

INSPECTION REPORT

ANDREWS LANE PRIMARY SCHOOL

Cheshunt

LEA area: Hertfordshire

Unique reference number: 117302

Headteacher: Mr R Connolly

Reporting inspector: Miss M A Warner
17288

Dates of inspection: 22nd. – 25th. April 2002

Inspection number: 225418

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Andrews Lane
Cheshunt
Waltham Cross
Herts

Postcode: EN7 6LB

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Appropriate authority: The Governing Body

Name of chair of governors: Miss P Francis

Date of previous inspection: 2nd. April 2000

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|--------------|------------|----------------------|---|---|
| 17288 | M A Warner | Registered inspector | Information and communication technology Religious education English as an additional language Equal opportunities | Information about the school The school's results and pupil achievements Teaching and learning Leadership and management What the school should do to improve further |
| 9002 | D Ashton | Lay inspector | | Attendance The school's care of pupils The school's partnership with parents Accommodation |
| 25203 | B Cooke | Team inspector | Mathematics Physical education Special educational needs | Spiritual, moral, social and cultural development |
| 22990 | C Furniss | Team inspector | English Geography History | Assessment |
| 8845 | H M Summer | Team Inspector | Art and design Music Foundation Stage | |
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Andrews Lane Primary School is situated on the outskirts of Cheshunt and is an amalgamation of two schools originally built to serve two London overspill estates. There is a high degree of mobility, few home owners and high levels of unemployment. The school is bigger than most primary schools nationally with 311 pupils, aged three to 11, on roll, including 26 part-time places in the nursery. The percentage of pupils entitled to free school meals is above the national average, at 25 per cent. Most pupils are from white, United Kingdom backgrounds, eight per cent are from Turkish background and a small number are from backgrounds other than these. Three per cent are bilingual; two of these pupils have English as an additional language and are given additional support. Three per cent are from traveller and fairground families. Thirty-seven per cent of pupils have special educational needs, which is above the national average and two per cent have formal Statements of Special Educational Need, which is broadly in line with the national average. Many children, on entry to the nursery, have had little playgroup experience and nearly all enter with below average levels of development in social and communication skills and attitudes to learning. Their knowledge of the wider world is also limited.

HOW GOOD THE SCHOOL IS

Andrews Lane is a very effective school and was awarded the School Achievement Award in 2002 by the Department of Educational and Skills. The school is very well led and managed and standards, which have risen sharply over the last two years, are now in line with national expectations in all subjects except design and technology. Factors contributing to this are the quality of teaching, the pupils' attitudes, which are very good and class numbers are small. The cost per pupil is high. The school gives good value for money.

What the school does well

- The quality of learning in science, in Key Stage 2, especially in scientific enquiry is consistently good and sometimes very good.
- There is clear vision for the school and the management by the headteacher and key staff is very good.
- The management of pupils is excellent and the quality of teaching is of a consistently high standard.
- All staff have a strong commitment to their pupils and the school and have demonstrated a capacity to raise standards and improve the quality of pupils' learning.
- Assessment procedures, including marking in English, mathematics, science and information and communication technology, guide pupils' learning well.
- It is a caring school with very good relationships.
- Pupils have very positive attitudes to learning and their behaviour is very good.
- Provision for pupils with special educational needs is very good.

What could be improved

- Subjects and subject specific skills are not always clearly defined.
- The school has no clear way of monitoring the time allocated to different subjects to ensure that all are taught in enough depth. The programme for design and technology does not meet statutory requirements.
- The overall teaching and learning time available is not always used to best advantage.
- The foundation subject co-ordinators are not given sufficient opportunities to monitor teaching and learning. Consistent assessment procedures are not in place for all foundation subjects and religious education.
- The attendance of a small minority of pupils is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection was in April 2000 at which time the school was judged to have serious weaknesses. There has been noteworthy improvement since then and the school is now very effective. Standards in English, mathematics, science, history, geography, information and communication technology and the Foundation Stage have all improved. Long-term planning has improved and assessment is used well to set targets and match work to pupils' abilities. There has been some improvement in developing the role of the co-ordinators and further appropriate development is planned. There has been a marked improvement in the pupils' behaviour and attitudes to learning, particularly among the pupils in Year 6. The school has a well-developed improvement plan. The school has not addressed the appropriate use of time to ensure balance and continuity in the foundation subjects.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| English | E | E* | E | E |
| Mathematics | E | E* | E | D |
| Science | E* | E | C | B |

| Key | |
|--|----|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |
| in the lowest 5% of schools nationally | E* |

By the time children leave the reception class most have achieved the Early Learning Goals. By the end of Year 2, pupils' attainment is in line with national expectations in geography, history, information and communication technology, music, physical education and religious education. Pupils' attainment in art and design is average; there is insufficient evidence to make a judgement about their attainment in design and technology.

By the end of Year 6, pupils' attainment is in line with national expectations in all foundation subjects except art and design and design and technology. Standards in art and design are above national expectations and standards in design and technology are below the nationally expected standards.

Pupils make good progress and achieve well in almost all foundation subjects across the school. Inspection evidence shows that pupils' attainment in English, in Years 2 and 6, is well below the average expected of pupils of their age, but listening skills are higher than speaking, reading and writing skills. In mathematics in the current Year 2, the majority of pupils' attain at the expected Level 2 and a few higher attaining pupils attain at the higher Level 3. In Year 6 also, the majority of pupils' attain at the expected Level 4 and a few higher attainers are reaching the higher Level 5. In science in Years 2 and 6, pupils' attainment is in line with what is nationally expected. These current standards are an improvement on the 2001 National Curriculum test results and reflect the more focused approach to raising standards that the school has adopted over the last 18 months.

In 2001, results of the National Curriculum tests in Year 2 show that in English, reading was below and writing well below the national average. Results were in line with similar schools for reading, but well below similar schools for writing. In mathematics, results were in line with the national average and well above those in similar schools. In science, results of teacher assessments were below the national average and in line with similar schools. Trends at the end of Year 2 show that standards have risen sharply in the last year in reading and over the last two years in mathematics. In writing they rose from 1999 to Year 2000, but dropped slightly in 2001.

In 2001, results of the National Curriculum tests in Year 6 show that in English, results were well below both the national average and those of similar schools. In mathematics, results were well below the national average and below those in similar schools. In science, results were in line with the national average and above those of similar schools. There was no difference between the attainment of boys and girls in either key stage. Trends at the end of Year 6 show that standards were falling from 1997 to Year 2000, but rose sharply in 2001 in all three subjects. The school exceeded its targets in 2001 in English and mathematics and 94 per cent of pupils achieved the expected level in science. Higher targets have been set for English and mathematics in 2002.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | The pupils enjoy coming to school. They have very positive attitudes to their work, are eager to learn and enjoy working on their tasks. They are polite, courteous and friendly to each other and adults. |
| Behaviour, in and out of classrooms | Behaviour and discipline are good. Since the last inspection there has been a substantial improvement in the behaviour of the pupils. |
| Personal development and relationships | Relationships are very good. Pupils respond well to their teachers' positive, caring attitudes and demand for courtesy and respect for others. |
| Attendance | Attendance is below the national average, despite the considerable efforts by the school and the education welfare officer. Unauthorised absence is below average. There has been a marked improvement in punctuality since the last inspection. |

Particular strengths are pupils' eagerness to learn, their good behaviour and very positive relationships.

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching | Very good | Very good | Very good |

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

In almost one half of the lessons observed, in each of the three key stages, the quality of teaching was very good and sometimes excellent. There was no unsatisfactory teaching.

In English most teaching throughout the school is either very good or excellent. Teachers have clear learning objectives and are well focused on what they want the pupils to learn. The National Literacy Strategy has been effectively put in place, is taught well and is helping to raise standards in the school.

The quality of teaching in mathematics in Years 1 and 2 is good. In Years 3 to 6 teaching is good. Across the school, the teachers have good subject knowledge and high expectations of pupils' behaviour and standards of work. The National Numeracy Strategy is fully in place and the school has good processes in place for tracking an individual pupil's performance against the strategy's objectives.

A particular strength in teaching is that teachers have a clear focus in lessons, aimed at raising standards. A good, brisk pace keeps pupils motivated and makes good use of time. Teachers manage pupils very well and have high expectations of behaviour and work. The best teaching has a wide range of techniques to gain and keep the pupils' attention. Skilled and committed support staff are involved well in the lessons and give good guidance and help to pupils. The quality of the teachers' marking is

good. Lessons are well planned with work appropriately matched to the attainment of pupils in different groups. Pupils' learning is very good across Years 1 to 6 and is good in the nursery and reception classes. Pupils work at a good pace. All, including those with special educational needs, are interested, concentrate very well indeed and are very knowledgeable about what it is they need to do to improve.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The quality and range of learning opportunities are satisfactory, but over-long sessions for literacy and numeracy restrict the teaching time that can be allocated to other subjects. Statutory requirements are not met in design and technology. There is satisfactory provision for extra-curricular activities. |
| Provision for pupils with special educational needs | The school makes very good provision for pupils with special educational needs. |
| Provision for pupils with English as an additional language | Bilingual pupils are supported in class and make similar progress to their peers. There is satisfactory provision, with additional support from the minority ethnic curriculum support service for those who need it. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school makes good provision for the pupils' social and moral development and satisfactory provision for their spiritual and cultural development. The school council meets fortnightly and has a strong impact on the pupils' social development. Assemblies do not always meet statutory requirements for collective worship. |
| How well the school cares for its pupils | The school takes very good care of its pupils. They are made to feel safe and secure within a calm, but disciplined, atmosphere. |

The school has good relationships with parents and carers, who are welcomed and encouraged to visit and help in the life and work of the school. A popular weekly adult and toddlers' group is well supported and gives parents and children an opportunity to become familiar with the school and the staff. Educational courses for parents have been introduced, but have met with limited success.

Close links with the travellers' and refugee education officer has led to improved attendance by the children of travellers and better understanding of the school's and children's needs by both school and home. The school has worked hard to maintain and improve its communications with the parents of traveller children.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good. There is clear vision for the school and the management by the headteacher and key staff is very good, although the role of foundation subject co-ordinators has not yet been developed. The school reflects its aims and values in its work very well. |
| How well the governors fulfil their responsibilities | Governors are involved in shaping the direction of the school. They have a good understanding of its strengths and weaknesses and fulfil their responsibilities well. |
| The school's evaluation of its performance | The school has demonstrated a considerable ability to evaluate its performance critically and raise standards. |

| | |
|--------------------------------|---|
| The strategic use of resources | The strategic planning of resources is good, with the raising of standards having been made a priority. |
|--------------------------------|---|

The school is well staffed except in the office, where too much is expected of one person for a school of this size. The school has good accommodation, although it is in need of decoration. There is a good range of learning resources. Strengths in management are the monitoring of teaching and standards, the use of resources, especially human resources, the co-ordination of nursery and reception classes and the commitment and capacity to succeed of all staff and governors. The school ensures that the principles of best value are applied. The underdeveloped role of the co-ordinators in the foundation subjects is a weakness.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • The teaching is good. (99%) • The school expects my child to work hard and achieve his or her best. (99%) • My child is making good progress. (98%) • I am kept well informed about my child's progress. (96%) • My child likes school. (95%) • Teachers always willing to talk to parents. (PM) | <ul style="list-style-type: none"> • They would like to see a wider range of extra-curricular activities. (30%) • They are not satisfied with the amount of homework their children are given. (14%) • They would like the school to work more closely with parents. (12%) • They would like to have more information about the curriculum and what is being taught. (PM) |

Inspectors agree with the positive comments made by parents. They judge that there is a satisfactory range of extra-curricular activities, the setting of homework is good, the school works closely with parents, but the school could provide more information about the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The large majority of children enter the school with below average levels of development in social and communication skills and in their attitudes to learning. Their knowledge and understanding of the world is also limited. By the time they leave the reception class the majority have achieved the Early Learning Goals in the six different areas of learning: their personal, social and emotional development; communication; language and literacy; mathematical development; their knowledge and understanding of the world; creative development and physical development.
2. The National Curriculum test results in English in Year 2 in 2001 were well below the national average, with writing being weaker than reading. They were in line with similar schools in reading, but well below similar schools in writing. The number of pupils reaching the higher Level 3 was above the national average in reading, but below in writing. Standards in the current Year 2 show a significant improvement. These pupils are attaining in line with expected standards. Their progress and achievement are good. Pupils in Years 1 and 2 listen well. Speaking is less well developed, but good progress is made as they improve their vocabulary and are encouraged to express themselves. They read both fiction and non-fiction and clearly know the difference between them. The school has recognised that writing skills need improving and that there is a need for a consistent approach to handwriting and the teaching of cursive handwriting throughout the school.
3. The National Curriculum test results in English in Year 6 in 2001 were well below both the national average and those of similar schools. The number of pupils reaching the higher Level 5 was below the national average and below that of similar schools. Work scrutinised and lessons observed in this inspection show that progress is now consistently good and standards at the end of Year 6 are likely to be in line with national expectations. Here too, improvement in standards and the consistent progress indicate good achievement.
4. Pupils are on course to attain expected levels in reading and writing by the end of Year 2 and their progress and achievement are good. In Year 6, improvement in standards and the consistent progress also indicate good achievement.
5. In mathematics, National Curriculum test results at the end of Year 2 in 2001 were in line with the national average and well above those of similar schools. The number of pupils attaining at the higher levels was above the national average and well above that of similar schools. At the time of the last inspection pupils' attainment was well below the national average. There has been a marked improvement over time because of the school's commitment to raising standards. The attainment of pupils currently in Year 2 is in line with national expectations. In Year 2, some pupils are achieving a high standard by learning their multiplication tables up to 12 and higher attaining pupils are attaining Level 3.
6. In mathematics, National Curriculum test results at the end of Year 6 in 2001 were well below the national average and below those of similar schools at both the expected Level 4 and the higher Level 5. At the time of the last inspection pupils' attainment was well below the national average. There has again been a marked improvement over time because of the school's commitment to raising standards and because of a

marked improvement in the pupils' behaviour and attitudes to learning, particularly among the pupils in Year 6. The attainment of pupils currently in Year 6 is in line with national expectations. The highest attainers achieve well and are able to use different strategies for working out problems. A significant group of low attainers, including a high proportion with special educational needs, achieving the expected Level 2.

