 and 6, for example, undertake a detailed study of the area around the school and of potential noise hazards. Activities such as this, including traffic surveys, indicate ways in which the subject makes a good contribution to the pupils' numeracy through the collection, analysis and presentation of data. It also supports the development of pupils' language skills through different types of writing, although the limitations of the pupils' language skills are evident in some of the written work produced. Some satisfactory examples were seen of work produced as pupils pursued their own further study, but limited use was evident of opportunities for extended work based on individual study and research.
114. The standard of teaching is good in both key stages. The teachers' subject knowledge throughout the school is good, although not all are confident in teaching some of the skills required. They use questioning well and encourage pupils to use the correct language in their work. Lessons are always well planned and the pupils respond well to the opportunities provided, showing a lively interest in what they are doing. They usually work well together, show good attitudes and the quality of learning is good. The teachers' classroom management is very good and they make good use of the time available.
115. The new national scheme of work is providing useful guidance, but its full implementation will require a more systematic approach to assessment and the identification of pupils' progress in the development of geographical skills. The co-ordinator has clear views about the way in which the subject should develop and provides useful support to colleagues. The subject is satisfactorily resourced in terms of text and reference books for topics currently being studied, particularly because of the good use made of loan services, but is less well-resourced in terms of the range of books available in the school library. It is well supported by the ICT facilities available for research and is enhanced by the good use made of the locality and of visits further afield. These include the enjoyable Year 6 residential visit to Badby, pictures from which are featured on the school website.

HISTORY

116. Since history lessons were only timetabled for Key Stage 2 during the inspection, no lessons were seen for the younger pupils. However, it is clear from the lessons that were observed and from work previously completed that, as pupils go through the school, they make good progress in the development of historical skills, knowledge and understanding. Levels of achievement are in line with national expectations by the end of both key stages. Pupils throughout the school enjoy history, with many indications in current work on World War II and on the Victorians that they are making good gains in knowledge of the periods being studied. Older pupils begin to develop a good understanding of the key people and influences that have shaped history. Pupils in Years 5

and 6, for instance, learn much detail about the Victorian era, beginning to understand, for instance, the roles played by Stephenson and Brunel in the development of railways. In their work on the more recent history of Britain, pupils in Years 3 and 4 gain good understanding of what life was like on the Home Front during the Second World War, as they are introduced to air-raid shelters, gas masks and ration books. In these topics, and in others completed previously about the Tudors, Ancient Greece and Ancient Egypt, they learn to identify similarities and differences between their life now and life in past times. As part of these studies, they enjoy the opportunity to explore many of their own ideas and values. The work produced by older pupils shows good levels of knowledge overall and appropriate development of historical skills. Pupils throughout the school are introduced carefully to a range of historical sources and are encouraged to ask questions about the evidence they provide and about its reliability. By the end of Key Stage 1, the pupils are already familiar with the detective work that goes into the study of history as, for instance, they explore the idea of family history.

