

INSPECTION REPORT

**ST MATTHEW'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Surbiton

LEA area: Kingston-upon-Thames

Unique reference number: 102592

Headteacher: Mr Andrew Redman

Reporting inspector: Paul Evans
20737

Dates of inspection: 18th – 22nd September 2000

Inspection number: 224915

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:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Langley Road Surbiton Surrey
Postcode:	KT6 6LW
Telephone number:	020 83993909
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Appropriate authority:	Kingston-upon-Thames
Name of chair of governors:	Mrs Linda Johnson
Date of previous inspection:	June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Evans (20737)	Registered inspector	Mathematics Art Music Physical education English as an additional language	What sort of school is it? The school's results and personal achievements How good are the curricular and other opportunities offered to pupils?
Philip Andrew (8986)	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents
William Lowe (21245)	Team inspector	English Information technology Geography Special educational needs	How well is the school led and managed?
Mary Kelsey (10913)	Team inspector	Under fives Science Design and technology History Equal opportunities	How well are pupils taught?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14 - 16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17 - 18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20 - 23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24 - 36

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Matthew's C of E Primary School has 195 full time pupils on roll, 95 boys and 100 girls aged from four to eleven years of age. There are also 18 boys and 22 girls in the foundation stage that are presently part time. This is a full time equivalent of 30 children. The standard admission number is now 60 but this does not mean that the school is under-subscribed, as the school is presently in the process of changing to two-stream entry. The overall levels of attainment of pupils on entry to the school, as shown by assessments, are below average.

The school mainly serves the Surbiton area of Kingston-upon-Thames. Much of the housing in the area is privately owned. However, children also attend the school whose parents are refugees and some families live in refuges. The percentage of pupils who speak English as an additional language is 19 per cent, which is very high. The number of pupils who are on the school's register of special educational needs, including those who have statements, is 25.5 per cent which is above the national average. The number of pupils who actually receive a free school meal is 14.9 per cent. Eligibility for free school meals cannot be calculated accurately because of the high level of pupil movement and the reluctance of some parents to claim their entitlement.

HOW GOOD THE SCHOOL IS

The school has made very good progress since the last inspection. Standards have risen steadily, in both key stages in English, mathematics and science, since 1997 and are continuing to improve. Inspection evidence shows that standards at the end of Key Stage 1 are now satisfactory in English, mathematics and science. At the end of Key Stage 2, standards in mathematics are satisfactory and in English and science they are good. The overall effectiveness of the school is now good. Considering its context, the standard of education that it provides for all its pupils, the standards it achieves and the money it spends, the school provides good value for money.

What the school does well

- The leadership and management of the headteacher, senior staff and the governors are very good.
- The quality of teaching throughout the school is good.
- Development planning and the evaluation of its own performance are very good.
- Provision for pupils with special educational needs and those for whom English is an additional language is very good.
- The promotion and monitoring of behaviour and personal development of all pupils are good.

What could be improved

- Levels of attendance and punctuality.
- The development of investigative skills and the skills of data handling and graphical representation in mathematics.
- The consistency of use of the very high level assessment information to carefully match future tasks to what pupils already know, understand and can do.
- The progressive teaching of presentational skills, including the quality of handwriting to raise the level of pupils' pride in their finished work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

St Matthew's C of E Primary School has made significant progress in all the areas of concern noted at the time of the last inspection. A new headteacher has been appointed and together with a new governing body he has introduced systems which give the school a clear sense of purpose and direction. The School Development Plan (SDP) is now a good management tool for guiding school progress. Information and communication technology (ICT) has been greatly improved by the provision of a purpose built ICT suite, the provision of appropriate software and the development of staff's skills. Standards in ICT are now satisfactory. The quality of teaching has been improved and is now good throughout the school. Standards have been raised each year since 1997 in English, mathematics and science, in both key stages.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	C	B	C
Mathematics	B	B	C	D
Science	B	B	B	C

Key

well above average A
 above average B
 average C
 below average D
 well below average E

By the age of 11, standards in English and science are good and standards are sound in mathematics. In National tests 86 per cent of pupils reached the standards expected of 11-year-olds in English, 68 per cent in mathematics and 93 per cent in science. Standards are in line with those attained in similar schools, although it is doubtful that those schools have to deal with such a high level of adverse factors as St Matthew's. During the past three years standards in English and science have shown a trend of good improvement and in mathematics the trend has been one of steady improvement. The unconfirmed results of the national tests for 2000 show that this trend of improvement has continued, in all three subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. They enjoy their school work and show a real interest in their experiences, throughout the school.
Behaviour, in and out of classrooms	Good. They behave well in and out of classrooms.
Personal development and relationships	Good. They listen carefully to their teachers, work well in groups, both collaboratively and co-operatively. Show clear respect for each other's feelings and beliefs.
Attendance	Unsatisfactory.

Pupils have good attitudes to their work. They form good relationships with members of staff and with each other. They show respect for their teachers and other adults and listen carefully in lessons. The levels of attendance and overall punctuality are both unsatisfactory.

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 is good in all areas of the school. In lessons seen during the inspection, 4.5 per cent of teaching was excellent. Twenty two per cent of teaching was very good or better. The quality of teaching seen in 85 per cent of lessons was good or better and there was no unsatisfactory teaching. Teachers' planning is good; they demonstrate clear knowledge and understanding of the subjects that they teach. They teach the basics of English and mathematics well. There are relative weaknesses in the areas of mathematical investigation and the handling of data and its graphical representation. Pupils who have special educational needs and those for whom English is a second language are taught well.

The level of pupils' learning is good overall. It is good in the Foundation Stage when pupils gain basic skills in all areas of learning. In Key Stage 1, when more formal learning begins, pupils satisfactorily build on the knowledge, understanding and skills that they have acquired in the Foundation Stage. In Key Stage 2 the level of pupils' learning is good, as they extend on the good basic skills built in the earlier stages.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound. The appropriate curriculum is in place. Extra-curricular provision is good.
Provision for pupils with special educational needs	Very good. Assessment of particular needs is undertaken at the earliest opportunity and Individual Education Plans guide pupils' progress.
Provision for pupils with English as an additional language	Very good. Assessment is early and a detailed programme is drawn up. This is followed closely by class teachers and support assistants. Very good personal support systems.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Moral and social development are good. Spiritual and cultural development are both sound.
How well the school cares for its pupils	Good. Very good monitoring of academic and personal performance. Very good procedures for assessing what pupils learn. Some inconsistency of use of that very high level assessment information to carefully match work to pupils levels of ability

The school maintains close relationships with parents and the level of partnership is good. The curriculum is broad and balanced and the good level of extra-curricular activities which the school provides gives it greater depth.

The school has good procedures for child protection and ensuring pupils' welfare. The promotion of good behaviour and the elimination of bullying are good. The systems of assessing what pupils learn are very good and produce very high quality information. However, this very high quality information is not always used to carefully match work to pupils' levels of ability.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership of the headteacher gives the school clear educational direction.
How well the governors fulfil their responsibilities	Very good. The governors take their responsibilities very seriously. They are true partners in the management of the school.
The school's evaluation of its performance	Very good. The headteacher, staff and governors use the school development plan as the main tool to drive and assess progress.

The strategic use of resources	Good. All specific grants are well used and monitored. Clear thought is given to the best use of all funding before it is committed.
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The number, qualifications and experience of teaching and support staff to deliver the range of the curriculum are good. The school buildings provide satisfactory areas for teaching and learning, and are being extended and upgraded. The overall level of resources for teaching and learning are sound.

The leadership and management of the headteacher is very good. This, together with the very good support and effectiveness of the governing body and the high level of teamwork amongst all the teaching and support staff has enabled the school to make very good progress since the last inspection.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They are comfortable when approaching the school with any question or problem. • They feel that the school is well led and managed. • Their children like school. • The high expectations the school has for their children. • They feel the teaching in the school is good. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • The range of extra-curricular activities. • The information they receive about their children's progress.

The great majority of parents are very supportive of the school and feel that it has improved over recent years.

Inspection evidence supports the positive views of the majority of parents. Homework is set throughout the school from the earliest age and is increased steadily as pupils grow older. Homework is usually an extension of work undertaken in classrooms and has a positive effect on raising standards. The amount of homework set is appropriate to all pupils at all stages throughout the school. The range of extra-curricular activities provided by the school is good both in range and in quality. In these areas inspection evidence does not support parents concerns. The annual report to parents, about the progress that their children are making, is well presented and informative giving information about the levels of attainment from Year 1 to Year 6. The reports have targets for improvement written into the text on Literacy and Numeracy. There are two consultation evenings in each school year for parents to discuss with the teachers their children's progress. At the start of each term the class teachers send out letters detailing the curriculum for the term ahead. Again, inspection evidence does not support the views of a small minority of parents who are critical of the standard of the annual reports.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the time of the last inspection, in June 1998, the standards that pupils reached at the end of both key stages were in line with national expectations in speaking and listening, reading, writing and mathematics. In science pupils reached standards which were in line with national expectations at the end of Key Stage 1 and good at the end of Key Stage 2.
2. In other areas of the curriculum standards were above national expectations in art and singing in Key Stage 1 and in history in Key Stage 2. In both key stages standards were in line with expectations in design and technology and geography. Standards were well below expectations at the end of both key stages in information and communication technology (ICT).
3. In the 1999 end of Key Stage 1 national tests in reading and writing the percentage of pupils reaching Level 2, the expected level for seven year olds, and above was below the national average. In mathematics the percentage of pupils reaching Level 2 or higher was well below the national average. The percentage of pupils reaching the higher Level 3 was close to the national average in writing but below average in reading and writing.
4. In 1997 the results of national tests at the end of Key Stage 1 fell dramatically from 1996 levels in reading and writing. However there were steady improvements in test results in 1998 and 1999. Test results in mathematics show a slight fall between 1996 and 1997, a significant rise in the 1998 results but a steeper fall in the results for 1999. Overall the average line of results is one of below average standards being maintained but not improved upon.
5. The school's targets for pupils reaching Level 2 in the 1999 end of Key Stage 1 tests was 70 per cent in reading. The percentage of pupils actually achieving Level 2 was below the national average but it was well above the school's target. The percentage of pupils reaching the higher Level 2B and above was close to the national average. The target for pupils reaching Level 2 in writing in 1999 was 70 per cent. Seventy seven per cent of pupils actually achieved this level which was, again, below the national average but well above the school's target. In the same tests in mathematics 74 per cent of pupils actually achieved Level 2 or above. This was well below the school's target of 83 per cent and well below the national average. The targets set by the school are appropriate. Assessment information is well used to set these targets and they take into account the varying levels of pupils' abilities in each class group.
6. The 1999 results of St Matthew's school are well below average in reading, writing and mathematics when compared to the results of all schools. When compared to the results of similar schools these results are very low. However, within the school, there is a high number of pupils for whom English is an additional language and an above average number of pupils who have special educational needs. There is also a very high level of pupil movement in Key Stage 1. For example the group of pupils who took the end of Key Stage 1 national tests in 1999 changed by 40 per cent from the time the class entered the school. The present percentage of pupils receiving free school meals is 14.9 per cent, which is double the level of eligibility shown in the pre-inspection data. The combination of these factors means that comparisons with similar schools is inaccurate and of little help to the school.
7. In the unconfirmed results of the 2000 end of Key Stage 1 national tests the percentage of pupils reaching the expected Level 2 or above in mathematics rose to 84 per cent while the 1999 level of 81 per cent was maintained in reading. This is a significant improvement. Inspection evidence supports the view that standards will be in line with national expectations in English, mathematics and science at the end of Key Stage 1 in 2001.
8. In the end of Key Stage 2 national tests in 1999 in English the percentage of pupils reaching Level 4, the expected level for eleven year olds, and above, was well above the national average. The percentage reaching the higher Level 5 was close to the national average. In mathematics the

percentage reaching the expected level and above was close to the national average. The percentage reaching the higher Level 5 was above average. The percentage reaching the expected level and above in science was well above the national average and the percentage reaching the higher level was above the national average.