7. The pupils' progress in mathematics and, therefore, their achievement at the end of both key stages is satisfactory overall and sometimes good because teachers plan lessons well, produce suitably well-matched work for all ability groups and have high expectations.
8. In science the pupils' attainment at the end of Year 2 in 2001 was below the national average and was in line with similar schools. The percentage of pupils attaining the higher levels was well below the national average and was below that of similar schools.
9. In science the pupils' attainment at the end of Year 6, in the 2001 National Curriculum test was above the national average and well above that of similar schools. The percentage of pupils attaining at higher levels was average when compared to schools nationally and when compared with similar schools. Since the last inspection standards have risen significantly at the end of Year 6.
10. The standards of work seen in science during the inspection showed pupils' work in both key stages to be in line with national expectations. Pupils are achieving well, with a significant minority of pupils achieving above national expectations. Pupils in Years 3 to 6 are making good progress when compared with their attainment when they were seven. The standards of work in scientific enquiry are good; for example, in Year 3, pupils are able to plan a fair test and can explain the need for a control in an investigation to show that a plant needs leaves to grow. Pupils are making good progress in science throughout the school and those with special educational needs and English as an additional language make progress that is in line with other pupils.
11. Since the last inspection in Year 2000, the school has addressed the issue of raising standards in science. There is now consistency in planning and the approach to assessment. Assessment findings are being used to inform planning and teaching and to extend pupils' scientific knowledge and understanding.
12. There is no difference between the attainment of boys and girls in either key stage in English, mathematics or science.
13. Pupils with special educational needs make good progress with regard to their prior attainment and some pupils with formal Statements of Special Educational Need reach a good standard of presentation and understanding. Pupils with special educational needs learn very well in both key stages. Overall the progress made by pupils with special educational needs is good.
14. Pupils with English as an additional language make similar progress to their peers. Two pupils have extra support and others, who are bilingual, have needs similar to the majority of pupils. Those with support make satisfactory and sometimes good progress with teachers from the on-site local education authority, ethnic minority language support unit assisting them with the correct usage of grammar and explanations of cultural differences. These teachers are aware of the need to build up relationships of trust slowly and respect cultural differences. No pupil is at an early stage of learning English. Very good language support is also provided by classroom

assistants where necessary, as they sit with pupils and help to explain and clarify what is being taught and what pupils need to do. Where no assistant is available, it is the teachers who provide support. In a Year 6 booster class, for instance, the teacher made sure that all pupils, including one girl for whom English is an additional language, clearly understood the vocabulary used in the text about the Loch Ness monster.

15. Although the school has noted that boys tend to perform better than girls, there was no real evidence of this noted during the inspection. There is an imbalance in numbers, but teachers are sensitive to the situation and girls generally are as likely to be involved in the lessons and are as keen as boys to answer the questions.
16. Standards in the foundation subjects are in line with expectations in Years 1 and 2 in geography, history, information and communication technology, music and physical education. They are also in line with the expectations of the Locally Agreed Syllabus for religious education. Standards in art and design are above average; for example, their montage of 'Impressions of a Garden', with overlapping, delicately coloured, flower petals inspired by the work of Monet. Their paintings of robots also show imagination. There is insufficient evidence of work in design and technology in Years 1 and 2 to make any judgement about standards in this subject.
17. Standards in the foundation subjects are in line with expectations in Years 3 to 6 in all subjects except art and design and design and technology. Standards in art and design are above national expectations. Many pupils show aesthetic sensitivity when selecting colours and use a variety of shading techniques. Standards in design and technology are below the standards expected in the National Curriculum for pupils of this age.
18. The improved current standards in many subjects reflect the more focused approach to teaching, target setting and the raising of standards that the school has adopted over the last 18 months.

Pupils' attitudes, values and personal development

19. The pupils have very positive attitudes to their work; they are eager to learn and to be taught and enjoy working on their tasks. This reflects the good teaching and very good relationships throughout the school. Pupils respond to their teachers' positive, caring attitudes and demand for courtesy and respect for others. They are observant, listen well and take pride in the presentation of their work. The pupils are involved in a wide range of activities and make the most of the opportunities provided. They work well together in different groupings and individually.
20. Children under five quickly and happily adapt to the classroom routine. They begin to develop independence in dressing and personal hygiene and sustain interest and concentration for increasing amounts of time at their planned and free-choice activities.
21. Behaviour and discipline are good. Pupils are polite, courteous and friendly to each other and adults. They show patience, tolerance and maturity in many situations; for example, when elected to the roll of school councillor. Pupils are tidy and take care of school property. Some boisterous behaviour was observed on the playing field, but no aggressive behaviour towards other pupils was observed. There were four fixed-term and one permanent exclusion of pupils in Year 3 last school year; the pupils concerned have now left the school. Since the last inspection there has been a substantial improvement in the behaviour of the pupils.

22. The pupils with special educational needs show a willingness to learn; they respond and behave well in lessons. For many, their targets for improvement relate to aspects of personal development, including behaviour. With very effective support from staff, they increase their confidence and self-esteem and ability to contribute significantly to lessons. They mix well with other pupils and are fully integrated into the day-to-day life of the school.
23. The quality of relationships is very good and a strength of the school. Relationships between pupils and between pupils and staff are of a high standard. This helps to create an environment for very effective learning. The pupils grow in maturity as they progress through the school, carrying out their responsibilities sensibly and thoughtfully; for example, councillors and library monitors take their duties seriously and perform them with enthusiasm and dedication. Members of the school council play a part in school decision-making, one result being the decision to provide litter bins. The pupils respond well to the system of awards and certificates for achievements in academic, sporting and social areas.
24. Attendance is below the national average, despite the considerable efforts by the school and the education welfare officer. Unauthorised absence is below average. The pupils enjoy coming to school and there has been a marked improvement in punctuality since the last inspection. The pupils receive awards and prizes for good attendance.
25. Although the school makes satisfactory provision for the pupils' spiritual development, through listening to music in assembly and having quiet moments of reflection, acts of collective worship that imply the recognition of a 'supreme being' do not generally take place. This must be addressed as statutory requirements for an act of collective worship every day are not being met. In each assembly during the inspection pupils were given time to reflect on what they had heard and to listen to and appreciate music. In a lower school assembly, the pupils were asked to think of something they could do to make the world a better place and in a whole-school assembly, the pupils were asked to think about caring. A lay preacher in one whole-school assembly used a Christian prayer.
26. The staff provide good role models for the pupils and the school behaviour policy is consistently applied throughout the school. This gives the pupils a clear understanding of what is acceptable and unacceptable behaviour. Teachers and pupils have very good relationships with each other. The dialogue teachers have with pupils, through interactive marking in their exercise books, is very effective and demonstrates the mutual respect there is between them. There is little evidence of the 'couldn't care less' attitude found among the older pupils at the time of the last inspection, the vast majority of the pupils now being enthusiastic about the school and keen to learn. The school has separate policies for dealing with behaviour, bullying and racism. These are effective in ensuring a strong code of conduct. Classroom rules devised by each class respectively, together with 'golden rules' for the school, add to the pupils' moral development. Staff have high expectations of good behaviour and this is achieved.
27. There are good examples of the pupils being given responsibility at all ages including in the Foundation Stage. As well as class monitors, pupils volunteer to come to school early to put out physical education apparatus, distribute registers and act as door monitors. Pupils take part in the organisation of a lunch-time club under the supervision of a teaching assistant. The club includes ball games, table tennis, art, photography and snooker at the present time. Access is through the merit system and is normally a reward for good behaviour. This provides good opportunities for social

interaction among the older pupils. The school council meets fortnightly and has a strong impact on the pupils' social development, involving them in the formation of some school policies and rules. Some Year 6 pupils help with children in the Foundation Stage during the lunch hour. This is good practice. In classrooms throughout the school there are good and often very good relationships between the staff and pupils and between the pupils and their peers.

28. There are some opportunities for the pupils to study their own and other cultures through the work of famous artists and musicians, history and geography displays and visits to museums. The pupils study other faiths in religious education and there is some sharing of cross-cultural themes such as the setting up of a 'Chinese restaurant' and, formerly, a 'travellers' caravan'. This is an area for development as such opportunities are sparse. There is a limited supply of literature reflecting other cultures in the three school libraries and there are too few opportunities given that inform pupils about multicultural Britain.

HOW WELL ARE PUPILS TAUGHT?

29. In almost one half of the lessons observed, in each of the three key stages, the quality of teaching was very good or excellent. It was good or better in over four-fifths of lessons. There was no unsatisfactory teaching.
30. In English most teaching throughout the school is very good and on occasions excellent. Teachers have clear learning objectives and are well focused on what they want the pupils to learn. The National Literacy Strategy has been effectively put in place, is consistently taught well and is helping to raise standards in the school. In mathematics the quality of teaching in Years 1 and 2 is good overall and sometimes very good. In Years 3 to 6 teaching is good. Across the school, the teachers have good subject knowledge and have high expectations of pupils' behaviour and standards of work. The National Numeracy Strategy is fully in place and the school has good processes tracking individual pupils' performance against the strategy's objectives.
31. A particular strength in teaching is that teachers have a clear focus in lessons, aimed at raising standards. A good, brisk pace keeps pupils motivated and makes good use of time. Teachers manage pupils very well and have high expectations, which the pupils know and understand, of both behaviour and work. The best teaching has a wide range of techniques to gain and keep the pupils' attention without apparent effort. Skilled and committed support staff are involved well in the lessons and give good guidance and help to pupils. The quality of the teachers' marking is good and very good use is made of interactive marking with the older pupils; the pupils are encouraged to respond to the teachers' comments in their books. Lessons are well planned with work appropriately matched to the attainment of pupils in different groups. In question and answer sessions the teachers are careful to ensure that all the pupils are involved and they set appropriately challenging questions for higher attainers as well as questions to which all pupils can respond.

32. Pupils' learning is very good across Years 1 to 6 and is good in the nursery and reception classes. Pupils work at a good pace. All, including those with special educational needs, are interested, concentrate very well indeed and are very knowledgeable about what it is they need to do to improve.
33. There is satisfactory provision for pupils with English as an additional language, with added support from the minority ethnic support service and bilingual pupils are supported and make similar progress to their peers.
34. Individual education plans for pupils with special educational needs are thoroughly written and followed and are regularly updated. Appropriate new targets are normally set at least termly and generally prior to a parents' evening. Parents are involved in the preparation of individual education plans and discuss and sign documents at the parents' evening. Most individual education plans are written by the class teachers. This is good practice. The special needs co-ordinator and support assistants are involved and there is good liaison with support assistants about the work of pupils with individual education plans. There is useful and effective dialogue between the class teachers and support staff before lessons and essential feedback at the end of lessons. The teachers and support staff keep each other effectively informed about the performance of individual pupils and of the location of work plans and targets.
35. Teaching assistants carry out their roles conscientiously and use a range of strategies to meet pupils' needs. For example, there was good questioning by a teaching assistant, which took pupils' learning forward in a Year 6 mathematics lesson and there was strategic seating to help two pupils with low learning skills in a Year 4 class.