117. As they progress through the school, the pupils are encouraged to think about how familiar things, such as toys or household appliances, have changed over time. Pupils of all attainment levels, including those with special educational needs and those for whom English is an additional language, make good progress as they become used to dealing with a variety of historical sources. All of the historical topics the pupils study are carefully linked to a clear timeline for the period and the pupils show a developing sense of chronology.
118. Throughout the school, work in history is linked well to other areas of the curriculum, including literacy and art. The work produced by pupils as a result of their studies is well displayed, helping to create an interesting and stimulating learning environment and celebrating good work. The subject also makes a good contribution to the development of literacy through, for instance, opportunities for empathetic and extended writing. However, although they are encouraged to develop a good awareness of the appropriate vocabulary for historical study, the writing many produce is limited. The pupils enjoy the opportunity to discuss issues that arise, such as the differences between rich and poor in Tudor or Victorian times, but their limited language skills mean that many pupils have difficulty in making a sustained contribution to discussion. Older pupils are able to engage in independent study or research activities of the kind that will extend learning, particularly for the higher attaining pupils. They enjoy gathering information from the books available, or through their access to CD-ROMs, but the time available for such work is limited by the general demands of the curriculum.
119. It is clear from all the evidence available that the quality of teaching is good, with particular strengths in the teaching in Key Stage 2. Consequently, the quality of learning throughout the school is also good. The teachers' subject knowledge is good, and often very good, and they convey well to pupils their own enthusiasm for the topics being studied. The pupils respond well, gaining considerable pleasure in the work they do and enjoying the things they learn about the past. Good use is made of questioning and of the time available. The teachers' classroom management is very good and the learning experiences provided are very well planned. In lessons observed in Year 4, on World War II, and in Year 6, on the Victorians, for example, the very carefully planned provision and the overall quality of the teaching resulted in a stimulating experience and high quality learning for all the pupils involved. Planning for the subject is good. The use and adaptation of the national scheme of work will require more formal opportunities for the assessment of historical skills and knowledge, but all planning currently identifies general intentions for assessment. The co-ordinator is well-informed and enthusiastic and has clear ideas about the subject's development. It is adequately resourced in the provision of books and materials within the classrooms for current topics, although provision in the library is limited at present and these resources are augmented well by means of loan services. Good use is made of the locality and of visits to places of historical interest, as in the valuable museum visit described in assembly by pupils from Years 3 and 4. The very well planned use in a lesson of three local residents, who were interviewed about their memories of the war, proved the immense value of people as a resource. Since the previous inspection, when standards were largely unsatisfactory and teaching was limited, it is clear that there has been significant improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

120. The standard of work achieved is presently below national expectations at the end of both key stages. It has, however, improved since the time of the school's previous full inspection, when it was implied that standards were well below those expected and there are clear indications of improvement now taking place as pupils move through the school.
121. By the end of Key Stage 1, pupils name confidently items of computer equipment, such as mouse, keyboard and printer. Most pupils use a keyboard successfully to type text, such as their names and simple sentences. Most place gaps confidently between words using the space bar, and many pupils are able to introduce capital letters and full stops into their writing. A significant minority, however, need support in identifying the correct keys to use in producing their work. Higher attaining pupils use the backspace key successfully to correct mistakes in their spelling. Using an appropriate paint package, pupils produce an interesting range of pictures, such as those of Joseph's coat of many colours. With help from their teachers, pupils access the menu successfully to print their finished work. Many pupils can give instructions to a floor turtle to produce straight-line movements over varying distances. Many pupils also undertake simple modelling activities, exploring aspects of real and imaginary situations, presented on the screen.
122. By the end of Key Stage 2, the majority of pupils show sound skills in word processing, being confident in changing the font, colour and size of their work and moving portions of text from one place to another. A significant minority, however, show a lack of confidence and independence, in carrying out changes to the presentation of text. Most pupils can use the mouse accurately to produce various forms of artwork and many pupils can merge pictures into their text. Pupils have been particularly successful in producing artwork in the style of Matisse and Mondrian. Most pupils show independence in printing the work they have produced. Pupils continue to have some experience in using both a floor turtle and a screen turtle, either to follow a set course or to produce their own patterns. They have little chance, as yet, however, to extend their knowledge of control technology further, such as providing instructions, through the computer, to control lights or vehicles. Many pupils access the Internet, sometimes requiring assistance from adults, as well as a range of computer programs, to provide a variety of information, for subjects such as history and science. Pupils at present have limited opportunity to develop skills in monitoring external events.
123. The quality of teaching is satisfactory and is sometimes good. Teachers are keen and enthusiastic and, now that the school's ICT suite is in use, they are able to provide a very good range of resources, as well as regular class lessons. At the moment, a number of teachers readily admit to a certain lack of confidence in teaching the subject, but through careful preparation of lessons, together with on-going training, teachers are providing pupils with appropriate learning experiences, in line with their present knowledge and understanding. They usually provide clear and careful instruction on how to use various items of hardware, as well as various word processing and art packages, and all pupils, including those with special educational needs and English as an additional language, are able to make satisfactory gains in their knowledge and understanding. Pupils respond by showing very good attitudes to the subject, and behaving very well, and their present learning is satisfactory. They normally listen carefully, settle well to all tasks and show high levels of concentration and developing levels of skill. Very occasionally, a small number of pupils lose concentration when introductions are over-long. They clearly enjoy the subject, however, and they work well, both alone and with a partner when necessary. Relationships are good and pupils ask adults for help when required. They share computers amicably and are careful in their use of all forms of equipment. Teachers and the ICT technician provide appropriate help and advice throughout, enabling all pupils to make progress.
124. The school's provision for ICT has improved very significantly since the previous full inspection. The new suite has been opened and it is being put to regular and effective use. A very good range of resources is now available. The school has also purchased equipment to provide for the teaching of more advanced control technology, as well as modelling and monitoring of external events. The provision of portable computers in classrooms also allows skills and knowledge, learnt in the ICT suite, to be continued and reinforced through the rest of the week. The school has introduced the national guidelines for ICT as its scheme of work and is in the process of implementing it. The co-ordinator is keen and enthusiastic and has worked hard, with a clear