9. In national tests in English at the end of Key Stage 2 there was a sharp fall in the school's results in 1997 from the 1996 results. Since then there has been a sustained good level of improvement each year. There was a sharp rise in the school's results in mathematics and science in 1997 and good progress has been maintained.
10. The school's targets for the percentage of pupils reaching the expected levels and above in the 1999 national tests in English and science were exceeded by 19 per cent in English and 13 per cent in science. The percentage of pupils reaching the higher than expected Level 5 was close to the national average in English and above average in science. In mathematics the percentage of pupils reaching the expected Level 4 and above was 5 per cent below the school's target but the percentage reaching the higher Level 5 was above average.
11. When compared to the results of all schools, St Matthew's results in the end of Key Stage 2 tests in 1999 were above the national average in English and science and broadly in line with the national average in mathematics. When compared to the results of similar school the school's results for 1999 were average in English and science and below average in mathematics. The same factors apply in Key Stage 2 as in Key Stage 1 except that the level of pupil movement is not quite so high. This means that the comparison with the results of similar schools does not reflect the good level of achievement being made in the standards of St Matthew's school or its continued good levels of improvement.
12. The unconfirmed results of national tests at the end of Key Stage 2 in 2000 show continuing good levels of improvement in English, mathematics and science.
13. Standards in information and communication technology (ICT) have risen significantly since the last inspection. The school now has a purpose built ICT suite, software provision has been consistently raised and standards in ICT are now satisfactory. Standards in design and technology, history, physical education and music are in line with expectations at the end of both stages. In both key stages standards in singing are good.
14. Until this year, children's attainment on entry to the reception class has been well below the local education authority average. This is confirmed by the initial assessments conducted with these young children. However, although no figures are available for comparison at this early stage in the term, indications are that the present group of children is entering school with standards which are broadly average when compared with those of children of their age nationally. By the end of the year, they are likely to meet the early learning goals, which are the nationally recognised targets for children of this age, in all the areas of learning.
15. Standards in English at the age of seven and eleven are broadly average and standards have been maintained at similar levels to those found at the time of the previous inspection. The National Literacy Strategy has been effectively implemented across the school. The results of national tests have been analysed in considerable detail and realistic, but challenging, targets have been set in place. The attainment of pupils is constantly monitored and, where necessary, targets are revised.
16. The introduction of the National Numeracy Strategy has been sound. There is an appropriate emphasis on number and algebra in both key stages. The teaching of the basics of mathematics is good and pupils are developing good mental strategies of calculation in both key stages. Pupils learn about measures and two and three-dimensional shapes at an appropriate level in Key Stage 1 and this is built upon soundly in Key Stage 2. However, the development of skills in data handling and graphical representation are less well emphasised. Pupils in Key Stage 1 develop skills in tallying and have some experiences in translating this data into block graphs. In Key Stage 2, while there are some good experiences in using frequency charts, the range of graphical representation is too narrow and this represents a weakness in numeracy at the end of the key stage. The use of mathematical skills to investigate both within mathematics and in the wider

curriculum is too limited. Opportunities to investigate are sound in number in Key Stage 1 and there are regular opportunities to investigate in Key Stage 2 but, again, the range of investigations is narrow and too many outcomes are predetermined.

17. In the areas of using and applying mathematics and handling data in Key Stage 2, the very good level of assessment information which is gathered is not well used to carefully match future work to what pupils already know and understand.
18. Pupils with special educational needs make good progress in relation to their prior attainment in the Foundation Stage and in both key stages in all areas of the curriculum except in English where progress is satisfactory. The work provided for them is well matched to their abilities and they receive good support in lessons. The school manages the use of individual education plans very well. Plans are regularly reviewed and progress towards targets evaluated. Detailed minutes of review meetings are kept outlining individual progress and future needs.
19. Provision for the high number of pupils for whom English is an additional language (EAL) is very good. When pupils join the school their level of acquisition of English is assessed by the very good part time EAL specialist and a programme is drawn up for their development. Their abilities in other areas of the curriculum are assessed separately and they work at appropriate levels in English, mathematics and science. When working in subject areas they are paired with another pupil who is judged to have a good model of English. Class teachers and support assistants give very good levels of support based on initial and ongoing assessment.

Pupils' attitudes, values and personal development

20. The positive attitudes to school of the great majority of children and pupils, their good behaviour and their good personal relationships are strengths of the school. These positive attitudes provide a very good environment that underpins the attainment and progress of all pupils. This achievement very much helps to overcome problems created by the high turnover of pupils. For example only 48 per cent of the children in Year 6 joined the school in the reception class.
21. Behaviour across the school is good and the standards noted in the last report have been maintained and enhanced. In the lessons observed, 91 per cent showed behaviour and attitudes that were good or better and in only 3 lessons was behaviour less than satisfactory. There was no inappropriate behaviour seen during the inspection and discussions with the pupils confirmed that there is no bullying.
22. The answers to the parents' questionnaire showed overwhelming support for the good behaviour observed. The standards of behaviour are very much reinforced by the consistent manner in which all staff implement the school's behaviour policy. This consistency gives clear guidance to the children.
23. Children and pupils attend school willingly. In lessons they listen attentively to the teachers and are keen to answer questions. They work well together in groups, helping each other and maintaining their concentration. In assemblies they listen carefully and are quick to applaud the success of others. This was amply demonstrated in the sharing assembly seen during the inspection which many parents attended.
24. Pupils with special educational needs and those for whom English is a second language adopt a positive attitude to their work. They are well behaved in lessons and take an active part in the life of the school. They are fully accepted by their peers who adopt a positive and helpful attitude towards them. There is no evidence to suggest that they are less likely to attend school than other pupils.
25. The school draws its pupils from a fairly wide area and it is a strength of the school that the relationships between all in the school are so good. These relationships help the pupils to develop their personalities and to feel confident in themselves. In the week of the inspection the School Council was deciding how to implement a "buddy" system to help, support and advise younger and less confident pupils in the playground. There is a clear understanding by the pupils of the impact

of their own actions on each other. They undertake many tasks to help the smooth running of the school and these are carried out in a responsible manner.

26. Attendance at 93.6 per cent is below the national average and is unsatisfactory, as is punctuality. Attendance has fallen about half a percentage point since the last inspection. The level of unauthorised absence is 1.4 per cent which is three times the national average; however the school applies the rules on what can be considered as authorised absence very strictly. The Education Welfare Officer confirms the school's good stance on the authorisation of absence.

HOW WELL ARE PUPILS TAUGHT?

27. The overall quality of teaching is good throughout the school and is an important reason for the rise in standards. There has been a significant improvement in the quality of teaching since the last inspection when teaching was satisfactory overall, but where one in every ten lessons were unsatisfactory. Forty six lessons were observed during the inspection and high quality teaching was seen in all parts of the school. In the lessons observed 22 per cent of the teaching was very good or excellent, a further 63 per cent was good and 15 per cent was satisfactory. There was no unsatisfactory teaching. The impact of the improved quality of teaching is shown by the good progress pupils make in their learning.
28. The school has been successful in improving the quality of teaching and learning since the last inspection through a range of strategies. A very good teaching and learning policy is now in place and support has been provided for teachers' planning. Lessons have been observed, and feedback given to teachers. Action planning and target setting have been developed with individual teachers and experienced staff have demonstrated models of good practice. Support has also been developed and offered by curriculum leaders and staff have attended courses.
29. The local education authority has provided support through the link advisor and the literacy and numeracy consultants. A significant feature in the high quality of the teaching seen in the school is the commitment of staff to improving standards. This is also the view of the vast majority of parents who feel that the teaching is good and that the school now has high expectations and caters for the individual needs of their children.
30. The quality of teaching for the children in the Foundation Stage is consistently good. This is because the teaching is interesting, motivating and well planned. The teachers and nursery nurse, comprising the Foundation Stage team, have a good understanding of the needs of young children and use it effectively to plan activities that make the learning relevant to the children's experience and enjoyable. They work very well as a team. Everything is prepared very carefully and no time is wasted when children come into the classrooms, or change activities. Teaching is also good because the basic skills of speaking, listening, counting and social development are given a high priority and are part of every activity, even when the main emphasis might be on painting. For example, as a group of children printed pictures using sponge shapes, the staff talked to them about the colours they were using and the shapes they had produced. They asked questions, which encouraged them to describe their pictures and to explain how they had arranged their shapes on the page.
31. The children are shown how to clear up at the end of the activity and to help each other to put things away tidily. Staff note how well children are doing in all areas of development and consider their progress very carefully when planning the next stage of the work. This was seen very clearly as staff worked with individual children who had learnt to read the first three words in the reading programme and were ready for the next challenge. As a result, children feel confident and happy.
32. They are already learning to be independent as they take on responsibilities such as helping to take the register to the school office. There is a good balance of adult directed and child initiated activities. Staff are very good at keeping their teaching focused when the whole class is involved. They spend just the right amount of time so that children do not lose interest or become fidgety. This was seen in a lesson on early handwriting skills, which demonstrated good direct teaching of letter formation and gave the children a range of opportunities to practise and achieve a good measure of success. Staff have very high expectations for all aspects of the children's learning and behaviour and there is very good management of these young children.