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

36. The quality and range of learning opportunities are satisfactory in Years 1 to 6. All subjects of the National Curriculum and religious education are included, but the time allocated to some of the foundation subjects is insufficient and does not allow for the progressive development of skills. The curriculum meets statutory requirements, including those for sex education and drugs awareness, in all subjects other than design and technology. Personal, social and health education is taught as a discrete part of the curriculum and there is a policy and skeleton scheme of work for the area.
37. Over-long sessions for literacy and numeracy, lasting for up to one-and-a-quarter hours, restrict the teaching time that can be allocated to other subject areas. This results in insufficient coverage and a lack of depth of study and the development of skills in other subjects, particularly in design and technology. The curriculum for the Foundation Stage is good and includes all the recommended areas of learning.
38. The curriculum includes effective strategies for teaching the basic skills of literacy and numeracy; for example, teachers take opportunities across all subjects of the curriculum to model effective speaking and listening. The pupils with special educational needs are usually given equal access to the curriculum and are well supported by teachers and support staff to achieve and make progress.
39. The school follows the National Literacy and Numeracy Strategies. National subject guidance in the form of the Qualifications and Curriculum Authority's schemes of work has been introduced for all subjects other than mathematics and English. The schemes of work have helped teachers to plan for pupils' progression in learning. The

impact of the schemes of work in all subject areas has not been fully evaluated to ensure that progression in learning takes place throughout the school.

40. There is satisfactory provision for extra-curricular activities, including a range of musical, sporting and creative activities. The social aspect of the Year 6 lunch-time club is well developed. The contribution of the community to pupils' learning is satisfactory. Members of the local community visit the school; for example, the local clergy, police and the fire brigade.
41. The school makes very good provision for pupils with special educational needs. The school meets statutory requirements with regard to the special educational needs Code of Practice for all its pupils. The school is very effective in ensuring that, wherever possible, pupils with formal Statements of Special Educational Need have full access to the national curriculum. The teachers and support staff have a good understanding of the teaching of basic skills in literacy and numeracy. Pupils with special educational needs are very well supported throughout the school. Good support from learning support assistants is built into lessons, which ensures that pupils with special educational needs and English as an additional language have equal access to the curriculum.
42. Half-termly planning follows the Qualifications and Curriculum Authority's schemes of work. Planning for the mid-term and weekly planning now has a clear focus for teaching and learning. Learning objectives and outcomes are highlighted and assessment is built into the planning. In science, for example, this takes the form of the identification of the levels of pupils' work. In science, there is a now greater emphasis on the teaching of scientific enquiry.
43. At the time of the last inspection the school was judged to be making satisfactory provision for the pupils' spiritual, moral, social and cultural development. Each of the four aspects was judged to be satisfactory. The school is now judged to be making good provision for the pupils' moral and social development and satisfactory provision for spiritual and cultural development. The overall judgement is that provision for the pupils' spiritual, moral, social and cultural development is good.
44. The school makes provision for the pupils' spiritual development through its assemblies and aspects of subjects such as art, literacy and religious education. The pupils' moral development is provided for, mainly through the expectations of staff and the schools' behaviour policy, particularly its merit and token system. Social aspects of the pupils' development are provided for through lunch-time clubs, the work of the school council, good working relationships in class, residential visits and opportunities for the older pupils to help the younger ones during the lunch hour. The pupils' cultural and multicultural development is addressed through subjects such as art, geography and music, through visits to museums and through assemblies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school takes very good care of its pupils. They are made to feel safe and secure within a calm, but disciplined atmosphere. The staff know the children and their families well and show a good understanding of their emotional needs in school, home and within the community. The quality of learning is enhanced by this support.
46. Procedures for monitoring academic progress are good. Procedures for assessing pupils' achievements are very good in English, mathematics, science and information and communication technology. In other subjects teachers mark pupils' work

consistently and usually well. They have a good knowledge of their pupils and assess them well on a day-to-day basis, but there are no clear assessment procedures used through the school.

47. In English, mathematics and science, as well as the National Curriculum tests, there are half-termly assessments, which are standardised and based upon National Curriculum Levels. The progress of each pupil is tracked carefully and their expected attainment is predicted on the basis of past performance. Targets are then set, which aim to raise these standards and a 'traffic light' system of monitoring is used, with red indicating that a pupil is not on target, amber they are on target and green that they are likely to exceed the target. This then allows teachers to set clear targets for pupils and groups of pupils, explaining what they need to do to achieve or exceed the expected levels. The school's clear assessment procedures enable staff to note where there are strengths and weaknesses; these are then used to guide longer-term planning for the whole school. In English, pupils are regularly set a piece of written work, which is marked and levelled using National Curriculum criteria. This forms a part of each pupil's portfolio of work, which also helps to monitor progress through the school. Recently-introduced booster classes in English and mathematics are showing signs of raising standards.
48. Assessment in other subjects is satisfactory. Teachers know their pupils well and use a variety of ways of assessing them, such as marking their work, questioning them and sometimes setting tests. Teachers use National Curriculum descriptors to help them in this assessment. However, there are no consistent procedures for assessing pupils' progress through the school so that planning can be informed and adapted. The school has rightly concentrated on the core subjects of English, mathematics and science, but does not yet apply similar principles to the rest of the curriculum.
49. The school caters effectively for a range of special educational needs including specific learning difficulties, moderate learning difficulties, emotional and behavioural difficulties, speech and communication difficulties and physical and sensory problems. In order to support these needs and to cater for pupils with English as an additional language, the school employs six, part-time specialist teachers, five, special needs welfare staff, a number of classroom assistants and a nursery nurse.
50. The school also makes appropriate provision as required for the children of travellers who occupy a local site, are local residents or are associated with a winter fairground base. The pupils with special educational needs are identified early and, where the pupils enter from other schools, any special needs programmes are continued.
51. The number of pupils on the special needs register is above the average for similar schools. There are currently five pupils with formal Statements of Special Educational Need and one other pupil whose statement is being prepared. The school makes every effort to meet the needs of all children on the special needs register according to their entitlement.
52. Child protection procedures are very good. All staff are aware of the arrangements, and the school maintains good links with the support agencies. The school provides a safe and harmonious environment, which makes an effective contribution to the standards the pupils achieve. A comprehensive health and safety policy is in place and good procedures exist for carrying out risk assessments.

53. The school has very good procedures for promoting discipline and good behaviour. The discipline policy provides comprehensive guidance on how to deal with unacceptable behaviour and is implemented consistently throughout the school. Teachers follow a warning system to deter pupils from misbehaving. The implementation of the policy has resulted in the good standard of behaviour observed throughout the school.
54. The attendance of individual pupils is monitored well and parents are aware of the procedures to follow when their children are absent from school. The school is aware of the need to improve the attendance of a small minority of pupils and is working with parents, the travellers' education officer and the education welfare officer. Punctuality has improved since the last inspection.
55. The learning support assistants provide good support for pupils with special educational needs. This is undertaken in close co-operation with teachers. Parents of children with special educational needs feel well supported and are very satisfied with the progress of their children.
56. The provision for personal development in the Foundation Stage is of a high standard. Induction procedures for children aged under five and arrangements for other new pupils are very good. The younger children have their own designated, secure play area that has a good selection of mobile toys and climbing apparatus.
57. In preparation for transfer to secondary education the pupils receive guidance from their teachers and experience an induction day at a secondary school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The school has good relationships with parents and carers, who are welcomed and encouraged to visit and help in the life and work of the school
59. A small, but dedicated parent-teachers association supports the school through fund-raising and organising social events.
60. The information provided by the school is comprehensive, easy to read and accessible to parents. Newsletters inform parents about school events and, for parents whose children are about to enter the nursery, there is an illustrated and informative booklet. The prospectus and the governors' annual report complement the information to parents. Parents' evenings are well attended and provide very good opportunities for consultation and teachers often meet with the parents at the beginning and end of the day on an informal basis. Home/school agreements have been introduced and homework diaries and reading records are used effectively to enable parents and teachers to monitor progress. The annual reports sent home to parents cover all the subjects of the curriculum. They are well written and helpful, but do not always include targets and suggestions about how parents might help their children to improve.
61. The response to the questionnaire distributed before the inspection and at the parents' meeting, indicated that the parents think very highly of the school and they have positive views about their children's progress and the quality of teaching. Parents are also pleased with the approachability of the staff, high expectations set, behaviour of the pupils and the way the school is led and managed. Inspection findings support the parents' positive views of the school.

62. The school maintains appropriate links with parents of pupils with special educational needs. Parents are informed as soon as possible when a child is identified as having special educational needs and when extra support is being considered. If an individual education plan is to be drawn up, the parents are fully involved and consulted. Parents are then regularly informed and consulted about their child's progress and about any proposed changes in the support arrangements.
63. Close links with the travellers' and refugee education officer has led to improved attendance by the children of travellers and better understanding of the school's and children's needs by both school and home. Travelling fairground families try to keep their children at the school when the fair moves to a not-too-distant site. Places are kept open and distance-learning packs are given to the pupils when there are prolonged absences. The school has worked hard to maintain and improve its communications with the parents of traveller children.
64. A popular weekly adult and toddlers' group is well supported and gives parents and children an opportunity to become familiar with the school and the staff. Educational courses for parents have been introduced, but have met with limited success.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The headteacher has a clear vision for the school: a school to which pupils want to come, rather than have to come; where the raising of standards is a priority; the profile of the school is positive in the community and the use of information and communication technology is important. Inspection evidence shows that pupils want to come to school and are very keen to learn; the staff have demonstrated that they share the vision for raising standards and teachers have raised pupils' own expectations. The governors are keen to raise the profile of the school in the community and the school works well with parents from a range of backgrounds. The school is developing pupils' skills in information and communication technology well. This shared vision has driven the school forward and has ensured that it no longer has serious weaknesses. The school reflects its aims and values in its work very well.
66. The management by the headteacher and key staff are very good. The senior management team meets each Tuesday for one hour-and-a-half. The agenda always includes standards and other matters such as behaviour and questionnaires to parents are discussed as they arise. These regular meetings by senior staff ensure that there is a continual drive for improvement. The school has demonstrated a considerable ability to evaluate its performance critically and raise standards. Further in-service training on self-evaluation is already planned. The senior management team and the literacy, numeracy and science co-ordinators use the local education authority's assessment advice to monitor standards. They also monitor the curriculum and teaching. Co-ordinators of other subjects, however, are not given time to monitor teaching in their subject and the practice of developing a limited number of subjects at a time is preventing some subjects, such as religious education, from being developed by the co-ordinator. A parallel development of different aspects of all foundation subjects does not take place.
67. The management of special educational needs is good and there is effective leadership. The special educational needs co-ordinator has been in post for approximately three years. She keeps up-to-date with current practice through termly cluster meetings and has recently received training in the new Code of Practice. Non-contact time has been reduced in recent years because of budgetary considerations and the special needs co-ordinator receives one afternoon release per week. The time is used well, but the allocation is low for a school of this size, with over 100 pupils on

the special educational needs register. During the co-ordinator's release time, meetings are arranged with parents, teachers and outside agencies wherever possible. Many meetings take place before and after school. The main priorities in the special educational needs action plan are the implementation of the new Code of Practice throughout the school and for the use of information and communication technology for the writing of individual education plans to provide a more efficient and standardised structure for the provision of special educational needs support.