vision, to raise the standards in ICT. He is fully aware what needs to be done to raise standards further, in particular the need to raise pupils' confidence and independence in using all forms of computer equipment. The co-ordinator supports his colleagues informally, and also, on occasions, assists in the lessons that are being taught. Teachers keep informal notes on the assessment of pupils' skills in the subject. The co-ordinator has prepared a more comprehensive system of assessment and recording for introduction in the future. Through the work in word-processing, the subject is beginning to make a limited impact on pupils' literacy skills and the use of various mathematical programs is having a positive effect on the development of numeracy skills. Many pupils find the use of computers exciting and the excitement generated, as when printing out completed pictures, helps enhance pupils' spiritual development.

MUSIC

125. Pupils in both key stages are attaining overall standards that are in line with national expectations. Since the last inspection, good progress has been made in raising standards and the overall quality of teaching has improved. There is now a progressive scheme of work and teachers follow clear guidelines that encourage progression in pupils' learning. All pupils, including those with special educational needs, those for whom English is an additional language, and the higher attainers, are making good progress in their learning.
126. By the end of Key Stage 1, most pupils know the meaning of tempo and they identify the difference between slow and fast. Their rhythmic response is well developed and pupils clap appropriately to accompany the taped music 'Let's go walking.' Higher attaining pupils sustain the correct rhythmic accompaniment to taped music when playing a percussion instrument. Pupils in Year 2 are beginning to follow simple colour notation because the teacher presents the idea in a clear manner and some higher attaining pupils can identify the correct notes. Pupils in Year 1 enjoy the music and are gaining knowledge about sounds and how to interpret the mood of the music. They use instruments well and play together maintaining a rhythmic beat.
127. In Key Stage 2, the teachers encourage children to recognise recurring beats successfully, as when Year 3 pupils sing an American folk song. Some pupils in Years 3 and 4 are able to explain that the rhythm of their song is like a car travelling along. Pupils demonstrate performance skills that are typical for their age and stage of development and are evaluating the performance of others well, identifying strong features. The pupils enjoy the songs, which is evident, for instance, in Year 4, when they are discussing the nonsense style of 'Waddaly Atcha'. They clap rhythmically and create a hand-jive to accompany the song. Confidence and competence improve as the teachers encourage their pupils, for instance, to sing without the accompaniment of taped music. Sometimes, however, boys particularly are a little self-conscious when singing or composing, but the clarity of singing improves when the teacher draws attention to body posture. The pupils recognise and identify how many beats constitute pupils' names and some can write simple notation.
128. The quality of teaching throughout the school is satisfactory. Explanations and instructions are usually clear. Teachers plan well for their lessons, supported by the guidelines provided, but not all are confident in the teaching of the subject and sometimes the joy in music is lost. Where teaching is confident and knowledgeable, there are obvious gains for the pupils, as when Year 3 pupils sang the chorus of 'Chitty Chitty Bang Bang' rhythmically and with enjoyment. Where the teachers have good subject knowledge they are able to challenge pupils to identify, for instance, changes in the music notation as they follow songs in their textbooks. They contribute to pupils' growing awareness of composition in, for example, stressing the importance of rests in music, by asking perceptive questions.
129. The pupils' attitudes to music overall are good. In Key Stage 1, the pupils know the rules about handling instruments, are well behaved and listen attentively to their teacher. They share instruments well and are enthusiastic and eager to learn, enjoying the activities. In Key Stage 2, encouraged by the teachers, good levels of co-operation are shown and the pupils enjoy composing car sounds in their small groups and performing their sounds alongside taped music. Higher attaining pupils benefit from peripatetic music sessions in violin, recorder, flute, trumpet and guitar. Although these sessions were not observed, pupils taking part expressed a positive attitude about the sessions and about the progress they had made in their learning