33. In both key stages, the overall quality of teaching is also good. In Key Stage 1, 18.75 per cent of the teaching was very good. A further 56.25 per cent was good and the remaining 25 per cent was satisfactory. In Key Stage 2, 10 per cent of the teaching was excellent, 20 per cent was very good and a further 55 per cent was good. The remaining 15 per cent was satisfactory. Teachers in both key stages are consistent in making sure that the pupils know exactly what they have to do in order to be successful. The learning objective is written out for the children to see and acts as a focus for the whole lesson. Older pupils write it into their notebooks so that it acts as a prompt for their work. Skilful use of the plenary session helps pupils to think about what they have learnt. Teachers take note of their responses in order to judge how well the pupils have understood the lessons and to plan carefully for the next lesson.
34. Teachers' subject knowledge and understanding is good across all subjects. There has been a significant improvement in information and communication technology (ICT) provision and standards since the last report, which is where the majority of the unsatisfactory teaching occurred. This good level of subject expertise allows teachers to explain new concepts clearly and answer pupils' questions effectively. In all of the ICT lessons seen, teachers demonstrated good subject expertise, which enabled them to deal with any problems that arose.
35. Teachers demonstrate good subject knowledge across all the subjects of the National Curriculum. For example, in a Year 5 English lesson, the teacher gave a good explanation of the factors involved in writing a script for a play, including the importance of stage directions. She caught the pupils' interest well and this resulted in a good learning experience for the class. There is good teaching in the core subjects of English, mathematics and science. In both key stages, teachers show good competence in the teaching of basic phonic skills and in number work. This led to good learning taking place in these aspects in most English and mathematics lessons.
36. Teachers' planning is generally good. Clear links with previous lessons are identified. As a result pupils are given good quality learning experiences which help them build on their skills and knowledge and make good progress. For example, in a Year 4 geography lesson, the lesson plan was clearly written, with careful time allocations given to each section. This ensured that the introduction, group activity and conclusion did not overrun, and ensured the good pace that was demonstrated in the lesson. In most lessons, teachers take great care that group activities, especially in numeracy and literacy, are matched to pupils' ability. A very good example of this was seen in an excellent Year 6 mathematics lesson in which pupils were using their problem solving skills to work out the best deal for a Pizza meal. Pupils of all abilities made very good intellectual progress in getting to the root of the problem and finding solutions. Groups were given tasks which were set at three different levels of challenge. The lesson was extremely effective because all the pupils had to work hard at the correct level of difficulty, they understood what they had to do and wanted to be successful.
37. In some of the work seen in last year's books, work was not always sufficiently well matched to the different levels of ability in the class. Examples of this were seen in some of the work in science and in mathematics in last year's Year 2 and Year 5.
38. Teachers' expectations of what pupils can achieve is good in most respects. Expectations of pupils' behaviour are high. All staff set good examples as role models, in the courteous and patient way in which they deal with pupils and help them negotiate over problems. This was seen in a Year 1 mathematics lesson, where a teacher was justified in demonstrating clear priorities on insisting on conformity to classroom procedures, and was prepared to spend some time on this at this stage of the term, in order to get it right for the future.
39. High expectations of standards of work were seen in many lessons. For example, in a Year 5 science lesson, the teacher demonstrated high expectations of all the pupils as they worked in pairs to plan an investigation into the best material from which to make a lampshade. She insisted on the correct use of scientific terminology and helped them to elaborate on their initial ideas, thereby refining their thinking. Hence a pupil's first attempt to suggest "a bit of material", was refined to "a piece of laminated cloth". There is one area of weakness regarding teachers' expectations and this is a concern over the lack of emphasis on the way pupils present their work in some classes. This was particularly noticeable in the scrutiny of last year's work. In the

lessons observed, not enough consideration was given to the detail of how pupils should set out work on a page. Pupils do not always take sufficient pride in the way that their work is presented. There is, however, some good practice in upper Key Stage 2, particularly Year 6, and this emphasises the sharp contrast in expectations in this respect.

40. Teachers are aware of special educational needs' issues. They have received recent training in the use of individual education plans, setting realistic targets and record keeping. They are aware of the help available from outside agencies, for example, the educational psychologist. Classroom assistants are used effectively in the classrooms to support pupils. They write evaluations on the progress, or otherwise, pupils make during lessons, noting any problems that may have arisen. Work for pupils with special educational needs is planned by the teacher, in co-operation with the classroom assistant. Individual education plans are detailed, inform lesson planning and are reviewed regularly.
41. Pupils with EAL work at appropriate levels in all subjects. They are often paired with another pupil who is judged to have a good model of English and they are very well supported by class teachers and by support assistants.
42. Teachers make good use of a wide range of teaching methods to ensure that pupils make good progress in their learning. They use a mixture of teaching approaches that include whole class, group and individual teaching. Some very good questioning techniques were noted, for example in a Year 2 science lesson where the teacher used carefully structured questions to elicit the correct response from pupils as they took part in an experiment to find out which ball was the best bouncer. By using questions, which helped them to focus on the way each group dropped the balls, she was able to help them identify problems in their technique, and thus decide whether their test was a fair one. Teachers make good use of plenary sessions at the end of lessons to summarise key facts and to sort out misconceptions. Opportunities are also provided for pupils to use this time to share their work with the class, by presenting and explaining what they have done. A good example of this was seen in a Year 1 design and technology lesson where children explained their reasons for choosing particular houses as preferences, and encouraged the class to ask questions of their own about the features of some of the houses, such as roofs, chimneys and walls.
43. Teachers also employ a good range of strategies for helping children to learn new work successfully. An excellent example was seen in a Year 6 science lesson to teach the complex process of insect pollination. The teacher used drama techniques to demonstrate each stage of the process. The class took the parts of the bee, the petals and reproductive parts of the plant and through this role-play the pupils gained a good understanding of how the insect transferred pollen to the stigma in the process of visiting a flower to sip the nectar. In a Year 3 dance lesson, the teacher made good use of African music to stimulate the children's interest. They responded well in keeping the pulse and the beat moving.
44. All teachers manage pupils well. They expect pupils to pay attention to direct instructions. Clear rules of behaviour are established in all classes and pupils are expected to treat each other with consideration and respect. Teachers are firm and fair in their dealings with pupils and develop good relationships with them. They listen carefully to what pupils have to say and respond to their comments in a positive and receptive manner. This encourages the development of pupils' self-confidence. For example, in a Year 6 music lesson, the pupils were confident in making suggestions or offering opinions because of the class teacher's skill in praising and supporting all their efforts. Teachers are patient with pupils and quietly insist on compliance with classroom conventions.
45. Teachers' use of support staff and the resources of the school is also good. There is good teamwork between teachers and support staff, as seen in a Year 1 numeracy lesson when the teacher and the classroom assistant worked well together to maintain good learning throughout the lesson. Similarly, in a Year 2 literacy lesson, the learning support assistant worked with a pupil with special educational needs, giving him clear explanations of the points being made, and enabling him to succeed in his learning. All support staff are familiar with the plans and learning intentions for the children they work with, so that they are active partners in the learning process. This was seen very effectively in a Year 3 literacy session where a group of children was withdrawn

for part of the session for additional literacy support. Their learning benefited from a high standard of focused and carefully structured teaching within a small group. Teachers use the resources at their disposal well, as was seen in a Year 2 history lesson where the teacher made good use of a videotape to extend pupils' knowledge about the great fire of London. In a Year 4 art and design lesson, the teacher used postcard reproductions well to promote a discussion of Paul Klee's work.

46. Good assessment takes place during lessons where teachers make positive and constructive comments to pupils to help them increase their learning. The quality of marking is good overall. All work is marked. A good amount of marking gives pupils clear guidance on how to improve their work. Selected tasks are annotated with remarks about the level of support given and the context of the task. This information is used in the assessment of pupils' progress. This contributes well to the raising of standards. All teachers evaluate their lesson plans and use this information to adjust the next lesson if necessary. In one Year 3 science lesson, the teacher was able to change her plan as the lesson got under way when it became apparent that the pupils needed more structured help with planning their experiment. She substituted a teacher led discussion instead of going ahead with the original intention of letting the children work out the details in pairs. This proved successful and enabled the pupils to clarify their ideas and make good progress.
47. Teachers set homework that is appropriate for the ages of the children in their class and relevant to the work going on in the classroom. This was seen in a Year 1 science lesson, when children were asked to look around their homes for objects that were transparent, ready for the discussion in the next lesson.

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

48. The school provides a broad and balanced curriculum, which meets statutory requirements including provision for religious education and sex and drugs education.
49. There are weaknesses within mathematics in the depth and range of curriculum experiences. The use of mathematical skills to investigate within mathematics is regularly planned, particularly in Key Stage 2. The lack of breadth in the skills used in these investigations and, in many cases, the limited scope of the problems does not encourage pupils to investigate in depth and to discover their own solutions. The range of experiences in data handling and graphical representation of data is mainly limited to the use of tallying and frequency charts for the collection of data and block graph format for its representation.
50. The curriculum for the Foundation Stage is good overall. It covers all areas of learning for children of this age. The Foundation Stage team plans together to ensure parity between the two classes. There is, however, a temporary problem caused by the recent reorganisation of the school to facilitate two forms of entry. This necessitates the building of additional classrooms, and the reception classes have been re-housed in a suite of two adjoining rooms until this is complete. However, the children no longer have access to a secure play area for their sole use, and this means that a full outdoor curriculum cannot be implemented.
51. In both key stages an adequate amount of time is devoted to the development of skills in literacy and numeracy. The effectiveness of the school's strategies for teaching of literacy are good. The one exception to this is in reading. While inspection evidence shows that standards in reading are sound, evidence obtained from listening to a wide sample of pupils read shows that pupils take little pleasure in reading for enjoyment and very few express a joy in reading. Of the pupils heard read, very few read to their parents at home.
52. Curriculum documents are in place for all subjects. These include very good procedures for assessing pupils' progress and clearly indicate the subject leaders' role in monitoring and developing the subject. However, the method of presentation chosen by the school in several subjects is by copied worksheets. Together with the low priority placed on teaching presentational skills and the slow development of a good style of handwriting, this does not encourage pupils to take great pride in their finished work. Improvements in the area of presentational skills would contribute to further raising standards. The school is giving clear consideration to the new national

guidelines for the curriculum in order to decide where it may need to make changes to the policies and schemes of work.

53. Curriculum provision for pupils with special educational needs and those for whom English is a second language is very good. The school ensures that all these pupils experience the full range of its curriculum provision. Pupils are sometimes withdrawn for specific help and support, or taught individually, in groups and as part of whole classes. The work set for them is appropriate to their abilities and individual education plans are well planned and regularly reviewed. Both class teachers and support assistants use the targets in these individual plans to guide their work with these pupils in lessons. Reviews of individual needs meet statutory requirements and parents are kept fully informed. Pupils with English as an additional language are very well supported. Their level of development of English is assessed and regularly monitored and specific teaching of skills in English at letter, word and sentence level takes place in literacy lessons. Both these groups of pupils make good progress.
54. All these pupils have an equal opportunity to take part in all school activities and are given the opportunity to exercise responsibility within the school. They receive the school's full provision for spiritual, moral, social and cultural development.
55. Homework is well used to extend the work undertaken in the classroom. In a Year 1 class pupils had completed an envelope with their home address at home as part of their studies in geography. The level and amount of homework is steadily developed throughout the school and makes a good contribution to raising standards.
56. A good range of extra-curricular activities enriches the curriculum. There are after school clubs in glass painting, information technology, needlework, dance and a range of sports according to season, including soccer, kwik cricket, netball and athletics. Visits contribute well to extending the curriculum. Children in the foundation area visit the local library each half term while at the end of Key Stage 2 pupils take part in a residential visit, which includes outdoor and adventurous activities. Extra-curricular activities make a good contribution to raising standards.
57. Visitors to the school include specialists in sports, music and members of the local church and community services such as the police and fire services. These visitors make a significant contribution to the social and moral development of all pupils.
58. The school has a very good and clear equal opportunities policy. This is well implemented and ensures that all pupils have equality of access to the whole of the school's provision. The school's very effective systems of inclusion ensure that pupils with SEN and EAL are fully integrated into the school.
59. The school's overall provision for pupils' personal, social and health education is good. The basis for the social development of pupils is well established in the Foundation Stage. There is a good system of rewards and sanctions, which is well balanced and consistently well implemented. It gives recognition of pupils' good behaviour and successfully promotes an understanding of the principles of right and wrong. The school participated in the 'Health Promoting Schools' initiative, which has successfully developed pupils' awareness of the elements of a healthy lifestyle. Sex education is included in the school's curriculum and the provision is good. In a Year 6 class when studying the reproductive cycle of flowers the class teacher reminded pupils of their knowledge of fertilisation. All pupils treated this with sensitivity and maturity and it aided their learning well.
60. The spiritual development of pupils is satisfactory. Prayer is a regular feature in the school and pupils are provided with opportunities to reflect upon the world around them and the existence of beauty and wonder in life. They listen to music when entering and leaving assemblies and they study the beauty of the natural world, for example when studying the beauty of flowers in an art class and in their work on the community garden project. Pupils study the work of great artists such as Lowry, Picasso and Klee and use elements of their pictures to develop their own work.
61. Social development is good. During the week of the inspection the theme was friendship. Children and pupils of all ages were encouraged to think about and discuss what were powerful elements of friendship as well as what is unacceptable and why. In a School Council meeting representatives

of all age groups discussed introducing a 'Buddy' system to help younger or less confident pupils in the playground. These discussions showed a highly developed understanding of the needs and feelings of others.