68. There is a good understanding of the work in special educational needs by the governing body. The governor responsible for special educational needs visits the school regularly to help with readers and sometimes with children with special educational needs. She meets with the special educational needs co-ordinator before full governing body meetings to check if there are any special educational needs issues for governors to discuss. The governing body is aware of its role in seeing that statutory requirements of the Code of Practice are being met. The special educational needs governor is well informed about the new Code of Practice and about the range of special educational needs that are being catered for within the school. Governors, overall, are involved in shaping the direction of the school and they have a good understanding of its strengths and weaknesses. Each governor is linked to a subject. They have begun to observe lessons and report back to the full governing body. They fulfil their responsibilities well.
69. There is a very good quality, detailed and costed school improvement plan that drives development. The strategic planning of resources is good, with the raising of standards made a priority. The school is well staffed and classes are small. However, the emphasis that has been given to provision in classrooms has meant that there is only one administrative member of staff in the office. The work now entailed in the administration of a school of this size is more than should be expected of one person. In spite of this, office administration is effective and ensures that the day-to-day running of the school is mainly good. Registers have not been computerised and there are no contingency plans for when the administrator is away, other than the headteacher providing cover.
70. The accommodation at the school is extensive with pleasant grounds that are well utilised to support physical education and other areas of the curriculum. There are two assembly halls, a dining hall, spacious classrooms, three well stocked library areas, an information and communication technology suite, specialist teaching rooms and good storage facilities. The nursery and reception children benefit from attractive, secure play areas. An interesting feature is a water garden area situated in an internal courtyard and overlooked by the dining hall. The grounds are securely fenced and have the added protection of security cameras.
71. The hard water problems the school has experienced have been partially alleviated and the redecoration plans and costings are included in the school's latest improvement plan.
72. There is a strong sense of commitment in the school and the capacity of all staff and governors to succeed is strongly evident. The school ensures that the principles of best value are applied and gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain the good quality of education the school provides and continue to raise standards the headteacher, governors and staff should:

- (1) continue to develop measures to improve the curriculum by:
 - a. ensuring that subjects and subject specific skills are clearly defined;
 - b. reviewing the time allocated to each subject;
 - c. making better use of the overall time available.
(Paragraphs 36, 37, 39, 66, 110, 129, 135, 136, 153, 154, 159, 160, 164, 165, 169)
- (2) develop the role of the foundation subject co-ordinators by providing opportunities for them to monitor teaching and learning and ensuring that there are consistent assessment procedures in all foundation subjects.
(Paragraphs 42, 46, 48, 66, 129, 135, 142, 146, 156, 166, 176)
- (3) improve the attendance of a small minority of pupils by working with the parents and the educational welfare officer where necessary.
(Paragraph 24)
- (4) meet statutory requirements in design and technology and collective worship.
(Paragraphs 37, 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 85 |
| Number of discussions with staff, governors, other adults and pupils | 30 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 7 | 29 | 35 | 12 | 0 | 0 | 0 |
| Percentage | 8 | 35 | 42 | 15 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 13 | 285 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 71 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 5 |
| Number of pupils on the school's special educational needs register | 2 | 103 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 10 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 44 |
| Pupils who left the school other than at the usual time of leaving | 27 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 6.9 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.3 |

| | |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 18 | 23 | 41 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 12 | 15 |
| | Girls | 19 | 19 | 20 |
| | Total | 33 | 31 | 35 |
| Percentage of pupils at NC level 2 or above | School | 80 (81) | 76 (83) | 85 (83) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 13 | 15 | 15 |
| | Girls | 19 | 19 | 20 |
| | Total | 32 | 34 | 35 |
| Percentage of pupils at NC level 2 or above | School | 78 (83) | 83 (79) | 85 (98) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

Attainment at the end of Key Stage 2 (Year 6)

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 31 | 22 | 53 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 21 | 23 | 30 |
| | Girls | 13 | 11 | 20 |
| | Total | 34 | 34 | 50 |
| Percentage of pupils at NC level 4 or above | School | 64 (31) | 64 (36) | 94 (59) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 24 | 22 | 25 |
| | Girls | 14 | 12 | 15 |
| | Total | 38 | 34 | 40 |
| Percentage of pupils at NC level 4 or above | School | 73 (30) | 65 (32) | 77 (35) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 1 |
| Black – African heritage | 0 |
| Black – other | 3 |
| Indian | 3 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 2 |
| White | 230 |
| Any other minority ethnic group | 8 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y 6

| | |
|--|----|
| Total number of qualified teachers (FTE) | 12 |
| Number of pupils per qualified teacher | 26 |
| Average class size | 22 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 12 |
| Total aggregate hours worked per week | 160 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 0.5 |
| Number of pupils per qualified teacher | 26 |
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 15 |
| Number of pupils per FTE adult | 9 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 4 |
| Number of teachers appointed to the school during the last two years | 3 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 2 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

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 | 4 | 1 |
| 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.

Financial information

| | |
|--|-----------|
| Financial year | 2000-2001 |
| | £ |
| Total income | 670,906 |
| Total expenditure | 660,015 |
| Expenditure per pupil | 2,143 |
| Balance brought forward from previous year | 39,982 |
| Balance carried forward to next year | 50,873 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 246 |
| Number of questionnaires returned | 67 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 57 | 38 | 1 | 3 | 1 |
| My child is making good progress in school. | 55 | 43 | 1 | 0 | 1 |
| Behaviour in the school is good. | 33 | 53 | 6 | 4 | 4 |
| My child gets the right amount of work to do at home. | 37 | 48 | 13 | 1 | 1 |
| The teaching is good. | 51 | 48 | 0 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 51 | 45 | 4 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 64 | 29 | 0 | 7 | 0 |
| The school expects my child to work hard and achieve his or her best. | 58 | 41 | 0 | 0 | 1 |
| The school works closely with parents. | 37 | 51 | 6 | 6 | 0 |
| The school is well led and managed. | 45 | 39 | 3 | 7 | 6 |
| The school is helping my child become mature and responsible. | 42 | 46 | 6 | 3 | 3 |
| The school provides an interesting range of activities outside lessons. | 19 | 33 | 24 | 6 | 18 |

Other issues raised by parents

Parents would like more information about the curriculum and what is being taught.

Inspectors agree with the positive comments made by parents. They judge that there is a satisfactory range of extra-curricular activities, the setting of homework is good, the school works closely with parents, but the school could provide more information about the curriculum.

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

73. Arrangements for children's attendance in the Foundation Stage and links their with parents are very good. Children spend three terms in the nursery, starting in either September or January, depending on their date of birth. They then move on to the reception classes where, following a carefully graduated entry arrangement, they begin to attend on a full-time basis. A close partnership with parents is encouraged from the start, when parents fill in a comprehensive booklet about their child's development to date. Parents have daily opportunities for informal chats with teachers, as they deliver and collect their children. Teachers make home visits if requested, although these are rarely required. Parents are invited to formal discussions of their children's progress at the end of the first and final terms of each of the nursery and reception years. These discussions draw on the results of the assessment of each child's overall development after six weeks of attendance in each of the two classes.
74. Children generally make good progress during the Foundation Stage years. Although relatively few have had the benefit of pre-school experience, the school values the contributions that parents have managed to provide towards their children's development. However, nearly all enter with below average levels of development in social and communication skills and in attitudes towards learning. Their knowledge and experience of the wider world is also limited. A few children are bilingual; good specialist support is available if needed. Any children thought to have special educational needs are referred early for further investigation and suitable provision is made. By the end of their time in reception, most children achieve the required Early Learning Goals and a few exceed them in specific areas.

Personal, social and emotional development

75. Very few children fail to achieve well in this area, providing them with a good basis for their continued personal development and the positive attitudes towards learning, which they will need as they move through their years in the main school. Teachers regard the development of children's interpersonal skills, including their courtesy and consideration for others, as top priorities. These are reinforced continually through the incidental teaching of relevant values, the modelling of appropriate interpersonal skills by all staff in the department and by teachers' expectations of the children, which are woven into all communication with them.
76. These expectations are reinforced in the welcome routine that begins each day. Children start with the opportunity to exercise initiative in the selection of a reading book, the enjoyment of which they quietly share with others including staff, until the register is called. Children soon learn to recognise the importance of this by falling silent without being asked, responding politely to any of the teacher's comments and enquiries. The good quality of the daily routine provides a sense of security for the children as they participate in discussion of a regular sequence of topics before two children are selected for the responsibility of returning the register to the office. As they mature, children carry out a range of other classroom responsibilities such as fetching and tidying up equipment. They are eager to be of help in the well organised and stimulating learning environment provided. Teachers' overall approach is conversational and informal so that children soon learn to take turns in speaking and feel free to offer comments without being asked. There are no 'hands up'

requirements, although there is no doubt about the benign authority of the staff. The atmosphere is completely relaxed and the tone is set for good attitudes towards learning and considerate social interaction. As they engage in their learning activities, children take turns, share equipment and talk to each other in a friendly manner. Children are quick to apologise if they feel it necessary. Pleasure in learning is very evident, with children making considerable creative and intellectual effort. They are attentive in taught sessions and respond sensibly, with much pleasure, in free choice activity periods. Their relationships with each other are very good.

Communication, language and literacy

77. Children's speaking and listening skills develop well during the Foundation Stage. Teachers provide regular opportunities for discussion. For instance, nursery children were observed in a snack-time discussion about apple scones that some had made earlier. They were able to name the ingredients, describe the mixing process and the effects of cooking. The lucky recipients commented on the quality of the results. Staff used the episode to practise children's recognition of their own names. Most responded effectively and received a scone. A small number were bemused. They sat quietly until they were helped out by the teacher. By the end of their time in reception, most children have developed effective communication skills as a result of staff-led conversations in a range of class and group situations, as well as during the more informal context of creative play. Most are sufficiently confident and skilled to offer comments on their own initiative in whole-class discussions and to talk with trusted visitors.
78. Children's progress in reading is variable, although satisfactory overall, with a few beginning to apply their knowledge of familiar words and letter sounds successfully. Reading skills are effectively promoted through daily opportunities to enjoy books. Nursery children learn to handle them appropriately and to scrutinise pictures to find clues about what is happening in the story line. During story times, teachers make very good use of highly illustrated, 'big books' to demonstrate the process of reading and the pleasure that is inherent in it. For instance, children much enjoyed a well read story that brought in familiar nursery rhyme characters such as 'Humpty Dumpty', and 'Wee Willie Winky'. They listened attentively, using phrases and short sentences to offer comments and opinions, which drew on their recall of the characters' experiences. The parents of nursery children are encouraged to borrow books to read to their children at home. Reception children are introduced to the idea of story structure, at the same time building up their reading skills through emphasis on letter sounds and familiar words. In one of the excellent lessons observed, children learned the sounds of 'ch' and 'sh' as they focused on a train ride story. The lesson included an outdoor session where the children played at train rides. This provided countless opportunities for repetition of the key sounds. Younger reception children reinforce their learning of simple three-letter words. There is a regular home reading system for reception children. Reading and writing skills development is well supported by the displays and captions that enliven the classrooms.
79. Children's progress in writing is insufficiently advanced, although a few higher attaining children can write three or four sentence stories by the end of their reception year. Their writing is legible, although of uneven size. Most children move progressively towards this standard, writing more or less legibly when writing their own name, captioning drawings or composing very short sentences using printed words, for example. Children practise their emergent handwriting in a range of contexts including their creative play. Satisfactory pencil control and general awareness of letter shapes is usually established by the end of the nursery year. Teachers use various techniques

to develop children's handwriting, but currently, none is completely adequate to meet the children's needs as they move into the main school where hand-writing inadequacies contribute to low attainment in writing generally.

Mathematical development

80. Most children achieve the acceptable level of knowledge of number, measures and shapes by the end of the Foundation Stage. A few children show above average mathematical ability. For instance, in a lesson on doubling numbers, one child immediately built on his previously acquired understanding of nought to deduce that the doubling of it amounted to nothing. Other higher attainers soon worked out that he was right. Most children could double numbers up to five using counting-on techniques, in preparation for elementary addition and subtraction skills. Their success was based on the exciting set of learning experiences provided by the teacher, but also on their existing knowledge of the number sequence and a clear understanding that the next number in the basic sequence counts for one more item. The teacher used a wide range of techniques including finger representation, matched numbers of items in pairs of hoops and number rhymes to teach the concept of doubling. These were followed by number games of various sorts, including the use of two computer-based floor toys. In this well planned lesson, as in all lessons observed, the class assistant contributed significantly to children's success.
81. Many exploratory activities in the nursery class provide an elementary understanding of the mathematical aspects of the world. Sand and water play, for instance, provide them with basic notions of quantity and comparative size, leading to the development of relevant vocabulary such as 'bigger' and 'smaller'. Cooking activities provide elementary experiences in measurement and construction activities contribute to their sense of space and shape. Reception children generally know the names and features of basic geometrical shapes. In one reception class their learning was reinforced by the names and shapes that identify the different class groups in which they work. Geometrical shapes are also used in creative work leading to mosaic images and three-dimensional structures. A 'Shape Town' collage was one attractive example. Similar creative applications support children's developing awareness of pattern, in colours, objects and eventually in number sequences. Learning resources for mathematical development, including computer programs, are good.