130. The co-ordinator is enthusiastic and keen to develop music within the school. Every opportunity is seized to involve pupils in local concerts where they have the opportunity to perform alongside other schools. This contributes to the raising of self-esteem and confidence in performing for others. The school has identified the need for staff development in music and there are plans to develop this area.

PHYSICAL EDUCATION

131. During the inspection, it was not possible to observe lessons in games, swimming or gymnastics in Key Stage 2 or dance in Key Stage 1. Judgements are based on the lessons observed, a scrutiny of planning and discussion with pupils and teachers. Since the last inspection, good progress has been made in raising standards and the overall quality of teaching has improved. Teachers follow a clear and detailed scheme of work, and progression in learning is clearly identified in the planning. Teaching and learning are good in Key Stage 1 and satisfactory overall in Key Stage 2.
132. By the end of Key Stage 1, pupils attain standards in gymnastics and games that are above those normally expected for their age. They are in line with expectations by the end of Key Stage 2 in dance and are improving in the other aspects of the subject as more attention is now being paid to the progressive development of skills. The pupils make good progress overall, including those pupils with special educational needs or for whom English is an additional language.
133. By the end of Key Stage 1, pupils have developed good spatial awareness and they move in spaces alongside others sensibly and with control, both in the hall and on the playground. They work co-operatively with their partner, passing the ball between the lines. Pupils have a good understanding of the effect of exercise on the body and the importance of warming-up prior to exercise and can report that their heart is beating faster and that they are out of breath. Pupils in Year 1 know that sequences are actions joined up together and they perform star jumps, frog jumps and quarter turns. They have a good sense of space and good body awareness. Pupils send the ball to their partner using feet; they demonstrate good control, keeping the ball close to their body when travelling with the ball. They use the appropriate part of the foot when travelling and passing the ball and can stop the ball with control on command. In Key Stage 2, higher attaining pupils perform turning jumps in the air with good control, and flight and resilience well developed. Pupils devise their own warm-ups to the space theme, combining movements such as stretching and curling well. Activity levels are good and pupils are quite breathless by the end of the warm-up. By the end of Key Stage 2, pupils compose their own dance movements to a science fiction theme.
134. The teaching seen in Key Stage 1 was good overall. In Key Stage 2, it was satisfactory overall, with evidence of some teaching that is good or better. The teachers in both key stages maintain a good level of activity. In Key Stage 1, the teachers give firm guidelines for expectations of behaviour, good organisation and appropriate teaching points to improve pupils' performance. This contributes to good lessons, where pupils make noticeable improvement in their skills. They make good use of demonstration to show a variety of jumps and travelling movements using hands and feet. In Key Stage 2, the teachers emphasise language and a good range of movement words, such as tilt, shake, hover, and float, is used and understood. The teachers provide a clear framework for the dance and pupils are encouraged to create their own responses, although not all teachers are able to develop fully the choreographic aspects of the dance. The teachers sometimes rely on the pupils' own response to the movement idea and do not create a structure of support to ensure performance levels are raised to a higher level.
135. Attitudes are good overall in both key stages. The pupils are interested and well motivated. Behaviour is good and the pupils enjoy the work. Pupils work well together and individually and are beginning to evaluate the skills and sequences of others and to be self-critical of their own performance.
136. The extra-curricular clubs extend curriculum experience, as when, for instance, the pupils develop awareness of positions, passing and marking during football club. Pupils play with enthusiasm and enjoyment, showing some skill and plenty of determination. In the gymnastics club, pupils practise skills for national awards. The teaching is good and pupils are guided in

their skills of rolling, balancing and stretching. Attention to quality is mingled with encouraging and supportive guidance from adult helpers. Provision of resources is satisfactory overall, with good provision for gymnastics, satisfactory provision for games and unsatisfactory provision for dance. In dance, teachers mainly use their own music and there is no central resource area for dance.