62. Provision for pupils' moral development is good. Codes of conduct are displayed throughout the school and sharing assemblies often focus on the care and concern demonstrated in pupils' behaviour. In discussions pupils demonstrate real awareness of the need to respect the beliefs and feelings of others. This is also evident when pupils are working with their peers who have special educational needs or English as an additional language.
63. Cultural development is satisfactory. There is a satisfactory range of studies of the beliefs and customs of major ethnic and religious groups. A colourful display in the entrance hall shows the greeting 'hello' in a good range of languages. However, the school has a wealth of cultural differences amongst its population, which could be used much more effectively to enrich the cultural development of all its pupils.
64. Included in the key issues at the last inspection were an 'absence of targets for improvement in the school's performance overall' and 'the absence of a policy or procedures to promote high standards of discipline and behaviour'. The school's strategies for performance management are now good and the behaviour of pupils is also good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

65. The pupils of St Matthew's school are cared for well and this provision has improved since the last inspection. The overall effectiveness of the school's policies, including that for the elimination of bullying, is a strength of the school. They contribute to the provision of a good environment for the development of pupils' attainment and progress.
66. The school makes good use of the services provided by external agencies. For example, the educational psychologist has helped with raising staff awareness of special needs issues and the part-time specialist in English as a second language is a great asset to the school. The school has had help with its provision for speech and language as well as from other local authority agencies. Where pupils have behavioural problems, individual education plans are drawn up and external agencies are involved where it is thought necessary.
67. The child protection policies and systems for ensuring the welfare of the pupils are good and working effectively. The school has a named child protection officer who works closely with the outside agencies. Discussions with the Education Welfare Officer (EWO) confirm the effectiveness of the school's arrangements. The policies for dealing with accidents in school are in place; they are effective and there is close liaison with the parents. The school regularly monitors home addresses for any change of emergency contact.
68. The monitoring of pupils' academic performance and personal development is very good; it is particularly effective on the monitoring of academic development. This is strength of the school and is particularly important given the high level of pupil movement. Discussions with teachers new to the school this term demonstrated their understanding of the systems and the use that can be made of the information in order to raise standards.
69. Good assessment procedures are in place for the Foundation Stage and the staff use the results of their assessments well to plan the next steps in learning. All staff in the Foundation Stage team gather information on individual children through skilful and well planned observations. A baseline assessment is carried out early in the autumn term and individual targets are set from this. This information is shared with parents so that they can work together with the school to help their children move forward. The steps the children are making towards early learning goals are recorded regularly. A portfolio of children's early work is collected to demonstrate their early achievements in school. If this were continued to the end of the Foundation Stage, it would be a further indication of the progress they make.

70. The procedures for monitoring and promoting attendance are good. Registrations are completed promptly at the start of each morning and afternoon and this means that little latitude is given for late arrival. When pupils arrive after registers are marked this is logged by the administrative staff and follow-up action taken with parents. The administrative staff contact, at 9.30 am each morning, the parents of children for whom there is no explanation of absence. The school works closely with the Education Welfare Officer (EWO) who contacts and visits parents whose children are persistently absent and/or late.
71. The school has a good behaviour policy that has been developed since the last inspection. This was written after close liaison between parents, governors and staff. The monitoring of behaviour is effective and is consistently carried out by all staff across the whole school. The policy and its implementation are both good and have been effective in promoting good behaviour and eliminating any oppressive behaviour.
72. There are very good procedures for assessing pupils' attainment and progress. These procedures are based on a well-documented policy that is efficiently implemented both in the classrooms and by the senior administrative officer. The records are well kept and accessible. However the use of this high-level assessment information is unsatisfactory overall because of the inconsistent use of the information in guiding planning and teaching in Numeracy and science. There is a need, in Numeracy, to carefully match tasks in mathematical investigation, data handling and graphical interpretation to what pupils already know. In all other areas the use of the assessment data is at least satisfactory and often better than satisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

73. The parents have a good perception of the school and view the changes that have taken place since the last inspection positively. The level of response to the parents' questionnaire was good, as was the turnout for the parents' meeting. This demonstrates the parents' commitment to the school and reflects the effort made by the school to involve the parents. Discussions with parents during the inspection indicated that they had chosen to send their children to the school after carefully looking at the local alternatives; several made the choice because of the friendly atmosphere and it being a relatively small school.
74. The school works hard to ensure effective links with the parents and is successful. The early years' policy stresses the benefits of a strong partnership between the home and school and this policy is carried on throughout the whole school. In the questionnaire 90 per cent of replies stated that the school works closely with parents and this position was confirmed at the meeting with parents. There is easy and informal communication between the parents and the headteacher and staff on a daily basis and, in the replies to the questionnaire, 93 per cent said that the school dealt well with parents' questions and problems.
75. The parents of pupils with special educational needs are kept fully informed by the school about their child's progress and are involved in the formulation of statements. The school has recently produced a leaflet for parents which explains the Code of Practice and its terms and provisions. Parents see the school as reacting very quickly to the problems their children might be having and feel that the school staff concerned are "easy to talk to." The school maintains very good links with a local special school. Parents of pupils for whom English is an additional language are kept well informed about the progress of their children.
76. There is a strong Parent Teachers Association, which works hard to raise additional funds for the school. The committee works closely with the teachers to ensure the additional funding is used for extra equipment and not as subsidy for standard funding.
77. The parents provide good support for the school through their help in the classrooms and on school outings. In the last summer term an average 10 parents came into school each week and at the start of this term 36 parents have offered to help. At the sharing assembly held during the inspection 23 parents attended and participated.

78. The annual report to parents, about the progress that their children are making, is well presented and informative, giving information on the levels of attainment from Year 1 to Year 6. The reports have targets for improvement written into the text on English and Numeracy. There are two consultation evenings in each school year for parents to discuss with the teachers their children's progress. At the start of each term, the class teachers send out letters detailing the curriculum for the term ahead. The school sends out a newsletter when necessary. The school provides good quality information for the parents about all aspects of the school.
79. The parents make a satisfactory contribution to their children's learning. However, there is little evidence of effective co-operation between the school and parents on the monitoring of the reading undertaken at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

80. In the two years since the publication of the last inspection report, the quality of leadership and management has progressed from a position of major weakness to one of strength and effectiveness. The headteacher, governing body and senior staff now form an effective team that provides very good leadership and management for the school. The headteacher provides a very clear educational direction for the school and has been successful in communicating his vision of what can be achieved to both governors and staff. The school has made very good progress since the last inspection, responding in a positive way to the key issues raised in the subsequent report. The raising of standards is the motivation behind all management thinking and there is a unity of purpose and commitment amongst the staff, both teaching and non-teaching, to achieve the high targets that the school has set itself.
81. As part of the school's commitment to improving standards the role of the subject managers has been strengthened with forward planning, monitoring and the setting of targets all becoming major elements of their work. The school's development planning constitutes a potentially very effective and clearly focused instrument for change. Monitoring and evaluation, in which all levels of management are involved, has been developed to a high level in both teaching and learning. The information gathered is used to inform future planning and maintain the focus of management on the raising of standards. As part of its monitoring procedures the school sets targets for individual pupils which are regularly reviewed and where necessary revised. The training needs of the staff have been identified and are taken into consideration by the management team when planning for development.
82. In the last inspection report of June 1998, the governing body was identified as providing "weak" leadership and management; this is no longer the case. The governing body now forms a very effective instrument for management and change and plays a major role in the day-to-day running of the school. Governors are pro-active and often take the initiative, for example, in the securing of extra funding. The governors have a very good understanding of the school's strengths, weaknesses and priorities and those that relate specifically to their own development. Through various sub-committees they make important contributions to the management of all areas of the school's work. Governors are very effective in fulfilling their statutory duties, particularly in the area of financial management. The financial sub-committee ensures that specific grants are used for the purposes for which they are provided and that other funding is used efficiently to ensure the realisation of the school's aims.
83. The overall leadership and management of the provision for pupils with special educational needs and for those for whom English is an additional language (EAL) is very good. The special needs co-ordinator is very effective in ensuring that the pupils who have special educational needs receive the full provision as recommended in the national Code of Practice. Individual education plans are reviewed regularly and the meetings minuted. Pupils are sometimes withdrawn or receive help and support in the classroom. The assessment of levels of need, the programme building and the levels of support given to pupils for whom English is an additional language are very good.
84. There was no evidence to suggest that pupils with special educational needs are not fully integrated into the life of the school. Governors are active in the area of special educational needs and regular meetings are held with the special needs co-ordinator. They ensure that parents are kept fully informed about special needs and EAL provision in their annual report.

85. The effectiveness of the school's provision for teacher development is clearly demonstrated by the good level of teaching observed during the inspection. The results of the monitoring of teaching and planning are well used by the school to inform the setting of targets for teacher development. Teaching and support staff work well together and in partnership, with classroom assistants making a good contribution to the planning and evaluation of learning in the classrooms. The development of the information, communication and technology skills (ICT) of the teaching staff has been an important area of focus that inspection evidence indicates is being successfully implemented. Newly qualified teachers and teachers new to the school receive good support and are provided with a mentor who seeks to ensure that they settle into the life of the school quickly.
86. The school accommodation provides an adequate resource for the teaching of the curriculum. The accommodation is not fully suitable for pupils who may have to use a wheelchair. Access is limited to the front entrance and this would be a source of danger in the case of fire or any other need for the emergency evacuation of the building. However, in all other cases pupils have full access to the building. The school grounds are large and well maintained. They are well used as a teaching resource. Plans are displayed in the school entrance hall which show the planned extension and improvement of the school site, which has just begun.
87. The resources available to teachers are on the whole satisfactory. However, in mathematics the resources are good and in ICT they are very good. The school has carried out the recommendations made in the last report in this area of its provision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and to further improve the quality of education that the school provides, the headteacher, governors and staff should:

- a) review and improve the effectiveness of the strategies the school uses to impress upon parents the importance of their children's regular attendance and punctuality (paragraph 26);
- b) raise standards in mathematical investigations and in the handling of data and its representation in graphical forms (paragraphs 16, 49, 121, 123);
- c) improve the consistency of use of the very high level information gathered from the assessment of pupils' work to carefully match future tasks to pupils' levels of ability, particularly in areas of mathematics and science (paragraphs 17, 37, 124); and
- d) develop and implement strategies for the regular and systematic teaching of good presentational skills, including the early development of a well-formed style of handwriting, in order to enable pupils to take a true pride in their finished work (paragraphs 39, 52, 127).