Knowledge and understanding of the world

82. Teachers provide good support for children's development in this area of learning. For instance, reception children investigate moving vehicles and enhance their scientific knowledge by fixing them to 'tracks' using magnets. They have opportunities to explore materials as they mix them when cooking and to observe how the heat has changed them. They learn about the wider world through role play of all kinds. Examples observed included a 'garden centre' in which the children carried out shop management activities whilst also learning about plants, flowers and fruits. An accompanying collage illustrated the differences between above and below ground features of plants. Some elementary knowledge of plant growth has been derived from children's landscaped, tray gardens in which they sowed grass seed, now flourishing.

83. Teachers organise a wide range of visits throughout the Foundation Stage. For instance, children are taken to a farm, the seaside, a sea-life centre and the local fire station. They become aware of their literary inheritance through their introduction to numerous traditional rhymes and stories. They gain awareness of the existence of other cultures through the making of collages showing different traditional costumes, inspection of traditional items of clothing belonging to fellow pupils and role-playing such as running a 'Chinese restaurant' complete with costumes, fans, chopsticks and dragons. Teachers follow the calendar as they introduce learning linked to important religious festivals, sometimes drawing on the customs of reception children from other cultures. Towards the end of the reception year, children begin to study topics which will form part of their main school curriculum. For instance, in a 'sources of light' topic, the children contributed examples ranging from the moon and stars to candles and car headlights in addition to the sun. These older children also learn about aspects of health such as the need for hygiene, healthy eating and the basic structure of the human skeleton. Together, such learning experiences prepare them well for their move into the main school curriculum.

Physical development

84. The initial assessments of the children show that the development of their physical skills is generally average, although occasionally it is above expectations for the age group. Teachers provide good reinforcement of this area of development as the children move through the Foundation Stage. Both finer and larger motor skill development opportunities are provided, the former through mark making and creative play activities using a range of small equipment. Children's larger motor skill development is supported by access to the spacious and very attractive play area adjacent to their classroom. Additionally they have use of the school hall for movement lessons. For instance, in one nursery lesson observed, there was a focus on children's throwing, catching, patting, heading and rolling skills as they travelled in various ways whilst manipulating a small paper ball. They showed sound co-ordination and agility as they crawled and stretched, moving the ball about with the utmost care. They were considerate of others in this as in other contexts. One or two children were very inventive in their responses to instructions and the teacher made good use of this to inspire other children. Unfortunately, this particular lesson did not provide sufficiently for the children's cardio-vascular exercise, although it had many other strengths, such as incidental development of vocabulary. The children showed immediate obedience to instructions at all times. Reception children build on their initial agility to move effectively and imaginatively; for example, 'under', 'over' and 'through' a range of low level gymnastics apparatus. The movements they chose in the lesson seen included walking, sliding, stamping and jumping, during which they all moved with care and co-ordination, as well as enthusiasm. This combination of responses is also evident in their outdoor play. They make imaginative use of the apparatus and equipment available, showing care, energy and skill in the riding of wheeled toys, for example.

Creative development

85. Teachers provide well for this aspect of the children's development, enabling them to make good progress and achieve the Early Learning Goals relevant to this area of their development. Children have many opportunities to engage in art work of various kinds as they explore story lines by making collages and paintings, which contribute to displays that include large scale images and paper sculptures provided by the teachers. Illustrations of features seen on 'Rosie's Walk' (a chicken story) was an attractive example of this. Also, a large train collage was followed by an open coach containing a jolly collection of self-portraits painted on paper plates. A dinosaur display

in the nursery included several ferocious looking paintings and models of creatures in muddy shades of green and brown. Large animal paintings showed bold outline and colour combined with individualised facial expressions. Nursery children worked effectively on large letter shapes, decorating them with a variety of grains. Children also develop their creative skills as they work with junk and play with sand, for instance, but one of the most absorbing of their creative activities is the role-playing in which they become totally absorbed as they take on different roles in varying contexts. Teachers also provide musical opportunities ranging from unaccompanied singing of traditional songs to exploration of the sounds made by percussion instruments. Reception children also explore rhythm as they sing familiar songs.

86. The Foundation Stage is very well led by a committed and well informed co-ordinator who ensures that the curriculum is rich, well balanced and suitably developed to support daily planning that takes into account the stepping stones towards children's mastery of the nationally required Early Learning Goals. Teaching is rarely less than good, more usually very good and sometimes excellent. All necessary assessment arrangements are carried out systematically and used to match learning opportunities to the needs of children at differing stages of achievement. Facilities and resources for learning are very good. The keys to the success of this department are, however, the excellent quality of the relationships between the staff and the children, the commitment of all the staff to the children's best interests and their good understanding of their educational needs. Additionally, the children are motivated to learn because teachers and support staff believe that learning is fun.

ENGLISH

87. At the time of the last inspection, standards in English in Year 2 were below the average for schools nationally. In the most recent National Curriculum test in 2001 the number of pupils attaining the expected Level 2 or above was well below the national average, with writing being weaker than reading. They were in line with similar schools in reading, but well below similar schools in writing. This inspection shows a significant improvement in standards since then. The analysis of pupils' work and lesson observations indicate that pupils are now attaining in line with expected standards. When they enter the school most pupils have an underdeveloped vocabulary and communication skills are below the standards expected. Pupils are on course to attain expected levels by the end of Year 2 and their progress and achievement are good.
88. The last inspection found that standards in English at the end of Year 6 were well below the expected level. The inspection also reported a lack of sustained progress in Years 5 and 6. The 2001 test results showed that standards were well below national averages and the average of similar schools. Work scrutinised and lessons observed in this inspection show that progress is now consistently good and that standards at the end of Year 6 are likely to be in line with national expectations. Here too, improvement in standards and the consistent progress indicate good achievement. All pupils, including those with special educational needs, make good progress throughout the school.
89. In Years 1 and 2 pupils develop listening skills well. Speaking skills are less well developed, but good progress is made as they improve their vocabulary and are encouraged to express themselves. There is evidence of good development of key vocabulary across a range of subjects, including information and communication technology, science, history and geography and this has helped in the effective implementation of the national Literacy Strategy in the school. In a Year 2 literacy discussion about a book on how animals talk, pupils spoke knowledgeably about high

frequency vibration and communication and the use of glossaries and an index. Standards of reading are improving because of the good teaching of basic skills. Pupils are taught the phonic sounds correctly and pupils are encouraged to read with expression. Pupils have a good knowledge of book skills, which helps them to use books for research. They talk with understanding about contents pages, indices and glossaries and know how to use them. They read both fiction and non-fiction and clearly know the difference between them. The reading-record books are used well by staff and parents and pupils regularly take books home and read to members of their families. The school has recognised that writing skills need improving and that there is a need for a consistent approach to handwriting and the teaching of cursive handwriting throughout the school. There is more emphasis upon neatness and presentation, although there are still some inconsistencies here. Most pupils in Year 1 are able to sequence a story correctly and to write a sentence. A few pupils are writing their own sentences, using correct capital letters and full stops and using speech marks with some degree of accuracy. A number of pupils in Year 2 were seen working independently, using dictionaries where necessary to help them to write sentences using the phonemes 'oi' and 'oy'. In one book a boy wrote, 'Please make less noise, I'm trying to work'. One of the girls showed a developing awareness of the need to use language suitable to the occasion when reading aloud to the class. Having written about the 'stink' of a toilet she prudently changed it to 'smell'.

90. In Years 3 to 6 pupils listen well and show sustained concentration. Speaking skills are still below what is expected of their ages, but are improving. Year 6 pupils were observed looking at texts relating to the Loch Ness monster and were able to discuss and make use of persuasive language; for example, in preparing an effective brochure to encourage people to come on their 'Nessy Tours'. They understand and use a range of techniques to improve writing, such as alliteration, exaggeration and puns. These skills are being developed further down the school too. Year 4 pupils, for example, can talk about advertising techniques and use them to improve or create their own advertisements. Most are reading with expression and attention to punctuation. They have good research skills and can explain how to find a book in the library and how to make use of contents pages, indices and glossaries to help them in their studies. Several Year 6 pupils are members of and make regular use of their own local library. Use is also made of compact disks and the Internet. Pupils are developing a wider range of writing skills and often draft and re-draft their work to improve it. A good example of pupils reviewing and making useful comments on each other's work was also seen.
91. During the inspection period no problems relating to English as an additional language were noted. Very good language support is provided by classroom assistants where necessary, as they sit with pupils and help to explain and clarify what is being taught and what pupils need to do. A good example of this was seen in the Year 2 class discussion on animal communication where the classroom assistant had whispered conversations with one boy and, as soon as he was sure he had understood correctly, he would 'shoot' his hand up to answer the question the teacher had raised. Where no assistant is available, it is the teachers who provide support. In a Year 6 booster class, for instance, the teacher made sure that all pupils, including one girl for whom English is an additional language, clearly understood the vocabulary used in the text about the Loch Ness monster.

92. Although the school has noted that boys tend to perform better than girls, there was no real evidence of this noted during the inspection. There is an imbalance of numbers, but teachers are sensitive to the situation and girls generally are as likely as boys to be involved in the lessons and are as keen to answer the questions.
93. Pupils throughout the school have a very positive attitude and approach to learning. In none of the lessons observed were the attitudes and behaviour less than good; it is usually very good and in some of the lessons seen the approach to learning is quite remarkable. Pupils quite simply know what is expected of them and they settle down and do it. Pupils work well, independently or in groups, with or without an adult. This attitude is the result of extremely good relationships and high expectations of behaviour. Boys and girls work well together and all pupils, including those with special educational needs, are challenged and achieve well. Spiritual, moral and social development are effectively supported through English lessons. Pupils are encouraged to think about moral and social issues and the feelings and emotions of people, as, for example, in Year 5, when discussing letters about fox hunting. Staff act as good role models and all pupils have a clear awareness of what is right and wrong. A range of appropriate texts helps cultural development.
94. None of the teaching seen was deemed to be less than good and most teaching was either very good or even excellent. Teachers have clear learning objectives and are well focused on what they want the pupils to learn. This clear focus is helping to raise the standards in the school because it means that teachers and pupils alike know what needs to be done to improve. Teachers plan well and target work well to the needs of groups or individual pupils. A good, brisk pace keeps pupils motivated and makes good use of time. Teachers manage pupils very well and have high expectations of both behaviour and work, which the pupils know and understand. The best teaching has a wide range of techniques to gain and keep the pupils' attention without apparent effort. Skilled and committed support staff are involved well in the lessons and give good guidance and help to pupils.
95. Leadership and management are very good. The subject co-ordinator is very knowledgeable, well informed and leads well, monitoring planning, teaching and standards of work. A member of the governing body has special responsibility for literacy and has a good awareness of the strengths and needs of the school. She supports well, visits the school, has observed lessons and has a clear picture of what has been and needs to be done. Assessment procedures are very good and groups of pupils and individuals are given clear targets of what they need to do to improve. Resources are good and are used well to teach all elements of the National Literacy Strategy. Accommodation is good, with plenty of space; a range of attractive displays make for a positive learning environment. The three attractive library areas are well stocked and effectively used by pupils and teachers. Teaching and support staff are very well matched to the needs of the curriculum. Effective performance management has helped the co-ordinator to set targets for improving the standards of literacy throughout the school. All staff share a clear vision of what needs to be done to continue to raise standards and the school improvement plan includes clear statements of the need to improve writing and speaking skills. The National Literacy Strategy has been effectively put in place, is consistently taught well and is helping to raise standards in the school. With rising standards, the very high quality, well-focused teaching, the greatly improved attitudes and behaviour and the way that pupils' performance is being carefully monitored, the overall improvement in English in the school since the last report is considerable.