137. The co-ordinator is enthusiastic and has worked hard to raise standards and provision for physical education within the school.

RELIGIOUS EDUCATION

138. The pupils show attainment at the end of both key stages that is in line with the expectations set out in the local agreed syllabus. This is an improvement since the last inspection, when work about religions other than Christianity was insufficiently represented. An up-to-date policy is in place and the school has now established use of the agreed syllabus. Its units of work are included in the useful plans, which are followed by teachers each half term. However, training is needed to improve the confidence of some teachers in using a range of methods in lessons and further written support in using the guidance of the syllabus is required. There have been some improvements in teaching and learning and in the attitudes of many pupils to their work. Religious education has not been a priority area for development within the school and there is no active co-ordinator at present. The lack of effective co-ordination and appropriate teacher confidence have prevented standards from being high within some year groups and higher by the end of both key stages.
139. By the time they leave school, the pupils acquire an appreciation of some of the practices and beliefs of Christianity, as well as those of traditions such as Hinduism, Sikhism and Islam. They are encouraged to relate what they are learning to their own feelings and experiences, as in Year 6 when studying Sikhism and forming their own ideas about taking a religion seriously, and in Year 3 when learning about Moses and looking at what it means to be a good leader. In Years 5 and 6 they show developing reflection, appreciation and empathy as they share in role-play and group discussions. By the time they are seven, they have a growing understanding of the festivals and celebrations of Christianity and of Hinduism and of some of the symbols used, such as the cross. Year 2 pupils hear the story of Rama and Sita and discover why Hindus light diva lamps to celebrate the festival of Diwali. They make their own diva lamps successfully. Pupils in Years 1 and 2 learn what a font is used for when they visit a local church and learn about baptism. Stories and practices from religions, including Christianity, have been shared with pupils in the past, but, because of a lack of clear guidance on how to use the syllabus, this knowledge has not always been built on as they have gone through the school.
140. Because of the subject knowledge and skill of some individual teachers, overall standards of teaching and learning are at least satisfactory and often better, particularly in Key Stage 2. Examples in lessons observed ranging from excellent to unsatisfactory. This reflects the lack of priority there has been for the development of religious education, its co-ordination and staff training. Where teachers are confident and knowledgeable in what they teach, the pupils show good levels of knowledge, because material has been presented to them in an interesting way, and with enthusiasm. In these cases, the pupils' religious understanding is developed well by a range of imaginative activities, for instance, the writing of poignant diaries of Elizabeth Fry's prison visit, dramatic role-play, and the composition of perceptive questions to ask, in classes of Year 5 and Year 6 pupils. In these best lessons, including one in Year 2, understanding is clarified and questioning is perceptive, so that the pupils appreciate, consider and gain meaning. All pupils, including those with special educational needs, English as an additional language and the higher attainers, make at least satisfactory progress overall, with pupils in some classes making good progress because of the stimulating approach to learning. In previous years, there has been insufficient recording of work done in religious education and marking has not always encouraged the pupils to improve their skills and understanding, but has usually referred to spelling or other language elements and not to the religious education content.
141. The pupils' attitudes to their work are generally good, although occasionally they are unmotivated and restless if the teacher lacks in confidence. However, they respond very well when interesting learning opportunities are provided. Because of the positive atmosphere created in

lessons, each pupil is able to share important thoughts and feelings sensitively with others and with their teacher and to show respect for views and cultures other than their own. This was seen when, in two lessons, pupils in Years 5 and 6 showed empathy for prisoners and for Elizabeth Fry entering the prison to be with them. They were encouraged to reflect on how she had stood up for what she believed.

142. In order to raise the confidence of some teachers, staff training is necessary. The regular monitoring of teaching is also required, to ensure that teaching and learning are of high quality throughout the school. The management of and support for teaching in the subject needs to be a priority. Regular assessments of pupils' understanding do not take place, although some teachers use assessment well in lessons and some opportunities are used to assess knowledge and understanding and the skills being taught. Resources have improved and are now adequate, with a good selection of artefacts and some useful visits are made.