The governing body may also wish to consider the inclusion of the following minor issues in their action plan:

- a) that although standards in reading are sound, pupils do not develop a joy in reading or a true pleasure in reading for fun (paragraphs 51, 79, 106, 114); and
- b) that while the cultural development of pupils is sound, the great cultural diversity within the school is a rich resource which should be used to greater advantage to raise standards in this area (paragraph 63).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4.5	17.5	63	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	235
Number of full-time pupils eligible for free school meals	35

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	37

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	1.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	13	13	11
	Total	25	24	23
Percentage of pupils at NC level 2 or above	School	81	77	74
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	12
	Girls	12	12	13
	Total	25	24	25
Percentage of pupils at NC level 2 or above	School	81	77	81
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	17	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	6	10
	Girls	16	13	16
	Total	24	19	26
Percentage of pupils at NC level 4 or above	School	86	68	93
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	15	13	16
	Total	22	20	23
Percentage of pupils at NC level 4 or above	School	79	71	82
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	15
Black – other	10
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	1
White	188
Any other minority ethnic group	10

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)	10
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	105

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	419,472
Total expenditure	419,472
Expenditure per pupil	1,970
Balance brought forward from previous year	0
Balance carried forward to next year	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	211
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	34	7	1	0
My child is making good progress in school.	50	43	4	1	0
Behaviour in the school is good.	43	51	3	1	1
My child gets the right amount of work to do at home.	37	38	19	5	1
The teaching is good.	56	41	1	1	0
I am kept well informed about how my child is getting on.	43	43	14	1	0
I would feel comfortable about approaching the school with questions or a problem.	71	22	5	1	1
The school expects my child to work hard and achieve his or her best.	58	38	3	0	1
The school works closely with parents.	50	40	9	0	0
The school is well led and managed.	67	27	4	1	1
The school is helping my child become mature and responsible.	54	37	4	1	4
The school provides an interesting range of activities outside lessons.	37	39	17	5	3

The great majority of parents are very supportive of the school and feel that it has improved over recent years.

Inspection evidence supports the positive views of the majority of parents. Homework is set throughout the school from the earliest age and is increased steadily as pupils grow older. Homework is usually an extension work undertaken in classrooms and has a positive effect on raising standards. The range of extra-curricular activities provided by the school is good both in range and in quality. In these areas inspection evidence does not support parents' concerns. The annual report to parents about the progress that their children are making is well presented and informative, giving information about the levels of attainment from Year 1 to Year 6. The reports have targets for improvement written into the text on English and Numeracy. There are two consultation evenings in each school year for parents to discuss with the teachers their children's progress. At the start of each term the class teachers send out letters detailing the curriculum for the term ahead. Again, inspection evidence does not support the views of a small minority of parents who are critical of the standard of the annual reports.

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

Standards on entry

88. Until this year, children's attainment on entry to the reception class has been well below the local education authority average and below average for their age and level of development. This is confirmed by the initial assessments conducted with these young children. However, although no figures are available for comparison at this early stage in the term, indications are that the present group of children is entering school with standards which are broadly average when compared with those of children of their age nationally. By the end of the year, they are likely to meet the early learning goals, which are the nationally recognised targets for children of this age, in all the areas of learning. This is a satisfactory standard at the age of five.
89. Provision for children in the Foundation Stage is good. There is a very good Early Years Policy in place and the staff team is led by an experienced and knowledgeable co-ordinator. She is also responsible for Key Stage 1 and this helps to ensure a smooth transition to Year 1. There is a very good system in place for making sure that children settle into school routines easily. Children are admitted to one of the reception classes in the September of the school year in which they are five. The Early Years' team comprises two teachers and a nursery nurse. Children attend for mornings only to begin with and this is gradually extended to a whole day, starting with the children who will be five before Christmas.
90. Parents are encouraged to bring their children into the classrooms in the morning to help them adjust and they appreciate this opportunity. Children settle into school well. Special arrangements are made for the lunchtime meal so that mixing with large numbers of older children does not overwhelm the new children. They are introduced to whole school events, such as assembly, as they become ready. There is also a "Buddy system" whereby older children play with the youngest children and teach them playground games. At the time of the inspection, only three of the 40 part-time children in the two reception classes were already five.
91. The school works closely with parents in the Foundation Stage. There is a very good familiarisation programme, whereby new children visit the class in the previous summer term. There is a home visit before children start school, which enables the staff to get to know both children and parents. The Early Years' team makes itself available before and after school to chat to parents and carers and the nursery nurse holds a regular weekly drop-in session for longer discussions. Parents are invited to an evening meeting in the autumn term to explain the curriculum for the Foundation Stage. Children with SEN and EAL are given a very good start to their schooling. Their individual difficulties are identified early and specific programmes of work are drawn up to guide their learning. Parents were very appreciative of ways in which their children were prepared for school.

Personal, social and emotional development

92. At the age of five children's personal, social and emotional development is good. All but six out of the 40 children in the reception classes have had some pre-school experience and this helps them to come into school well prepared for many aspects of their personal, social and emotional development. By the age of five their development has reached a good level. They are quickly learning classroom conventions such as taking turns and not interrupting others. They are developing their ability to be independent, for example in their personal hygiene. Children make good progress in developing their personal, social and emotional skills, due to good teaching. The staff provides them with many opportunities to extend their development as members of a group and to expand their own qualities of self-esteem, self-confidence and independence. They have settled into school very well, benefiting from the carefully structured induction programme and gradual introduction to school life. During their activities, they are encouraged by all staff to share resources, to take turns and to help each other. For example, at the end of each session, they

are all encouraged to tidy away their toys and equipment, helping each other as necessary. A good programme of personal, social and emotional development is introduced from the beginning and this is helping to teach children to be considerate and helpful to one another.

93. Because the opportunities for outdoor activities are limited at the present time, due to building work, the children have no opportunities to develop the social skills associated with the use of large ride-on and push-pull toys. In the home corner, both girls and boys are happy to share roles as they feed the baby, lay the table and cook the dinner. A few children are still slow to settle at the beginning of group sessions, but respond positively to the encouragement they receive from the staff. It is very early in the term and all of them have been in school for only a matter of days. Children's attitudes to their work are good. They pay attention, develop skills of discussion and contribute well to each other's learning. They also respond well to the different adults they meet and to older children in the school.

Communication, language and literacy

94. As a result of good teaching, children make good progress in the development of their communication, language and literacy skills. By the age of five, children's standards in language and literacy are satisfactory. Knowledge and understanding of language are given good emphasis in the reception classes through daily speaking, listening, reading and writing activities. They are quickly learning to listen to each other and to the staff who teach them. Many are already becoming confident in speaking, expressing their opinions, asking and answering questions, or requesting help. In reading they are also making good progress.
95. Children attend closely to their teachers and concentrate well on the tasks that they are set. Their attitudes to their work are good. When handling books, they can all turn the pages correctly and most understand that words and pictures carry meaning. Most children now recognise their own name and a few can read some familiar words. All enjoy looking at books, both big and small, singly or in pairs. They can join in with the story of "The Hungry Caterpillar" and many can retell the story in sequence as they turn over the pages or play with the puppets. All children also enjoy listening to stories from a tape. In small groups, they enjoy gaining knowledge, skills and understanding about reading in "guided reading" times led by their teacher.
96. All children are beginning to recognise some letter sounds and can sort objects into a tray according to whether they begin with "t" or "s". They enjoy taking books home in their book bag, to share with parents at home. The children practise their emergent writing in the classroom "office" and make labels for things around the classroom. All staff encourage them to write down telephone messages as seen when a boy rang the shop to see if the bike he had ordered was in stock yet. Throughout the lessons, the staff talk to the children, questioning, explaining and discussing what they are doing. This good practice serves to increase the children's awareness of vocabulary, grammar and the conventions of conversation.

Mathematical development

97. The standards which children reach in mathematics by the age of five are satisfactory. The children make good progress in their mathematical development. Mathematical skills are well taught, and the children are provided with good opportunities to experience a range of practical activities such as games and sorting and matching. Almost all can count to five and a few can count and recognise numbers to 10. These children can also recognise when a number sequence is incorrect and then rearrange it in the right order. They practise number rhymes and songs and the more able children enjoy exploring a number chart to pick out larger numbers, such as 45 or 100. As they taste the fruit that The Hungry Caterpillar liked, they make their own labels to stick on the appropriate poster. Later they discuss the pictogram they have made with their teacher and think about which is the most popular fruit.
98. The quality of teaching in mathematics is good. The staff maximise every opportunity to develop mathematical knowledge, understanding and skill. They encourage the children to make shopping lists and ask them if they have enough money for their bus fare. They count the coins and agree that 4p will be enough, but they will need more money for the shopping. They develop

mathematical language through their play. For example as they make tunnels in the sand, they compare which is longer and which is wider. They have daily opportunities to play in the water tray and these experiences help them to form the foundations of many mathematical and scientific ideas. Children enjoy their mathematical experiences. They work well together and their attitudes to their work are good.

Knowledge and understanding of the world

99. By the age of five children reach satisfactory standards in their knowledge and understanding of the world. All children make good progress in developing their knowledge and understanding of the world around them and this area of learning is well taught. They are learning about the life cycle of a butterfly and enjoy looking at the pictures in their big information book. All children are already familiar with terms such as chrysalis from their Hungry Caterpillar story and they know that the butterfly will lay eggs and that these will hatch into caterpillars. They are taken out to explore the school grounds and the local environment. The regular use of construction kits and mouldable materials such as playdough to make models makes a good contribution to their learning. In the current topic on transport children are comparing old forms of transport with the present day. Children discuss the earth moving vehicles as they play in the large indoor sandpit, and experiment with moving sand up to the top of the mound they have made. They are given a very good introduction to using the computer suite, where children work in small groups with the nursery nurse and make good progress. They also use the classroom computers confidently, and can use the mouse to activate the screen. Children take great pleasure in these activities. They pay close attention to their teachers and work hard to succeed. Their attitudes to their work are good.

Physical development

100. By the age of five standards of physical development are satisfactory. Children make generally satisfactory progress in their physical development. Through their work in using paint and modelling materials, pencils, scissors and brushes, they show a growing control and ability to manage smaller items. They manipulate puzzles well and can make a runway with the construction kits so that a marble can run downhill. The current lack of outdoor provision, due to building work, restricts opportunities for developing gross motor skills such as balance and the ability to manoeuvre wheeled toys. At the time of the inspection, the adventure playground was also out of use, due to building works, so the children could not use the climbing frame, slide and other large equipment. However, they have physical education lessons where they make use of the large space to run and jump and will be gradually introduced to the indoor apparatus for climbing, jumping and practising landing. These lessons are well taught. During their first lesson in the hall most children managed to change their clothes and place them tidily at the side. Most needed some help with getting dressed at the end of the lesson, but are attempting to do some part of it for themselves. They are beginning to develop their awareness of space, and can move around without touching anyone else, although a significant number of children find this difficult. Children thoroughly enjoy their physical activities. Some children do, occasionally, become over excited but this is well managed by their teachers. All demonstrate good attitudes to their work.