MATHEMATICS

96. The pupils' attainment at the end of Year 2, in the National Curriculum test in 2001, was in line with the national average and well above that of similar schools. The pupils' attainment at the higher levels was above the national average and well above that of similar schools.
97. The pupils' attainment at the end of Year 6, in the National Curriculum test in 2001, was well below the national average and below that of similar schools at both the expected Level 4 and the higher Level 5. The attainment of pupils currently in Year 2 is in line with the national average.
98. At the time of the last inspection pupils' attainment at the end of both key stages was well below the national average. There has been a marked improvement in the last two years facilitated by the school's commitment to raising standards and because of a marked improvement in the pupils' behaviour and attitudes to learning, particularly among the pupils in Year 6. The attainment of pupils currently in Year 6 is in line with the national average.
99. In Year 2, some pupils are being helped to achieve a high standard by learning their multiplication tables up to twelve. The higher attaining pupils are attaining Level 3 and work is well matched to the ability of pupils, who are organised into three or more different groups. Occasionally, some of the highest attainers are not given sufficiently challenging tasks quickly enough and spend too much time on work in which they are already competent; this tends to occur more when pupils are being assessed. The pupils with special educational needs make good progress and are very well supported. They achieve well and are working towards standards that are similar to those normally expected of pupils of their age.
100. In Year 6, the highest attainers achieve well and are able to use different strategies for working out percentage discounts and value added tax. They are able to check their results using calculators. The majority of pupils know their multiplication tables well. A significant group of low attainers, including a high proportion with special educational needs, are achieving the expected Level 2.
101. The pupils' progress and, therefore, achievement at the end of both key stages is satisfactory overall and sometimes good because teachers plan lessons well, produce suitably well-matched work for all ability groups and have high expectations.
102. The pupils' attitudes to learning in Years 1 and 2 are very good; the pupils concentrate, show interest and enthusiasm for what they are doing and behave very well. All pupils are valued and are given opportunities to participate when the class is brought together for mental calculation or other discussions. There are good relationships between the teachers and the pupils. As a result, the pupils work well, individually and in co-operation with others and maintain their interest and enthusiasm.
103. The pupils' attitudes to learning in Years 3 to 6 are good overall and sometimes very good because they are keen to take part in lessons. They are attentive, respond well to questions, are enthusiastic and work well when given tasks to do in their books. When pupils acquire new skills and knowledge they proceed with confidence in their work and are eager to prove their new knowledge by responding well in question and answer sessions. There are good relationships between the teachers and pupils and pupils generally work well independently, in pairs or in groups. The teachers show patience and understanding in dealing with lively groups of older pupils. Where behaviour is

unacceptable the teachers act quickly to point this out without allowing it to interrupt the pace of the lesson.

104. The quality of teaching in Years 1 and 2 is good overall and sometimes very good, because the teachers have good subject knowledge and high expectations. The pace of mental work is generally brisk and the teachers expect a similar response from the pupils. Lessons are well planned with work appropriately matched to the attainment of pupils in different groups. Support staff are very well deployed. The teachers move around the class during main activities giving individual support, to which pupils respond well by working with confidence and enthusiasm. In question and answer sessions the teachers are careful to ensure that all the pupils are involved and they set appropriately challenging questions for higher attainers as well as questions to which all pupils can respond.
105. In Years 3 to 6 teaching is good overall, ranging from satisfactory to very good because in the majority of lessons the work is very well planned and the teachers have high expectations of pupils' behaviour and standards of work. The teachers are secure in their knowledge of the subject, resources have been well prepared beforehand and appropriately matched work is set to challenge pupils at all ability levels.
106. The quality of the teachers' marking is good and very good use is made of interactive marking with the older pupils; the pupils are encouraged to respond to the teachers' comments in their books. The teachers find pupils' comments such as, 'I found this difficult', very informative and useful in their planning.
107. The management and leadership of the subject by the co-ordinator are good and, as a result, there is a focus on the continual raising of standards. This is already having an impact on standards and on test results seen in Years 2 and 6. This year's action plan identifies the raising of standards in Years 1 and 5 as its main priority. The National Numeracy Strategy is fully in place and the school has good processes for the assessment of pupils' attainment and progress.
108. The teachers track individual pupils' performance against the National Numeracy Strategy objectives. Lesson objectives are on display in most classrooms. These are sometimes, but not always, shared with the pupils at the beginning of lessons. Where this takes place, this is good practice. Pupils are secure in knowing what is expected of them and they try hard to achieve their teachers' expectations.
109. In both key stages pupils with English as an additional language learn well and make good progress. In all lessons observed, teachers are careful to ensure that all pupils are included by ensuring the appropriate deployment of support staff, by questioning and the setting of work that is well matched to pupils' different levels of ability. In some classes, higher attaining pupils could spend less time on activities in which they are already secure and move on more quickly to more challenging activities.
110. The co-ordinator has approximately two release days per term that are used for the scrutiny of work and teachers' planning and also for classroom observations. This is good, but at present the arrangement lacks a clearly defined plan for the use of time. Weekly and medium-term planning are very good. Weekly evaluations are shared across year groups and are used to inform the following week's planning. Half-termly checks are carried out by the mathematics co-ordinator on teachers' weekly planning and evaluations to ensure curriculum coverage. Appropriate action is taken to deal with any discrepancies.

111. Monitoring and evaluation of teaching is satisfactory at the present time, but there is no clearly-defined plan for the monitoring and support of teaching throughout the school in this subject.
112. Numerical targets are set for all individual pupils for the end of their current academic year and a colour-highlighting system of records is used to identify whether pupils are or are not on track to achieve their targets, so that action can be taken. This is useful and helps the teachers to plan appropriately-matched work for different groups of pupils. No individual targets are projected for pupils to achieve at the end of their current key stage other than for pupils in Years 2 and 6. There are setting arrangements according to ability in Years 5 and 6. Teachers work on group or whole-class targets within classes and sets. There are as yet no short-term specific targets for individuals or small groups of pupils, which could be shared with parents and reviewed and updated regularly. The school recognises this as a possible area for development.
113. Year 6 teachers check National Curriculum test results and senior staff are aware of the main strengths and weaknesses. Senior managers, assessment and mathematics co-ordinators and Year 6 teachers work together in analysing the results and take appropriate action to identify and address strengths and weaknesses and any issues such as gender.
114. Teachers keep samples of children's corrected work showing the objectives achieved. This is useful in identifying some strengths and weaknesses. There is no school portfolio of levelled work as a point of reference for all staff.
115. Resources are used very well and accommodation is used well throughout the school, with space for the withdrawal of groups of pupils and for extra sets where necessary.
116. Some use is made of information and communication technology to support mathematics in all year groups. The school recognises that more use of information and communication technology to support teaching and learning in this subject is an area for further development.

SCIENCE

117. The pupils' attainment at the end of Year 2, in 2001, was below the national average and was in line with similar schools. The percentage of pupils attaining the higher levels was well below the national average and was below that of similar schools.
118. The pupils' attainment at the end of Year 6, in the 2001 National Curriculum test, was above the national average and well above that of similar schools in Year 6. The number of pupils attaining at higher levels was average when compared to all schools nationally, similar schools and pupils' prior attainment. Since the last inspection standards have risen significantly at the end of Year 6. There is no difference between the achievement of boys and girls.
119. The standards of work seen in the school during the inspection showed pupils' work in both key stages to be in line with national expectations. Pupils are achieving well, with a significant minority of pupils achieving above national expectations. Pupils in Years 3 to 6 are making good progress when compared with their attainment when they were seven. The standards of work in scientific enquiry are good; for example, in Year 3, pupils are able to plan a fair test and can explain the need for a control in an investigation as to whether a plant needs leaves to grow. Pupils are making good

progress in science throughout the school and pupils with special educational needs and English as an additional language make progress that is in line with other pupils.

120. Since the last inspection in Year 2000, the school has addressed the issue of raising standards in science. There is consistency in planning and the approach to assessment. Assessment findings are being used to inform planning and teaching and to extend pupils' scientific knowledge and understanding.
121. The pupils' attitudes to learning in Years 1 and 2 are good; they enjoy science activities and have a good understanding of the science they are currently studying and that which they have previously studied. They have a good understanding of variation in both plant and animal life and in Year 1, pupils have a good understanding of conditions needed for plant growth.
122. The pupils' attitudes to learning in Years 3 to 6 are good. By the end of Year 6, they have a good knowledge of a range of topics, including forces. Their written work shows that they are making good progress and that they are challenged through an effective marking dialogue with teachers. Pupils in Year 6 are able to investigate forces through a range of activities and are able to record their findings in a variety of ways; for example, by using labelled diagrams and tables. Pupils in Years 3 to 6 are beginning to use appropriate scientific vocabulary correctly, supported by effective modelling by the teachers and visible vocabulary lists. In Year 5, pupils were able to use 'vibration' correctly when discussing sound and in Year 4 pupils are able to describe food chains using the words 'producer', 'predator' and 'prey', and to explain what happens when a food chain breaks.
123. The quality of teaching in Years 3 to 6 is good and makes a significant contribution to pupils' learning. Lessons are well planned and managed. Effective questioning to extend their learning and clarify expectations challenges pupils. The learning objectives and outcomes are shared with pupils and reinforced throughout sessions. The last part of lessons is used effectively to reinforce the learning gained and to indicate the next stage of learning.
124. Although only one lesson was observed in Key Stage 1, discussion with pupils, scrutiny of work and planning and assessment indicate that the quality of teaching in Years 1 and 2 is satisfactory because the pupils are making good progress.
125. The management of the subject is sound. Science has been a focus for development and the co-ordinator has supported the development of the subject and the raising of standards. Strengths and weaknesses in science teaching have been identified and, with the support of the local education authority, scientific enquiry has been improved across the school. The co-ordinator monitors teaching and planning through classroom observation and scrutiny of the planning on a regular timescale. There are good, consistent assessment procedures in place, which inform teachers' planning and the next learning steps for individuals and groups of pupils. Improvement in science since the last inspection has been noteworthy. Science resources are adequate, but there needs to be more provision to support the current scheme of work. No evidence of the use of information and communication technology to support science was observed during the inspection.

ART AND DESIGN

126. The attainment of the majority of Key Stage 1 pupils is above national expectations for the age group by the end of Year 2. For instance, they have recently carried out paper, montage work on the theme of 'Impressions of a Garden'. The overlapping, delicately coloured, flower petals were inspired by pupils' acquaintance with the work of Monet, the father of impressionist painting. The effect achieved is instantly recognisable as such. At a more practical level, pupils have produced bold, paper sculptures of the human skeleton to support their work in science. They also work in oil pastels, drawing well observed portraits of each other. The Year 1 pupils have used decorated junk materials to build a robots' call centre. Their paintings of robots in primary colours show imagination. These pupils also engage in satisfactory work with textiles, including weaving. Pupils enjoy their art and work with care. The achievement of most pupils over the key stage is good.
127. This good progress continues throughout Key Stage 2, leading to attainment that is above the standards expected of pupils by the end of Year 6. These older pupils were observed making collages that showed human figures in action. They used previously made, card figures of humans, arranging their moveable limbs to produce the appearance of movements such as running, diving or dancing. The pupils paid considerable attention to detail as they gave thought to the arrangement of the coloured figures. Many pupils showed aesthetic sensitivity, generally selecting gradation of colour in the sequencing, rather than opting for symmetry in the layout. Year 4 pupils were seen examining William Morris textile designs in preparation for making a decorated tile. All pupils showed a significant level of concentration and pride in their work as they sketched out their ideas. Previous work by this year group has included a study of El Greco's landscapes. The pupils made three-dimensional models of landscapes to alert them to perspective and its links with foreground, middle distance and far distance. They practised making charcoal and chalk drawings of bones, using shading to give a three-dimensional effect before tackling large black and white images of 'The Iron Man', about whom they had read in literacy lessons. They used large areas of smudging, hatching and bold lines to convey his armour, achieving a strong, powerful effect. Pattern making is studied effectively in Year 3 where the unit of work is especially well sequenced to support pupils' progress. In addition to the examples mentioned above, pupils use their artistic skills to support their learning in subjects such as design and technology, history and geography, paying as much attention to quality in these contexts as they do in their art lessons. The standards now achieved are an improvement on those attained at the time of the last inspection.
128. The good quality teaching of art across the school results in good levels of achievement by most pupils. Pupil management is excellent. The teachers communicate their own enthusiasm to the pupils, motivating them to strive for good quality results. Teachers are also effective in their introduction of key elements of art, including the mixing of colours and variation in scale and line to produce different effects. Besides introducing pupils to the work of famous artists including Kandinsky, teachers alert pupils to the styles of modern artists, such as Hockney. Opportunities for pupils to engage in three-dimensional work and the use of computer based resources are, however, limited. Teachers make good use of exhibits from a local museum. Items have included glass sculpture, silk prints and carvings as well as paintings and drawing to inspire pupil's creativity. All pupils attempt the same learning challenges, but expectations of lower attaining pupils and the level of support given to the less confident are varied according to individual need. Class assistants are used well to support these pupils' progress in art.

129. The school benefits from the knowledge and enthusiasm of the art co-ordinator, but opportunities for giving direct help to colleagues are limited by the part-time nature of the post. Additionally, the actual role of co-ordinator is underdeveloped. However, plans for future development of the subject are in process. A key priority, already recognised, is the development of an assessment system to chart pupils' progress more accurately. Currently, evaluation of the effectiveness of the curriculum is unsystematic and time allowances for art in the different year groups are uncertain, but there is a shared commitment to improvement in these respects. The possibility of artists in residence and closer contacts with artists in the community are being considered, so that the already good quality of the provision may be enhanced. The school has not yet formally identified pupils who have a special gift for art, although it provides a thriving Year 6 art club for those who are especially keen. Pupils produce good quality art work in this context. Recently the group has moved on to include photography.