Creative development

101. By the time that they become five years of age children reach standards of creative development which are satisfactory. Children engage in picture making activities and use a reasonable range of media such as paint crayons and collage. The planning shows that they will have opportunities to work with a wider range of media as the term goes on, and examples of this were seen in last year's photographic record. All children are encouraged to make choices from the range available and to explore texture, colour and shape. They respond well and enjoy expressing their thoughts creatively. They really enjoy creating their own colourful pictures on the computer and are learning to clear the screen when they have finished. All sing songs and already know some by heart. Scrutiny of teachers' planning shows that they will be introduced to musical instruments, but this was not seen in the inspection week.

102. The quality of teaching is good. The staff are good at extending the creative elements of role-play. This was clearly seen as the nursery nurse joined in the role play of the shopping game. By playing the part of shopkeeper she was able to help the children develop the roles of shopkeeper and customer, so that their imaginative play was extended. In the home corner, they have opportunities to act out typical family scenes, for example laying the table, feeding the baby and tidying up and putting everything away in its place.

ENGLISH

103. Pupils' attainment in English at the age of seven and eleven is broadly average and standards have been maintained at similar levels to those found at the time of the previous inspection. The school's 1999 national test results in reading at the age of seven showed pupils' attainment as being below the national average and well below the average when compared to similar schools. Pupils' standards of attainment in writing at seven were well below the national average and were very low when compared to the results of similar schools. In the three years 1997 to 1999 standards in reading and writing have risen steadily, although they remain well below the national average.
104. At the age of eleven, the school's 1999 results in national tests showed pupils' attainment to be above the national average and broadly in line with the results of similar schools. The school exceeded its targets for attainment in both key stages in 1999. In the three years 1997 to 1999 there has been a continuous trend of rising standards in English. This trend was continued in the unconfirmed results of the end of Key Stage 2 tests in 2000.
105. The National Literacy Strategy has been effectively implemented across the school. The results of national tests have been analysed in considerable detail and realistic, but challenging, targets have been set in place. The attainment of pupils is constantly monitored and, where necessary targets are revised. The school keeps detailed records of the attainment and progress of individual pupils. This high level of monitoring and record keeping combined with good and often very good literacy teaching helps to ensure that the majority of pupils are making good progress throughout their time in the school.
106. Standards of attainment in reading at the ages of seven and eleven are average, with a number of pupils achieving levels above that. Pupils with special educational needs and those who have English as an additional language make satisfactory progress in developing their reading skills. Pupils in Key Stage 1 use a number of reading strategies when faced with unfamiliar words, for example, the use of phonics and picture cues. Pupils in Year 1 read regularly at home but this important aspect of skill acquisition is less secure in Year 2. By the end of Key Stage 2 pupils are reading a variety of books, both fiction and non-fiction. They can locate information in reference books and know how to use the school library. Pupils visit the local library in class groups and borrow both fiction and non-fiction books. Inspection evidence indicates that the involvement of parents in their children's reading is strong when they first enter school. However, interviews with pupils, particularly those in Key Stage 2, indicate that many read to an adult at home either infrequently or not at all. Teachers keep individual pupil reading records. The records of their own reading kept by pupils constitute little more than a list of books read by them. Very few of the individual reading records kept by the pupils had any comments written by adults, teachers or parents, about their progress, or for that matter, any comments by the pupils themselves about the books they have read. This problem with reading diaries was noted in the report of June 1998. Inspection evidence indicates that reading is not an area that raises high levels of enthusiasm amongst the majority of pupils, particularly in Key Stage 2.
107. Pupils' speaking and listening skills are satisfactory overall, with the majority of pupils in Key Stage 2 reaching good levels, particularly in their ability to express themselves clearly. Teachers put a great deal of emphasis on the acquisition of speaking and listening skills in all areas of the curriculum. Pupils in Key Stage 1 are able to give instructions in clear phrases and listen to their teachers without interruption. Pupils in Key Stage 2 demonstrate an ability to listen to the views of others. They wait for their turn to speak and express themselves clearly. By the age of eleven they are able to express their ideas in a logical way and when answering questions demonstrate that they have listened carefully to the lesson. Drama is used to good effect to develop the

speaking skills of the pupils, for example, the work done in Year 6 on Shakespeare's "Romeo and Juliet" in which the pupils demonstrated their ability to follow a plot and discuss its implications sensibly.

108. Writing standards at the ages of seven and eleven are average. Pupils write for a variety of purposes. For example, in Key Stage 1 they rewrite fairy stories using their own words and can produce instruction lists for performing simple tasks. Pupils write poems and accounts of their own daily lives. By the end of the key stage, the majority of pupils can structure sentences using capital letters and full stops. Their spelling is generally satisfactory and they are able to use a number of different strategies to help them with the spelling of words they do not know. Higher attaining pupils in Key Stage 1 use other forms of punctuation, for example, question and exclamation marks. By the end of Key Stage 2, pupils are using their writing skills to produce poems, diaries, extended stories and descriptions of events. Their writing shows an ability to express themselves in a clear and interesting way. A Year 6 pupil wrote in a poem: "The sea sings and whispers to you and seems that it's trying to say something to you."
109. Pupils develop their writing skills through their positive response to a variety of texts, which include comprehension exercises, work on grammar and the drafting and redrafting of their stories and other writing. In both key stages, pupils develop their handwriting skills to a satisfactory level. However, the presentation of their work is, in a significant number of cases, untidy and lacking in care. At the end of the key stage, the majority of pupils are using a good range of punctuation in the work that they do. The literacy skills of the pupils are developed in a range of different subjects, for example, the written work associated with the development of a millennium garden. A scrutiny of pupils' work, including those with special educational needs and those for whom English is an additional language, demonstrated that they make good progress over time.
110. The majority of pupils in both key stages, including those with special educational needs and those for whom English is an additional language, show a positive attitude to their work in literacy. They are attentive to their teachers and work co-operatively when in groups or when working with a partner. The general behaviour of pupils in lessons is good and this, combined with their enthusiasm for writing and drama, makes a positive contribution to their progress in lessons.
111. The quality of teaching is good overall with some examples of very good teaching; it is never less than satisfactory. This level of teaching is a major contributor to the good progress made by the pupils in all areas of their literacy work. Where teaching is good, teachers have a secure knowledge of the National Literacy Strategy and use it effectively. Teachers make sure that pupils have a clear understanding of what they are going to do and the expected learning outcomes. They demonstrate good subject knowledge and an ability to give clear explanations. Teachers make good use of texts that provide challenge for pupils and are focused on the objectives of the lesson. This contributes well to pupils learning.
112. The use of questioning is good and it is used well to probe for understanding and as a teaching aid. Time is well used and lessons have a brisk pace. Classroom assistants are deployed efficiently and provide good support for small groups and individual pupils. Teachers end lessons by reviewing the work covered and ensuring that the pupils have understood what has been taught. Reading activities are used well to focus on particular reading skills, for example, a lesson in Key Stage 1 which was used to develop the ability of the pupils to read with expression. Teachers use planning and ongoing assessment well, ensuring that what they have taught the pupils has been understood by them. There are examples of lessons being planned as a result of an evaluation of the success or otherwise of the one before.
113. The good subject co-ordinator is well qualified and is aware of what needs to be done to strengthen the subject and to increase levels of attainment, particularly in Key Stage 1. There is a commitment within the whole school to developing literacy and its impact in all subjects of the curriculum.
114. The school library contains a satisfactory range of books both fiction and non-fiction. It is, however, uninspiring as a reading resource and lacks that sense of cosiness and comfort so important when encouraging pupils to read.

MATHEMATICS

115. Standards in mathematics are sound at the end of Key Stage 1, good at the end of Key Stage 2 and good overall.
116. In national tests in 1999 at the end of Key Stage 1 the percentage of pupils reaching the expected Level 2 and above was well below the national average. The percentage of pupils who reached the higher than expected Level 3 was below the national average. In Key Stage 2 the percentage of pupils reaching the expected Level 4 and above was close to the national average. The percentage of pupils reaching the higher than expected Level 5 was above the national average.
117. The trends over time show that in Key Stage 1 standards in mathematics fell slightly between 1996 and 1997. There was a significant improvement in the 1998 test results but an even greater fall in 1999. The overall trend in Key Stage 1 over the four years 1996 to 1999 is one of standards maintained overall at a level below the national average.
118. In Key Stage 2 standards in mathematics improved significantly between 1996 and 1997. Steady improvement has been shown in 1998 and 1999 results. The overall trend in Key Stage 2 over the four years 1996 to 1999 has been one of consistent improvement maintaining standards at above the national average.
119. The school's achievement in the unconfirmed results of national tests in mathematics in 2000 shows a ten per cent increase in the percentage of pupils reaching Level 2 and above at Key Stage 1. A similar percentage improvement in the number of Key Stage 2 pupils reaching Level 4 and above was also achieved.
120. At the time of the last inspection standards were judged to be satisfactory in both key stages. In both key stages the National Curriculum requirements for using and applying mathematics were not being met. There was also a weakness in the teaching of mental strategies. Progress since the last inspection is satisfactory. There remains a lack of breadth in the range of mathematical investigations, but the teaching of mental strategies for calculation is now good.
121. The sound implementation of the National Numeracy Strategy has enabled satisfactory improvement in the area of using and applying mathematics, in both key stages. There has been good progress in the teaching of mental strategies of calculation. In numeracy lessons pupils enjoy mental calculation in a good range of number and mathematical processes. When pupils are asked, in lessons, to explain their strategies, they do so clearly. This enables pupils to learn from each other. The range of different methods which pupils use also shows that teachers are not limiting the range of strategies used. In both key stages the majority of work presented to pupils in the areas of investigation, data collection and graphical representation is low level. Although the number of opportunities for pupils, in both key stages, to work in these two areas of mathematics are sufficient, the range of investigations is limited. The range of data handling and graph work is low quality and unsatisfactory.
122. At the end of Key Stage 1 pupils count to 20 in two's. They understand odd and even numbers, develop sequences up to 50 and count on and back to and from 20, ten pence and ten pounds. Pupils understand digital and analogue time to quarter hours. They recognise reflective symmetry, name two-dimensional shapes and use non standard units to measure length, weight and capacity. The very high level information gathered from the assessment of pupils' progress is well used to modify these tasks for less able and more able pupils. Pupils understand that data can be collected and represented in graphical form. They collect information about shoes from their classmates and draw a block graph of the results.
123. At the end of Key Stage 2, average pupils use all four rules of number to hundred, tens and units, add and subtract proper fractions and decimals to two places. They work with standard measures in weight, distance, measure and capacity. They use regular and irregular shapes in tessellation, recognise and draw a good range of angles and identify two and three-dimensional shapes by their properties. Pupils investigate problems in sport, travel, gardening and holidays but the great majority of investigations is number based. Tally charts and occasionally frequency charts are

used to collect data but the graphical representation of this data is, almost always, in the form of block graphs. The school is aware of this limited range of work and planning is in place to extend this.

124. Work in number and shape, space and measure is modified to suit the abilities of less able and more able pupils. However, the very good level of information, which is collected from the assessment of pupils' work, is not used to carefully match future work to pupils' levels of ability in mathematical investigations or in data handling. Pupils with special educational needs (SEN) and those for whom English is an additional language (EAL) make good progress. This is mainly due to the very good, well focused support given to all these pupils.
125. The quality of teaching is good overall in both key stages. Of the seven lessons observed during the inspection the quality of teaching in one lesson was excellent, very good in three lessons, good in one lesson and in two lessons the quality of teaching was sound. Teaching of good quality and better was observed in both key stages.
126. Teachers' good quality planning, which is linked to the framework of the National Numeracy Strategy, is thorough and modified to match the abilities of less able and more able pupils. They use good classroom management skills to ensure pupils' close attention and good behaviour. In the best lessons teachers involve pupils in their studies to such a high level that pupils become totally involved in their quest to solve problems. In one excellent lesson in Year 6 the whole class became engrossed in the quest to obtain the 'best deal' from a pizza takeaway outlet. The high level mathematics involved became incidental. All teachers have very good understanding of the development of pupils' mental strategies in calculation. This is a strength in the teaching of mathematics.
127. Pupils in both key stages thoroughly enjoy their work in mathematics, particularly when they are challenged to use and explain their mental strategies. Almost all pay close attention to their teachers, join readily in all discussions and are confident when offering opinions. Most pupils complete a good quantity of work during lessons. However, both in work undertaken during lessons and from looking at pupils' past work, evidence shows that presentational skills are not well developed. The progressive development of formal skills of presentation, including handwriting, and the development of a system of storing pupils' completed work will enable them to take a pride in their work. This will further raise standards.
128. The very good capability of the subject co-ordinator is a good model of teaching practice and there is a good commitment to improving the standards attained by pupils. She is aware of the relative weakness in the school's delivery of mathematics and has clear plans to raise standards in these areas. The regular systematic monitoring of mathematics' teaching is also planned. This will contribute to rising standards.

SCIENCE

129. Attainment in science in the 1999 national tests was above the national average by the end of Key Stage 2. The average trend for the three years up to 1999 shows that the pupils' performance in science has been consistently above the national average. These results are broadly in line with the average when compared with schools of a similar type. Teacher assessments at the end of Key Stage 1 in 1999 indicated that the percentage of pupils reaching the expected Level 2 was well below average. Results were also well below average when compared to schools of a similar type. These results partly reflect a high pupil turnover factor, which is particularly acute in Key Stage 1, and the low attainment of pupils on entry to the school.
130. There has been a focused effort to improve standards in science, particularly in Key Stage 1. The science co-ordinator has been working with staff to improve science teaching and learning and to devise and implement better and more accurate science assessment procedures. Results for the year 2000 national tests show a marked improvement, although there are not yet any statistics available to make comparisons with national averages or similar schools. Ninety seven per cent of 7 year olds attained the expected Level 2 and a significant number gained the higher Level 3. Standards seen in pupils' books and in lessons during the inspection are average at Key Stage 1

and above average at Key Stage 2. Pupils with SEN and EAL make good progress throughout the school. Tasks, in lessons, are modified to match their abilities and they are given very good levels of support.

131. During Key Stage 1, pupils make good progress in building up their knowledge and skills. In Year 1 they can sort objects according to the sort of material they are made from. They understand the terms transparent and non-transparent, and can discriminate between them, but their use and understanding of scientific terminology is weak and the majority do not acquire new vocabulary quickly. This leads to some confusion in the way they record their investigation. In Year 2, pupils make good observations as they investigate a set of balls to find the best bouncer. They make comparisons between the different balls and endeavour to count how many times each ball bounces when dropped from the height of one metre. They already have a good grasp of whether or not their test is a fair one. The more able pupils are able to make predictions, and back these up with a reason; “the rugby ball won’t bounce well because it is not round”.
132. During Key Stage 2, pupils continue to build on this good progress in developing their knowledge and skills. They appreciate the need for a fair test and are able to identify the variables and agree procedures that will be consistent. Pupils in Year 3 could explain how they would change the material but keep all the other factors the same in order to find the most absorbent towel to wipe up a spill. By Year 5, pupils have a good understanding of light and of electric circuits. They use terms such as opaque, translucent and transparent accurately. They use their previous knowledge well to help them to devise an experiment to find the best material to make a lampshade. They realise that the shade needs to let a large percentage of light through and yet protect the user from glare. They also understand the problem that could arise as the lamp gets hot and are aware of the safety issues involved. They are learning to plan their own investigations and can identify the equipment they need and explain the ways in which they will collect data and record results. They can discuss how they will conduct the test and most are aware of the need to make a prediction. Pupils in Year 6 have a good understanding of the functions of various parts of a flowering plant. As they examine the parts of a flower which their teacher has dissected for them, they see for themselves the intricate structure of the stamens, stigma and ovule, and this helps them gain a good understanding of the role of each part in the life cycle of the plant.
133. Teaching is good overall and there are some examples of very good teaching. There are many strengths. Teachers build on pupils’ existing knowledge and use questions skilfully to check and extend pupils’ understanding. There is an appropriate balance across all attainment targets. Science activities are well chosen to motivate and interest the pupils. For example, in Year 3, the teacher “accidentally” spilt her cup of water on the table. She stage-managed the drama well and the pupils quickly came up with suggestions about what she should use to mop it up. This led to a debate about absorbency and the pupils were enthusiastic and keen to contribute ideas. Pupils’ attitudes to science lessons are good throughout the school. They behave well and are attentive to each other and their teachers. The lessons are well presented and well organised and resources are always ready. Teachers are confident and their level of expertise overall is good. All teachers emphasise the importance of learning accurate scientific vocabulary. In Key Stage 1, teachers encourage pupils by modelling and repeating new words. This is effective as seen by the improvement which is made as pupils progress through the school. In a Year 6 class, the teacher insisted on pupils using the correct terms. She encouraged them to refine their first attempts to explain scientific ideas. Hence “the stem is for the water to go up” becomes “the stem transports water up the plant”. A weaker feature of the teaching is that pupils are not always encouraged to take sufficient care in presenting their work. This was particularly noticeable in the scrutiny of the work sample retained from last year.
134. The school has refined its procedures for assessing pupils’ performance in science and these are now good. Careful records are kept of individual attainment, using National Curriculum levels of attainment, with helpful subdivisions to denote confidence within each level. This is used well by teachers to group pupils in science lessons when it is helpful for some activities.
135. The science co-ordinator takes a very strong lead in the continued development of the subject. Since the last inspection, she has made the raising of standards a priority, particularly in Key Stage 1. She does have a job description, but because of the school’s priorities to the new national literacy and numeracy initiatives there has not been the opportunity provided to monitor

teaching through the observation of lessons. This is now a priority in the subject development plan. There has been a focus on the teaching of science enquiry skills, which is proving effective and will continue, together with the continued improvement of resources. She has updated the policy to take account of the recent changes to the National Curriculum. The school's scheme of work provides interesting and motivating activities and ensures good coverage of the programmes of study. These are tailor made to the school and maximise the special features unique to the school, such as the opportunities provided in the school grounds for first hand investigations and habitat studies. The co-ordinator is using the guidance offered in the national scheme of work to audit the school's own scheme, such as identifying opportunities to use ICT. At present there are not enough opportunities for pupils to use ICT to support their learning in science. The school does not have the equipment it now needs for work in sense and control.

ART

136. Only one lesson was observed in each key stage during the inspection. The quality of teaching in both these lessons was good. However, evidence from displays, work that pupils have completed and from talking to pupils enable the judgements that, overall, the quality of teaching is satisfactory and that standards are satisfactory, in both key stages.
137. In Key Stage 1 all pupils, including those with SEN and EAL, make sound progress in their learning, especially in sketching and painting. They use their artistic skills in a good range of subjects in the wider curriculum. For example large collage pictures which pupils made, are well displayed in a geographical study of 'Our houses and homes'. Pupils in Year 1 have drawn sound quality pictures of themselves. These have been used in a block graph display entitled 'How do you get to school?' This is a good cross-curricular study involving art, mathematics and geography. Pupils develop sound skills in mixing colours, their observational and sketching skills are well developed and there are sufficient experiences in three-dimensional art to develop a satisfactory level of ability. In the one lesson observed in Key Stage 1 pupils demonstrated good fabric joining skills and clear knowledge and understanding of the properties of the fabrics they were using. Throughout Key Stage 1 pupils study the work of famous artists and this is continued in Key Stage 2.
138. Progress in Key Stage 2 is satisfactory. All pupils, including those with SEN and EAL make satisfactory progress. They build on their earlier skills and there is some extension of skills, for instance the use of small glazed tiles to build a mosaic picture. A good quality display in the school hall shows the work of children in the Foundation Stage based on the work of L S Lowry. In a good lesson in a Year 4 class the class teacher skilfully demonstrated the rules used by Paul Klee. Pupils make good progress in their knowledge and understanding of the artist's work. This learning was clearly demonstrated in the good quality sketches they produced from their own rules. Pupils in both key stages show real interest in their art activities. They are proud of what they achieve.
139. While art is not currently a priority focus for further development, it is used as a tool to aid learning in other areas of the curriculum. Some work is of high quality such as was seen in the glass-painting club. Specialist paints were being used to produce vivid pictures on small glass plates. The detail in the pictures and the use of fine brushes were both very good. The results of a Year 6 painting lesson were seen where pupils had produced high quality pictures of flowers they had examined. The colour mixing and the accuracy of pupils' observations shown in some pictures were very good.
140. The art policy covers all the required aspects of the subject and this is confirmed from talking to pupils about the range of artwork that has been covered. The art co-ordinator is creative and thoughtful about developing art for enjoyment and pleasure and is a good source of inspiration for the whole staff. Teaching resources cover a good range of painting media, brushes and applicators and paper and fabrics but in each of these areas the quantity of resources is only just satisfactory.

DESIGN AND TECHNOLOGY

141. In the few lessons seen during the inspection, most were focusing on the design stage of the tasks, because it was the beginning of term. No finished products were retained from the previous year, although some photographic evidence was available for scrutiny. Progress throughout the school, including for those pupils with SEN and EAL, is good, although the time given to the subject has been reduced in order to give more emphasis to literacy and numeracy. By the time they leave the school, pupils work with an appropriate range of media and have the opportunity of using saws, drills and files, and can make structures with reinforced corners. They have dealt with a variety of textiles and foodstuffs and are well aware of hygiene rules. By the time the pupils leave the school at the end of Year 6 they are attaining standards in line with national expectations for pupils of their age.
142. In Key Stage 1, the younger pupils were preparing to make model houses. They examine a set of photographs of different kinds of houses and discuss with their teacher what the common features of all houses are. By the end of the session they realise why “roof” can be added to their list, but “alarm” can not. Pupils in Year 2 were able to give a good explanation of how they made wigwams, which provided a shelter for a toy. The work had been completed last year and the photographs indicate that the finished wigwams showed a good resemblance to their designs. The pupils had fulfilled the design brief by making wigwams of different sizes to accommodate large or small toys. They had also made hats to wear at their Christmas party and were able to describe how they ensured a good fit. The photographs bear this out; the hats did not fall off when the children moved their heads around, or jumped up and down. In food technology they had learned to combine interesting and unusual ingredients to make Lassi, an Indian drink. They understood that some of the ingredients, such as saffron, were very special and expensive. This work made a good contribution to pupils’ cultural development.
143. In Key Stage 2, pupils in Year 3 use good problem solving skills as they make a cube. They fold and cut accurately and find ways to refine their ideas of assembling and sticking to improve their work and give a neater finish. Pupils from Year 5 talk enthusiastically about the healthy sandwiches they designed and made whilst in Year 4, as part of the Healthy School Project. They produce designs for four alternative fillings and selected the healthiest option to make. They demonstrated a good understanding of the importance of a balanced diet, and explained clearly how they had included vegetables and reduced the fat and salt content. They also had considered the importance of presenting the sandwich so that it looked appetising. Year 6 pupils explained how they made wooden photograph frames for their Victorian topic last year. They were able to identify the problems they encountered and could suggest ways of improving.
144. Teaching was good in the lessons seen. Teachers make good links with other subjects, particularly mathematics and science. For example, in the Year 5 preparatory lesson for designing and making musical instruments, the teacher discussed with the class the various ways that sounds are produced. Pupils with English as an additional language and those with special educational needs are well supported and make good progress.
145. All pupils take great pleasure in their work in design and technology. They take care both with their designs and when making artefacts. Their attitudes to the subject are good.
146. Since the last inspection, assessment and record keeping procedures have now been implemented. The school has improved the resources and pupils are now able to choose from a better range. However, some of the tools are somewhat limited in quantity. The co-ordinator is aware of this and has addressed it in her subject development plan. She provides good leadership and management for the subject, although it is not currently one of the school’s priorities. The policy has recently been updated and is a good document. The school is trialling the national scheme of work and noting where some aspects need to be adapted or changed as each unit of work is tackled.