DESIGN AND TECHNOLOGY

130. During the inspection it was only possible to observe one lesson in design and technology in Years 1 and 2. The evidence available from teachers' plans, work displayed around the school and discussion with staff and pupils is, however, insufficient to judge the attainment of pupils or the quality of design and technology at the end of Year 2.
131. The pupils' attainment at the end of Year 6 is below that expected for pupils of this age. The evidence available from classroom observations, teachers' plans and pupils' work indicate that pupils have underdeveloped skills in design and technology. The limited evidence from the inspection of design and technology in Years 3 to 5 indicates that pupils' skills are beginning to develop and progress is being made. All pupils, including those with special educational needs and those with English as an additional language, are beginning to make progress.
132. The pupils' attitudes to learning in Years 1 and 2 are positive; they enjoy design and technology and are able to describe the processes that they follow; for example, in order to make a moving vehicle.
133. The pupils' attitudes to learning in Years 3 to 6 are positive. They enthusiastically participate in lessons and work collaboratively to produce; for example, a pneumatic system in Year 3, using plastic tubes and syringes, which is used to make a monster that moves. In Year 6, pupils work well together, discussing how they can make models work and the methods that they will use to join materials. They use a variety of approaches and ideas to attempt to solve their problems, such as attaching a spindle to a base. Pupils behave well in lessons.
134. The quality of teaching in Years 3 to 6 is satisfactory and teachers use questioning, explanation and demonstration well to support pupils in developing their design and technology skills. Teachers are developing the pupils' skills by demonstrating how to join materials and make objects move. All teachers include design and technology in their planning and links are made to other subjects such as art and design and science. The distinction between the subject areas, however, is not always made clear to pupils.

135. The management of the subject is currently unsatisfactory. There remains insufficient identification of the skills and evaluation of the effectiveness of designs and products. Insufficient time has been allocated to the subject and where design and technology is linked to other curriculum areas there is some confusion as to what constitutes the subject. Monitoring of teaching is not yet occurring in the subject. Assessment is undeveloped. However, the co-ordinator has the understanding to develop design and technology through the school and the school has implemented the Qualifications and Curriculum Authority's scheme of work to support planning. There is also a good range of resources, such as tools and construction kits, available to develop the subject.
136. Since the last inspection the school has introduced a scheme of work to support planning. Time is not always made available for the teaching of the subject and blocking time with other subjects constrains the development of pupils' skills and leads to some confusion between the subject boundaries.

GEOGRAPHY

137. In the previous inspection in Year 2000 standards at the end of Year 2 were seen to be satisfactory, but at the end of Year 6 they were seen to be below expected levels.
138. It was only possible to observe two lessons during the inspection, both in Year 6, but from these and the work seen in pupils' books and a variety of displays around the school, standards are securely in line with expected levels throughout the school. All pupils, including those with special educational needs, are making good progress and more recent work indicates that the rate of progress is improving.
139. Pupils in Year 1 have looked at houses in the local area, including maps and photographs and combined this with a traffic survey. As well as their present topic, Year 2 pupils have looked at ways of travelling, locally, for longer distances and internationally. Year 3 pupils have looked at why people move. They have studied land use in the area, including maps, surveys, data collecting and the use of bar charts to present data. Year 4 pupils have been working on a project about settlements, including map work, using symbols, keys and coordinates. They have completed a survey of the school boundary and produced an interesting colour-coded plan of noises around the school. Year 5 pupils have looked at rivers and, as well as work done in class, have produced their own, personal projects on rivers. These projects vary in quality, but the overall standard is good and a number of pupils have produced high quality work, well researched and set out clearly, complete with contents page and well-labelled illustrations.
140. Year 6 pupils have been looking at life in two places in Africa. Before the inspection they looked at Accra in Ghana and during the inspection they looked at a Maasai village in Kenya. Pupils show a good awareness of where the two places are in Africa and can find them on a map. Through discussion before and after a video clip they showed that they could think clearly about and evaluate similarities and differences between their own lives and the lives of children in Maasailand. They were able to think about their own pre-conceptions and talk, for example, about what they had expected before they saw the video. They showed insight, recognising that, for instance, life in Accra is closer to life in their own town than it is to the Maasai village. As well as developing geographical skills the subject promotes pupils' social and cultural development well.
141. Teaching in the lessons seen was good. Teachers plan well in co-operation with each other and they prepare and use resources well. Pupil management is good and teachers have clear learning objectives that they share with the pupils. This gives a

clear focus to lessons and helps when assessing pupils' progress. Teachers know pupils well and the day-to-day assessment is good, but there are no consistent assessment procedures throughout the school to ensure continuity and help to inform future planning. Pupils have a good, positive attitude towards work and work well independently and in groups. Relationships are very good.

142. Leadership and management of the subject are satisfactory. The co-ordinator has been in the school since last September and has a clear picture of the needs of the subject. She has seen and approved the medium-term planning, but there is, as yet, no monitoring of the delivery of the curriculum. Accommodation is good; resources are satisfactory and are used well. Improvement since the last inspection has been good.

HISTORY

143. In the last inspection, in April 2000, standards in history were observed to be similar to most schools at the end of Years 2 and 6. Work seen and the three history lessons observed during this inspection indicate that standards in history are in line with expected levels and that learning and achievement overall are good.
144. Year 2 pupils are at present following a geography theme, but topics quite commonly link different elements of the curriculum and the lesson observed concentrated on history skills. Pupils are locating places on maps and thinking, for example, about how some places are more suitable than others for holidays. In this case pupils were making comparisons between seaside holidays today and holidays their grandparents might have had. They talked with interest and understanding about entertainment, travel and clothing. Three girls explained that they usually went by car, '...but Grandma would have had to go on the train.' One pointed out that they had steam trains then. They understood many of the differences, but also pointed out some similarities, such as building sand castles. Year 4 pupils are looking at the Romans and are thinking about the rebellion of Queen Boudicca. In discussions and through targeted activity sheets pupils examine what is known about her personality and appearance and what makes her famous. They are developing sound historical language, looking at evidence and thinking about the findings of archaeology. Year 5 pupils are developing good independent research skills as they work in groups to sift through a variety of material provided by the teacher and find out about the Aztecs. Some are looking at houses and homes and others at the different roles of men and women. In the reporting back session at the end of the lesson they show good understanding as they present their findings and, as they are questioned by the teacher and other pupils, they explain their findings clearly.
145. Teaching is never less than satisfactory and is good overall. Teachers plan well co-operatively and work and planning indicates that all elements of the National Curriculum are being covered effectively. Teachers manage pupils and pupils' behaviour very well. They set clear learning objectives and use their knowledge and resources well, including a variety of visits and visitors. For example, Year 4 pupils have visited Roman St Albans, Year 5 pupils have had a Tudor experience at Knebworth and Year 1 have looked at how their toys differ from those of children in the past, with the help of a visitor. Some Year 2 pupils have done their own Internet research to print information on Florence Nightingale. Teachers keep pupils well focused and interested and this is reflected in the positive attitudes and good behaviour in lessons.
146. Leadership is satisfactory but the role of the co-ordinator is underdeveloped. The co-ordinator has only been in place since last September and, although she does ensure that planning covers the whole of the National Curriculum, she has not had any

opportunity to monitor teaching or work produced. She has produced a useful, if informal, improvement plan for history and has a good grasp of what needs to be done to raise standards. Although teachers know pupils well, there are no consistent, planned assessment procedures to inform planning. Resources are satisfactory, but no audit has been carried out recently. There has been a considerable improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

147. Pupils' attainment in Years 1 and 2 is in line with what is expected of pupils of their age. This is similar to the findings of the last inspection. By Year 2 pupils can make different types of graphs; for example, of the best material for a kitchen mop, and read results from them. They draw symmetrical pictures, highlight words and find their definitions, draw an island, adding different features to it and draw, for example, in the style of Mondrain. Information and communication technology enhances both literacy and numeracy lessons with pupils able to insert line breaks into a poem and use a CD-ROM to put words into alphabetical order. Good cross-curricular links are made with a number of subjects using the computer and pupils with English as an additional language are aided in their learning of the language. They can also program a robotic toy through a set of obstacles and know that a control device can follow instructions. In Years 1 and 2 pupils follow a demonstration lesson with time to work on the skills taught throughout the following week.
148. Pupils' attainment in Years 3 to 6 is in line with what is expected up to Year 5, but below expectations in Year 6, where pupils are still learning skills planned for younger pupils in the National Curriculum. Standards were below expectations at the last inspection and, overall, improvement since then has been good, especially in Years 3 to 5. Moreover, pupils in Years 6 are very quick to learn and in the lessons observed pupils made above average progress and a minority reached above average standards being competent and confident. In Year 3 pupils are able to change colours, fonts and the size of letters. They sort information into a dinosaur database and word process their own class targets. In Year 4, they can draw one half of a face and copy, rotate and paste it to form a symmetrical completion on the other side of the picture. They can use a spell check and copy and resize pictures. In Year 5, pupils learn to enter a formula on to a spreadsheet and show considerable ability in solving a problem. They can merge two programs such as 'Word' and 'Paint' and can search the Internet to find information such as for a river project. They also write their own instructions to control a set of traffic lights. In Year 6, pupils look at other school web sites critically, to collect ideas as to how their own school web site could be successful.
149. The attitudes of pupils in Years 1 and 2 are very good. The subject contributes well to pupils' social development; they work very well with partners and those with greater skills share them willingly with those who are learning. The attitudes of pupils in Years 3 to 6 are very good. Pupils throughout the school enjoy working with computers and behave very well indeed. They carry out their tasks enthusiastically. As a result, pupils from Years 1 to 5 are making very good progress. In Years 3 to 6 pupils are confident and the subject does much to raise their self-esteem. They are much more willing to experiment and try things out for themselves than in other lessons.

150. The quality of teaching in Years 1 and 6 is very good. A particular strength is in the good pace that is maintained throughout lessons. Teachers have high expectations of what can be achieved in relatively short lessons and pupils meet their expectations. Throughout the school the subject is taught very well. Teachers have good subject knowledge and very good class management skills. From the scrutiny of pupils' recorded work and by observations in lessons it can be seen that the degree of pupils' learning is very good. Teachers have good subject knowledge themselves and use the interactive white board particularly well to demonstrate what pupils are to achieve during a lesson.
151. The leadership and management of the subject are very good. The policy has been updated, the curriculum is mainly in place and the co-ordinator has excellent, very comprehensive records of what has been taught and where there are weaknesses in all year groups up to Year 4. She has trained her colleagues in the use of a digital camera, the robotic toy and new software. Feedback on courses attended, such as developing a web site and using information and communication technology to support literacy and numeracy, has been given to colleagues at staff meetings. Further training has been given on word-processing and planning. Strengths in the subjects are the overall management of the subject, the good links that are made with literacy and numeracy, the very good day-to-day records and assessment sheets (known as access sheets) that are kept and the use of resources especially the interactive white board. Improvements are still needed in the following areas: assessment in Years 5 and 6; the monitoring of the Years 5 and 6 curriculum to ensure that all aspects are covered in enough depth, for example, control technology and an increase in the software available to support different subjects. The development of a school web site is also a priority the school has identified. The school has a small computer suite and plans to enlarge it when space becomes available. Computers are in all classrooms, but were seldom seen being used in Year 3 to 6 classes. The school has bought hardware and software, using tokens collected by the pupils.