GEOGRAPHY

147. The previous inspection found that attainment at the end of both key stages was in line with national expectations. The limited evidence available indicates that the school has maintained this level of achievement. The progress of pupils overall is satisfactory.
148. By the end of Key Stage 2 pupils have an understanding of the geographical position of the British Isles and their own locality in relation to it. Pupils can use atlases to find information that they then enter on to blank maps. They are aware of the important role of our major rivers in the provision of drinking water. In their studies about India they have become aware of the differences between their lifestyle and that of the Indian people. They know that the climate is different and have an understanding of some of the geographical features of India such as its rivers, surrounding seas and bordering countries. In their studies pupils have compared life in an Indian village and are aware of the difference between their lifestyle and that of the villagers. They understand that in India there are extremes of poverty and that many people live their lives at a basic level. There is no evidence to suggest that pupils with special educational needs and those with English as a second language progress less well than their peers.
149. Although evidence is limited, that available from inspection indicates that the teaching of the subject is good. Teachers plan their lessons well, with clearly stated lesson objectives. Lessons have a good pace and teachers demonstrate enthusiasm for the subject. Teachers give good explanations of what the pupils are to do during lessons and intervene well to keep them on task. During group discussions they give good support and guidance to the pupils. They maintain good behaviour during lessons. Pupils are well behaved in lessons and listen carefully to their teachers and they work well in co-operation with others.
150. There are clear links between geography and other subjects of the curriculum. For example, the pupils use their literacy skills to write extended stories and descriptions. Their speaking and listening skills are developed through discussion and working in co-operation with others. Pupils' attitudes to geography are satisfactory in both key stages.
151. In a link to history pupils in Year 5 have studied the River Nile as part of their work on Ancient Egypt. To strengthen work in communications technology the school has established an e-mail link with a school in Australia.
152. A member of the teaching staff is designated as the subject co-ordinator. She monitors teachers planning for subject coverage. Resources for the subject are satisfactory and there is a development plan that includes in-service training for staff, the monitoring of teaching and the development of resources.

HISTORY

153. Only one history lesson was seen during the inspection. Evidence for judgements was gathered from scrutiny of pupils' work, displays, teachers' planning and discussions with staff and pupils. Pupils of all abilities make good progress in history in both key stages. By the time they leave the school at the end of Year 6, their work is at a level expected for pupils of this age.
154. In Key Stage 1, pupils are developing an awareness of time scale by comparing then and now. For example in their study of the great fire of London, they know that the clothes of that period were very different from the clothes that they wear today. They understand how people travelled from place to place by wagon or coach and they are gaining an understanding of how things change over time by talking with their teacher about the changes to transport.
155. Pupils in Year 6 have a good recall of the history topics they studied last year in Year 5. They described their Victorian Day with enthusiasm, explaining how they dressed in the costume of the day and experienced the sort of lessons that Victorian children had. They were able to draw comparisons between a Victorian school and their own present day experiences. The day had clearly been a memorable experience for them and really made history come alive. They also demonstrated good factual knowledge about life in Ancient Egypt, as they described some of the main events, people and changes. The work they had done on the concept of the afterlife made a good contribution towards their spiritual development. The work on display demonstrates that they

can use a range of sources to find information, but they are less secure in explaining how history may be represented and interpreted in different ways.

156. Teaching in the lesson that was seen was good. The pupils watched the video attentively and acquired a great deal of new information. They knew that houses were made of wood and that this would be very dry in the hot weather. They were able to describe how and where the fire started and how people escaped by using the river. They also showed a good understanding of the purpose of a fire break.
157. Pupils enjoy history. The pupils in the lesson were keen and interested to find out more. Older pupils who were interviewed about their work also demonstrated a keen enthusiasm for the subject.
158. There has been a good level of improvement since the last inspection. There is now an effective and up to date policy. The school has adopted the national scheme of work and is monitoring its implementation so that any necessary changes can be made. Resources have been improved, but more are needed. The new co-ordinator is reviewing the resource provision against the requirements of the new scheme.

INFORMATION AND COMMUNICATION TECHNOLOGY

159. At the time of the last inspection the teaching of ICT was described as being unsatisfactory, as was pupil attainment. It was also stated that the statutory requirements for the subject were not being met. In the interim period between that report (June 1998) and the present inspection the school has made very good progress in its provision for the subject. This is reflected in the overall satisfactory level of attainment and the good level of teaching now taking place. That so much has been achieved in such a relatively short time is in the main due to the very good management of the subject by the co-ordinator. She has focused clearly on what needed to be done, working to a detailed development plan. There is a structured scheme of work based on published guidelines but adapted to the needs of the school. Emphasis has been put on the development of staff knowledge and, perhaps just as important, staff confidence. The new ICT suite has been an important element in the development of both pupil attainment and teaching. The school community has worked hard to raise money for equipment and the subject is now very well resourced.
160. At the ages of seven and eleven all pupils, including those with SEN and EAL, reach a level of attainment which is in line with national expectations. Pupils in Key Stage 1 are progressing well in their ability to use a mouse; they can for example, click and drag. In a session on computer modelling pupils in Year 1 were able to use the "My World" program to make decisions about road systems and the position of buildings when designing their "town." In a Year 2 lesson pupils were able to use the "Dazzle" program to produce coloured pictures. At the end of the key stage pupils are able to enter simple data into a database and use a Superlogo program to draw shapes. They are able to use word processing programs, for example, Word '97 to produce written work for the school's website. Pupils in Key Stage 2 are developing their ability to use e-mail and the Internet. They understand the need for the appropriate equipment and the accurate use of access codes and e-mail addresses. They use spreadsheets with varying degrees of competence and are able to make predictions about what will happen if they carry out certain actions. The good teaching, good long and short term planning and access to well organised new equipment are all factors which are impacting in a positive way on pupils progress which is good overall. Pupils' enthusiasm for the subject is also an important factor in their progress. Pupils with special educational needs and those with English as a second language make satisfactory progress.
161. Teaching in both key stages is good overall and is never less than satisfactory. In the majority of lessons teachers demonstrate good subject knowledge when teaching whole classes and when dealing with individual problems. The activities that the pupils are given are well prepared and suitable for their age and ability. Teachers intervene well in lessons, picking up on common problems and answering questions. The majority of teachers show good class control and maintain good relationships with their pupils. They ensure that pupils are quite clear about the

objectives of lessons. Support staff are used efficiently to support less able pupils and those having problems.

162. The subject has been satisfactorily linked to other subjects, for example, literacy and art. In literacy pupils have used word processing to develop their writing skills, for example, producing story starts and descriptions. Pupils are given the opportunity to study the work of artists such as Jackson Pollock and Piet Mondrian. Using computers pupils have produced some good examples of work in their respective styles. The school has established an e-mail link with a school in Australia.
163. Pupils are enthusiastic in their approach to the subject and work well with both their teachers and each other. They are well behaved despite the excitement generated by the activities they are given. They listen carefully to instructions and try hard to please their teachers. Pupils are quick to answer questions and take part in lessons.
164. The school has worked hard to remedy the problems identified by the last report and has been very successful in its efforts. The school has its own web site that is well used by the pupils. The co-ordinator is well aware that there is still work to do if the attainment of pupils is to be raised.

MUSIC

165. At the time of the last inspection standards in music were judged to be satisfactory except for singing in Key Stage 1, which was good. Standards in music are satisfactory in both key stages. However, standards in singing are now good in both key stages.
166. All pupils listen carefully when learning new songs. They maintain rhythm and melody and are able to vary the volume of their singing without shouting. Overall standards are sound in music throughout the school. Because of the pressure of inspecting literacy and numeracy it was only possible to observe one music lesson during the week of inspection and for this reason no judgement of the overall quality of teaching is possible. Other judgements are enabled through inspecting pupils' written work, talking to pupils and staff and looking at policy documents.
167. All pupils, including those with SEN and EAL, enjoy their musical experiences and make satisfactory progress in their learning. Progress for all pupils in singing is good. They listen to classical music as they enter and leave assemblies. Their singing skills are developed steadily throughout the school and singing is often used as a teaching medium in other areas of the curriculum. For example in a numeracy lesson in Year 1 all questions and answers were cleverly and tunefully sung to the tune of 'She'll be coming round the mountain'. This heightened pupils' enjoyment of the lesson.
168. Older pupils have a good knowledge and understanding of the formal notation and recording of music. They understand and can explain the difference between bass and treble clefs, they know and can measure the length of different notes using the crotchet as a base measure of one. Pupils understand what time signatures denote and can correctly draw a range of notes, for example quavers, crotchets, minims and semibreves, on bass and treble clefs.
169. No lessons were observed in which pupils used instruments but they talk of occasions when they play tuned and untuned percussion instruments and the enjoyment they gain from this.
170. Musical instruments are available but some resources need replacement and overall the quality of instruments is barely adequate, although the range is good. For example the school has five electronic keyboards.
171. Music plays a significant part in the life of the school but is not an area of focus at the moment.

PHYSICAL EDUCATION

172. Standards in physical education in both key stages are satisfactory and pupils' progress and learning have been satisfactorily maintained since the last inspection. Too few lessons were observed to make sustainable judgements on the overall quality of teaching.
173. In Key Stage 1 pupils move in different ways safely and at different speeds. They can throw and catch beanbags and small balls, both standing and moving. They can describe their movements and explain that 'he is jumping' or 'she is running'.
174. In Key Stage 2 pupils develop their skills in dance, based on their experiences in Key Stage 1 and build appropriately on their gymnastic and sports' skills. The requirements for the teaching of swimming are met and, by the time that they leave the school, almost all pupils are able to swim confidently. Pupils begin to develop skills in traditional team games, which leads to school teams taking part in competitive games with some success.
175. Pupils undertake a good range of outdoor and adventurous activities during their annual residential visit. Extra-curricular provision for sport is good. Soccer, kwik cricket, netball and athletics are provided in Key Stage 2 according to season. Pupils take great pleasure in all their physical activities. Their attitudes to all these opportunities are good.
176. The school has good facilities for physical education and sport. The hall has a very good floor and a sound range of high scale and large-scale equipment. The large grounds and pitch area are good assets. Small equipment for physical education is sound in quantity and quality for the delivery of the curriculum.