MUSIC

152. The attainment of the majority of younger pupils is broadly in line with national expectations by the end of Year 2. They are familiar with a wide range of tuned and untuned percussion instruments, their timbre and how to play them. During lessons and assemblies they practise their singing skills, usually achieving a melodic result together with an accompaniment. They respond to changes in dynamics such as differences between verses and choruses. Year 1 pupils learn to use voices and instruments to create sound effects such as ticking clocks, clocks chiming and mice running - such as might be used to support nursery rhymes like 'Hickory, Dickory Dock'. The pupils' achievement over the key stage is satisfactory overall, but, where teaching is of an especially high quality, pupils' responses and progress can be very good. This occurred in a simplified, notation lesson where they learned to play and sing to music based on the notes E and G. When playing their instruments, they followed a simplified line of music showing one-beat (crotchets) and two-beat (minims) notes. The pupils are beginning to recognise the greater precision that this provides, as compared with the graphic methods they have used when composing earlier in the key stage. They also demonstrated awareness of rhythm as they danced with enjoyment in time to their singing.
153. The majority of older pupils reach the nationally expected standards for their age group by the end of Year 6. Most understand how to interpret a four-beat bar using a variety of note values. Pupils responded positively to this difficult challenge. Although they gain knowledge and understanding in this area, lessons at the end of Key Stage 2 are

too short to allow most pupils to refine their understanding through application of their learning, using clapping skills, for example. The pace of learning required to achieve the relevant targets in a short time was too great for the majority of pupils in a Year 5 class who were learning to recognise a steady pulse and how rhythmic patterns can be combined. The teaching was well informed, but the time constraint led to lengthy exposition and questioning. Although this included listening opportunities, the concentration and behaviour of a significant minority of pupils lapsed. During the short time remaining for reinforcement activities, most pupils applied themselves reasonably well, but their achievement was unsatisfactory in all but a minority of cases. A singing lesson for younger pupils in the key stage was more satisfactory, with the pupils making good progress in singing a variable rhythm to a steady, repeated beat. Achievement in Key Stage 2 is satisfactory overall in spite of the time limits on lessons.

154. The teaching observed was at least satisfactory and sometimes very good. Pupils' progress reflected these variations, although the good subject knowledge of several teachers in the school is not fully exploited because of the timetabling constraint that operates in practice. For instance, they do not always have time to consolidate learning by making effective use of the good range of resources available to them. Additionally, a number of teachers do not have confidence in their ability to teach music, so pupils' progress is uneven across the key stages. In general, the satisfactory standards evident at the time of the last inspection have been maintained and lesson objectives are now more clearly defined.
155. The achievements of a minority of pupils are enhanced by the good, extra-curricular learning opportunities. Recorder or choir sessions take place on almost every day of the week and are well attended, although girls make more use of these facilities than do boys. These lunch-time sessions give pupils opportunities to extend and reinforce their knowledge of standard notation and provide tuition leading to performances in school assemblies. Through passing references and listening opportunities in assemblies, all pupils gain a limited knowledge of the music of a variety of classical composers and some appreciation of music from alternative cultures, although the provision for the latter is limited. The pupils have contributed music to a Christmas drama performance and the school sometimes organises a performing arts concert. Occasionally, professional musicians visit the school, to demonstrate the use of a range of instruments.
156. Management of the subject is good overall, but the commitment of the co-ordinator cannot find full expression while the role of subject leader remains limited. The school has recognised the need for the further development of music in the school and has accorded it priority in the school improvement plan. Particular priorities include professional training for less confident teachers, customisation of the current scheme of work to enhance progression in learning and the development of manageable, but effective assessment arrangements. The school recognises that a few pupils have a special talent for music, but has not yet provided any particular learning opportunities for them.

PHYSICAL EDUCATION

157. The pupils' attainment at the end of Year 2 is in line with that expected of pupils of this age because teachers have high expectations of the pupils' behaviour and lessons are carefully planned and prepared.
158. The pupils' attainment at the end of Year 6 is in line with that expected of pupils of this age because teachers plan lessons thoroughly, have clear expectations of the pupils' behaviour and give clear instructions.

159. In a dance lesson in Year 1 high standards were achieved by very effective use of demonstration and by the teacher's reinforcement of the tape's instructions about what the pupils were required to do. In other indoor lessons, more time would give opportunities for pupils to reach higher standards. In 15-minute lessons there is insufficient time for demonstration and to follow-up these good standards.
160. In Years 3 to 6 there are many examples of individual pupils demonstrating high standards in ball-handling skills. The highest standards are attained where teachers take time to focus on a particular skill for some time before the main activity. In lessons of less than half an hour there is insufficient time for skills to be given adequate attention.
161. In all lessons, attention is given to ensuring that pupils, at all levels of ability, are included and feel secure. Support staff generally play an active part in lessons giving appropriate support in ensuring that the pupils whom they help are fully engaged in all activities.
162. Pupils' attitudes to learning in Years 1 and 2 are very good because the pupils behave very well; they listen to instructions and are keen to succeed. They enter lessons in a quiet, orderly manner and focus on what they are required to do. Pupils' attitudes to learning in Years 3 to 6 are very good. These are promoted by the teachers' high expectations of work and behaviour and the fact that they give pupils very clear instructions about they are required to do.
163. The teachers in both key stages are good role models. They dress appropriately and often take part in the activities themselves. There are very good relationships between the teachers and the pupils and among the pupils themselves. In Years 3 to 6 the pupils participate well in small group activities and in team games with groups of various sizes.
164. The quality of teaching in Years 1 and 2 is good because teachers are very clear about what they want the pupils to do. The teachers give clear instructions and make good use of demonstrations, when time allows. In Years 3 to 6 teaching is good because the teachers know their pupils well and plan lessons effectively. The teachers make good use of space, indoors and out. They use interventions well to give clear instructions and to make teaching points that impact on learning and keep the pupils on task.
165. In all lessons observed pupils with English as an additional language were learning well and making good progress. Pupils of different abilities are included in all activities and those with special educational needs are well supported so that they are able to fully participate. In the types of activity observed there are opportunities for pupils at all levels of ability to achieve, including higher attaining pupils, although lack of time in some lessons limits the development of knowledge and skills.
166. The management of physical education is satisfactory, but the co-ordinator has no release time in which to monitor the effectiveness of teaching and learning or to give support to other staff. The co-ordinator has recently checked the physical education policy and staff follow Qualification and Curriculum Authority's guidelines. Teachers' weekly planning is good, but there is little evidence of work being evaluated or teachers tracking the progress of individual pupils. Teachers' weekly planning is checked half-termly, for curriculum coverage and progression, by the co-ordinator.

167. The school offers some extra-curricular activities for older pupils. These include netball, which is attended by boys and girls, and football which is open to boys and girls, but attended by boys only at the present time. Support staff, such as the school caretaker and a teaching assistant, play an important role in these activities. Pupils in Years 3 to 5 attend swimming lessons at a local swimming baths in the autumn term and records are kept of their progress, but were not available at the time of the inspection. A school sports day is held in the school grounds and Years 5 and 6 pupils take part in inter-school athletics. Residential visits offer a range of outdoor activities to Years 4 and 6 pupils. Lunch-time activities include indoor games such as badminton and table tennis and are open to Year 6 pupils as a result of gaining merit awards.
168. The school has good resources for physical education, although some older equipment needs replacing. Facilities for physical education and games, both indoor and out, are very good.
169. Time allocations for physical education are unsatisfactory, both with regard to the length of lessons and in the weekly time given to the subject in some classes. As a result, insufficient time is given to the development of individual skills for the pupils to achieve the standards of which they are capable.

RELIGIOUS EDUCATION

170. Pupils' attainment in Years 1 and 2 is in line with the expectation of the Locally Agreed Syllabus. They make very good progress across the key stages gaining a wide range of knowledge and understanding about four faiths. Higher attainers reach above average standards with pupils able to record what they have learned in their own words, punctuating their work well. Their presentation and handwriting are good. Lower attainers in Years 1 and 2 achieve well completing a piece of recorded work at their own level for each lesson. Even the lowest attaining pupil achieves well, writing under the teacher's writing. Pupils know about famous people such as Florence Nightingale, about times of the Christian calendar such as harvest, Advent, Christmas and the period from Shrove Tuesday, through Lent to Easter. They also learn about 'people who help us' such as the headteacher, school keeper and other members of staff. Year 2 have learned about the Jewish festivals of Sukkot and Hanakkah and the Hindu festival of Diwali. When learning about the story of Noah from the Bible, they also link what they have learned in literacy to the fact that the teacher reads from a book written by a particular author, but that the story will be the same as the one in the Bible, although some of the words may have been altered. They have brought in special books of their own in a previous lesson and understand that the Bible compiles the special books of Christians. Pupils thought about why Noah had been chosen to go into the ark and decided it could have been because he was a good person and treated people and animals with respect and care. Teachers are very aware of the importance of being inclusive and pupils are given time to answer questions at length. Those with English as an additional language are encouraged to repeat new words until they can say them correctly, helping them to gain confidence and understanding. The subject develops speaking and listening very well.
171. Pupils' attainment in Years 3 to 6 is in line with the expectation of the Locally Agreed Syllabus. Pupils in Year 3 know basic facts about Christianity and Islam, although occasionally these facts are not quite accurate and this has not been noted by the co-ordinator, through the monitoring of pupils' books. Pupils know Bible stories, such as 'The Lost Coin' and the 'Parable of the Sower' and think about how Zaccheaus might have felt when Jesus asked to come to his house. The content of lessons in parallel classes is sometimes different, however, with the work in the books of one class being

of a better quality than the other. Pupils not only learn about religion, but also how to apply it to their own lives. For example, when they study the two Commandments of Jesus, to love God and one's fellow men, they write down ways in which they think this could be done. As pupils move up the school the amount of written work decreases. In Year 4 there is evidence that they know about Christian ceremonies such as baptism and confirmation and about the five Ks of Sikhism. They also learn how sacred texts are regarded, handled and read by members of different religions. There is a wide range of achievement in Years 3 and 4. Pupils in these years are not always as forthcoming about answering questions as they are in the younger classes. There is very little recorded work in Years 5 and 6, but what there is covers Judaism, the Sikh religion and Christianity. This has not been monitored sufficiently but from interviews with pupils, the Locally Agreed Syllabus appears to be being covered. Pupils in Year 5 were following a series of lessons on 'people in authority' and during the week of the inspection were considering the enjoyable and less enjoyable aspects of the work of a headteacher. Pupils in Year 6 were considering how humans exercise responsibility for the environment.

172. The attitudes of pupils in Years 1 and 2 are very good, as is their learning. Pupils are interested, attentive and a few are keen to answer questions. They work well on their tasks and ask for help when needed, enjoying sharing what they do with their teachers.
173. The attitudes of pupils in Years 3 to 6 are very good, but sometimes in Year 6 there is a lack of pace, which means that pupils lose interest. In almost all lessons in Years 3 to 6 pupils' attitudes were either good or better. In two lessons they were very good and in one excellent; their ideas for an alternative ending to the story of 'The Good Samaritan' were exceptionally well thought out. In a Year 3 lesson, pupils were totally absorbed in their work and worked quickly and thoughtfully. Year 6 pupils showed interest in the subject when interviewed and were surprised at what they could remember. Their impression was that they don't 'do much religious education', but gradually they were able to talk about various aspects of what they had learned. Without any written reference to religious education lessons, pupils found it hard to recall what they had learned.
174. The quality of teaching and learning in Years 1 and 2 is very good. Expectations are high as was seen both in the lessons observed and in the work recorded which is well above average. Spellings are corrected in pupils' books, support is given for lower attaining pupils and average and higher attaining pupils are encouraged to record work in their own words, developing literacy skills well. The teachers' own subject knowledge ensures that their pupils have gained an unusually wide range of knowledge and understanding by the end of Year 2. They have visited the local church, a parent has visited to show them about Hindu hand paintings and good links are made with what they hear in assemblies.
175. The quality of teaching and learning in Years 3 to 6 ranges from satisfactory to very good and is good overall. Very good teaching in Year 3 developed excellent attitudes in the pupils, who responded thoughtfully, with many keen to answer questions. They learn to consider cause and effect of different actions when thinking of possible different endings to the story of 'The Good Samaritan' and what the longer-term outcomes might have been as a result of those choices. In Year 4 very good teaching was enhanced by good resources where the teacher ably explained that the Bible 'gives you good ideas' and pupils could see; for example, how important a Bible, the teacher had brought in, was to the person who owned it as it had obviously been well used. This enhanced the second attainment target of religious education, to apply what is learned, and contrasted well with the set of new Bibles available in school. Teaching

was also very good in a Year 6 lesson where pupils were briefed particularly well on what to look out for before a group of pupils reported back on their work. Positive attitudes and behaviour were again promoted through very good teaching.

176. The leadership and management of the subject are satisfactory. The development of the subject has not been a priority and the co-ordinator has not felt able to develop it in the way she would have liked. There are no local co-ordinator meetings and neither she nor other members of staff have attended any recent in-service training. Set against the development of literacy and numeracy, which have been given priority for the past few years, management has been satisfactory. The subject is well resourced and the Locally Agreed Syllabus is being followed. Half-termly plans are monitored by the co-ordinator, but she does not monitor the pupils' work or lessons. The school has good links with the local church. The subject is ready for development.